Nourishing the fitrah of each unique child

Religious Education Policy

"We ….made you into nations and tribes, so that you may know each other."

(Surah Al Hujurat, 49:13)

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Religious Education

At Unique Academy school, we will help children to develop an understanding of the place that religion plays in people's lives and how it has influenced history and the growth and development of society.

Our personalised RE schemes of work reflects the backgrounds of the pupils who attend the school, as well as teaching about the religions present in the wider community. We have also adapted the scheme to make meaningful cross-curricular links with the other subjects of the curriculum.

Aim

Our aim is to ignite a curiosity to learn about religions and world views that will help children understand about faiths, beliefs and how religion has influenced the development of society and the community in which we live.

Intent

At Unique Academy, our RE lessons are intended to offer a rich RE curriculum to allow for coverage of the areas prescribed; to allow for a variety of ways to explore religions, their community and personal development and wellbeing. The lessons have an intention of providing a high quality, coherent and progressive experience of the subject, with scope for cross-curricular learning. Through each unit, children will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues. SMSC, personal growth and community cohesion are featured throughout each non-statutory strand and are there to ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences. The intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives.

Implementation

At Unique Academy, children will begin to look at other religions in KS 1, focusing on celebrations and rituals. Emphasis will be on personal growth and community cohesion allowing for personal development for the children. In KS2, we offer a wider range of learning opportunities about the world's religions including deeper understanding of the origin of those religions and their key stories and teachings. Throughout both key stages, there will be emphasis on personal growth and community cohesion, allowing for personal development for the children from KS1 to the end of KS2. Children will broaden their knowledge and skills with each unit that they study. As well as unit overviews, end of unit assessments are available to support teachers in making sure children have reached the intended outcomes. Key questions and key vocabulary will be taught to pupils to highlight the progression of skills around the specific language involved in the children's learning, so teachers can assess their understanding and progress through vocabulary as well.

Impact

We believe that our RE curriculum will give children a better understanding of the main religions that make up the UK landscape. All children will be more informed about their position in the world, and the decisions they can make impacting their future. We aim for pupils in our school to be able to talk confidently about their wellbeing, moral and cultural development for the society in which they live. The RE curriculum will promote respect, tolerance and understanding for all those around them including themselves. We aim for our lessons to develop in the pupils a deep understanding of the main religions of the world and their community. This evidence will be seen through using the correct vocabulary, explanations and respectful opinions, as well as cross-curricular evidence, for example religious and cultural art work and presentations.

RE Curriculum Map

Class	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
EYFS	Who am I? Take a stand I feel…	Inner and outer Who am I: home? Who I am I: belonging	Special objects My precious Objects and belief	Ramadan	Eid al-Fitr	Hajj Islam
Cycle A Year 1 / 2	Jumuah Islam	Harvest Christianity	Hanukkah Judaism	Ramadan	Eid al-Fitr	Hajj Islam
Cycle B Year 1 / 2	Jumuah Islam	Prophet Eesa (Jesus)	Purim Judaism	Ramadan	Eid al-Fitr	Hajj Islam
Cycle A Year 3 / 4	Ganesh Chaturthi Hinduism	Guru Nanak Gurpurab Sikhism	Lent Christianity	Ramadan and Eid al-Fitr Islam	Shavuot Judaism	Hajj Islam
Cycle B Year 3 / 4	Janmashtami Hinduism	Kathina Buddhism	Vaisakhi Sikhism	Eid ul-Adha Islam	Shabbat Judaism	Hajj Islam
Cycle A Year 5 / 6	Guru Arjan Gurpurab Sikhism	Holi Hinduism	Passover Judaism	Ramadan and Eid al-Fitr Islam	Dharma Day Buddhism	Hajj Islam
Cycle B Year 5 / 6	Parinirvana Buddhism	Sunday Christianity	Rosh Hashanah and Yom Kippur Judaism	Lailat al Miraj Islam	Kumbh Mela Hinduism	Bandi Chhor Divas Sikhism

RE Progression Map

EYFS

We have aimed to select the Early Learning Goals that link most closely to RE curriculum guidance.

Personal, Social and Emotional Development (Self-regulation)
Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Personal, Social and Emotional Development (Managing Self)
Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.

Personal, Social and Emotional Development (Building Relationships)
Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

Understanding the World (People, Culture and Communities)
Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)
Children know about similarities and differences in relation to places and objects.

Areas to Cover in the Non-Statutory Guidance

These three areas should underpin the breadth of coverage of RE in schools:

- **SMSC**
- **Personal Growth and Development**
- **Community Cohesion**

Beliefs and teachings (from various religions)
Understanding the key teachings of various religions.

How beliefs are expressed
Understanding how books, scriptures, symbols, art and readings convey beliefs.

Values (in your own life and others' lives)
Showing an appreciation for what people value and how it is an important aspect of their life.
Making sense of right and wrong and choices we make.

Time to reflect and personal growth
Showing an appreciation for how religion plays an important role in people's lives.
Exploring identity and who we are.

Rituals, ceremonies and lifestyles (from various religions)
Exploring the day-to-day lives and practices of various religions.

RE coverage should aim to:

- provoke challenging questions;
- encourage pupils to explore their own beliefs;
- enable pupils to build their sense of identity and belonging;
- teach pupils to develop respect for others;
- prompt pupils to consider their responsibilities

	KS1	LKS2	UKS2
Beliefs and teachings (from various religions)	Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals. Children can: a describe the main beliefs of a religion; b describe the main festivals of a religion.	Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1. Children can: a describe the key teachings and beliefs of a religion; b begin to compare the main festivals of world religions; c refer to religious figures and holy books.	Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance. Children can: a recognise and explain how some teachings and beliefs are shared between religions; b explain how religious beliefs can shape the lives of individuals and contribute to society.
Rituals, ceremonies and lifestyles (from various religions)	Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies. Children can: a recognise, name and describe religious artifacts, places and practices; b explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; c observe when practices and rituals are featured in more than one religion or lifestyle.	Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life. Children can: a identify religious artefacts and how they are involved in daily practices and rituals; b describe religious buildings and how they are used; c explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.	Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life. Children can: a explain practices and lifestyles associated with belonging to a faith; b explain practices and lifestyles associated with belonging to a non-religious community; c compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles; d show an understanding of the role of a spiritual leader.
How beliefs are expressed	Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life. Children can: a name religious symbols and the meaning of them; b learn the name of important religious stories; c retell religious stories and suggest meanings in the story.	Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come. Children can: a begin to identify religious symbolism in different forms of art and communication; b looking at holy texts and stories, explain meaning in a story; c express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.	Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and express meaning. Children can explain the meaning of religious stories, sources of wisdom and the traditions from which they come. Children can: a explore religious symbolism in literature and the arts; b explain some of the different ways individuals show their beliefs; c share their opinion or express their own belief with respect and tolerance for others.

Time to reflect and personal growth	Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them. Children can: a identify things that are important in their lives; b ask questions about the puzzling aspects of life; c understand that there are similarities and differences between people.	Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views. Children can: a understand that personal experiences and feelings can influence their attitudes and actions; b offer suggestions about why religious and non-religious leaders and followers have acted the way they have; c ask questions that have no agreed answers, and offer suggestions as answers to those questions; d understand that there are similarities and differences between people and respect those differences.	Children continue to develop their understanding of how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair. Children can: a recognise and express feelings about their identities and beliefs; b explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers; c explain why their answers may be different from someone else's and respond sensitively.
Values (in your own life and others lives)	Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make. Children can: a look at how values affect a community and individuals; b explain how actions can affect other people; c understand that they have their own choices to make and begin to understand the concept of morals.	Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values. Children can: a make informed choices and understand the consequences of choices; b describe how shared values in a community can affect behaviour and outcomes; c discuss and give opinions on morals and values, including their own.	Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship. Children begin to understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements. Children can: a explain why individuals and communities may have similar and differing values; b show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences; c express their own values while respecting the values of others.

Cycle A Year 1 / 2 – RE Scheme of Work
Autumn Term 1 - Jumu'ah (Islam)

Overview: Jumu'ah are Friday prayers. Before Jumu'ah, many Muslims wash, put on perfume or aftershave and dress in clean clothes. Just after lunchtime, worshippers meet at the mosque to say special prayers and listen to a talk by the Imam. The importance of saying Friday prayers is mentioned in the Qur'an and Muhammad called Friday the best day.

Ideas and insights:
Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
Notice and respond sensitively to some similarities between different religions and world views.

Gain and deploy skills:

Knowledge and understanding:
Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.

Vocabulary:
ablutions area, adhan, dome, headscarf, Imam, Jumu'ah, mihrab, minaret, minbar, mosque, muezzin, prayer, prayer hall, prayer mat, Qibla compass, worship, worshippers

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Friday Prayers Engage Concept/Aspect Speaking, listening and sharing Skill In this lesson children will: Demonstrate that they can share opinions and feelings and explain views through discussions with one other person and the whole class. Core knowledge By the end of this lesson children should know: People have different opinions, feelings and views. It is important to be able to express these views, as well as being respectful of others, to have successful relationships.	Enjoy a quiet time together after lunch on a Friday. Encourage the children to sit still and quietly for a few minutes then read a story. Ask questions to see who has listened carefully and paid attention to the words. At the end of the session, talk about how it felt to stop working and share a special time together. Tell the children that they are going to learn about Jumu'ah, Muslim Friday prayers, which is a time when many Muslims stop working, visit the mosque, say prayers and listen to the words of the Imam. Link these ideas to the Friday activities the children have just enjoyed.	

Bilal Concept/Aspect Knowledge and understanding Skill **In this lesson children will:** Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	Read The story of Bilal fiction text, about the slave who became the first muezzin, using the Whoosh! drama technique. Talk about the character and actions of Bilal and ask questions during the story, such as 'How is Bilal feeling? Why is the slave owner angry? Do you think Bilal is brave?' Finish the story and ask 'What do you think Bilal might have said when he called people to prayer?' Encourage them to try out their ideas. At the end of the session, listen to a recording of the Islamic call to prayer and share a simple English translation. Note: A muezzin is a person who calls other worshippers to prayer. The adhan (call to prayer) happens five times a day, usually from a tall tower in a mosque called a minaret. The midday adhan on a Friday signals the start of Friday prayers.	
Prayer Concept/Aspect Knowledge and understanding Skill **In this lesson children will:** Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.	Put a prayer mat, Qibla compass, head scarf and Muslim prayer alarm clock in a suitcase for the children to find. Let the children explore the contents and guess what the objects are used for then read *Time to Pray* by Maha Addasi. After the story, ask 'Do you think this suitcase belongs to Yasmin? Why do you think that? Why are these objects important to Yasmin? Do you think she will want them back?' Ask the children how they could contact Yasmin then work together to write an email or make a phone call to her. Tell the children that Yasmin will be coming to collect her suitcase then introduce a persona doll to the children. Encourage them to greet Yasmin, show her the suitcase, ask questions and listen carefully to her answers. Note: Yasmin could write a letter to the children saying thank you for their hospitality and how she has finally managed to get up in the morning for her early morning prayers. Information about persona dolls is available online.	• Suitcase containing a prayer mat, Qibla compass, head scarf and Muslim prayer alarm clock • Persona doll
Why do Muslims visit the mosque during Jumu'ah? Concept/Aspect Expressing ideas and insights Skill **In this lesson children will:** Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	Plan a visit to a mosque. Let the children look at pictures of the mosque before the visit so that they can think of questions to ask while they are there. During the visit, learn about the different parts of the mosque including the mihrab, the prayer hall carpet or mats, the minaret, the ablutions area, the minbar and the shoe shelf. Ask your guide to talk about why Friday is a special day in the mosque and encourage the children to ask their questions and listen carefully to the answers. Note: Talk to the children before the visit. Ask them to bring in a hat or scarf to cover their heads as a sign of respect and explain that they will need to take their shoes off when they enter the mosque so it is important to wear clean socks. If a visit isn't possible, provide images of mosques, a range of information books and video clips including the short film Holy Cribs: The Mosque from Truetube for the children to use.	• Images of mosques and a range of information books about mosques
Mosque models Concept/Aspect Knowledge and understanding Skill **In this lesson children will:** Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.	Provide images of mosques alongside a wide variety of craft and joining materials. Ask groups of children to create different parts of the mosque including the mihrab, prayer mats, the dome, the minaret, the ablutions area, the minbar and the shoe shelf. As the children work, ask questions, such as 'Why are you making the minaret so tall? Who will stand at the minbar? Where are you going to place the prayer mats?' At the end of the session, put the pieces together to make a large mosque model. Note: As well as the above architectural features of the mosque, the children could make people to put inside their model and study Islamic patterns to decorate the inside and outside of their mosque.	• Images of mosques • Range of craft materials

Exploring worship Concept/Aspect Knowledge and understanding Skill **In this lesson children will:** Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.	Many Muslims visit their place of worship, a mosque, on a Friday for Jumu'ah. Now it's your turn to find out about places of worship. 1. What is a place of worship? 2. When do people visit a place of worship? 3. What might people do when they visit a place of worship? 4. How might people feel when they are in a place of worship? 5. Why might believers want to worship together? 6. Do people of different faiths worship in the same place? Your task Look at the Objects used during worship picture cards. They are all taken from different places of worship but what are they? Decide what the objects might be called and what they are used for then write a label for each one. Share your thoughts with others then listen carefully as your teacher uses the Objects used during worship answer sheet to tell you about the objects.	
Visiting their mosque Concept/Aspect Expressing ideas and insights Skill **In this lesson children will:** Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	Sit around the mosque model and pick up one of the people the children made. Give the character a name, such as Taheem, and explain that it is Friday afternoon and he is on his way to the mosque. Let the children talk about Taheem, using questions, such as 'Why is Taheem going to the mosque? What sounds might he hear? What will he do when he gets there?' to guide their thinking. Provide speech and thought bubbles for the children to decide what he might be saying and thinking as he visits the mosque and encourage them to share their ideas. Note: Let the children play with the mosque model independently after this session. You may also want to create models of other places of worship to find similarities and differences between them.	• Speech and thought bubbles
Other special times Concept/Aspect Expressing ideas and insights Skill **In this lesson children will:** • Notice and respond sensitively to some similarities between different religions and world views.	Remind the children that Jumu'ah is a very special time for Muslims. Invite visitors to come and talk to the children about their special time during the week and bring in an object that they use during the special time. Ask the children 'Do you have a special time of the week?' Which object reminds you of that special time? Let the children use art or craft materials to make their special object and write about their special time. At the end of the session, encourage the children to share the story of their object and their special time in a small group. Note: Visitors may include school staff sharing stories about special hobbies and family times, members of the community who meet weekly for a variety of reasons and members of faith groups talking about their times of worship.	
Evaluation questions	1. Why did Bilal become the first muezzin? 2. What is the adhan? 3. How did Yasmin pray? 4. Why is a mosque a special place? 5. Why is Friday a special day for Muslims? 6. How does a mosque help Muslims to worship together? 7. How do people of other faiths worship together? 8. Which times are special to people you know? 9. Which times are special to you?	

Cycle A Year 1 / 2 – RE Scheme of Work
Autumn Term 2 - Harvest (Christianity)

Overview:
Christian harvest festivals are not fixed in the church calendar. However, many churches and schools in the UK celebrate harvest in September or October. At harvest time, Christians may sing special hymns, display a range of foods and flowers in church, collect food and household items for local good causes or give money to charities at home or overseas. Different harvest festivals happen all over the world and most major religions give thanks for the harvest at some point in the year. The timing of harvest celebrations change depending on the different seasons and crops grown in each country.

Ideas and insights: Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.

Gain and deploy skills: Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, art or poetry.

Knowledge and understanding:
Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.

Vocabulary:
Bible, charity, Christian, creation, grateful, harvest, hymns, miracle, share, thankful, worship

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage - Making crumble Concept/Aspect Knowledge and understanding Skill In this lesson children will: Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	Make apple and sultana crumble. Provide ears of wheat, milk, apple pips and grapes and talk about how they become flour, butter, apples and sultanas. Prepare, bake and share the crumble together. Explain to the children, that they are going to learn how Christians say thank you for all the good things the Earth provides at harvest time. Warning: check for food allergies and follow food hygiene rules during this activity.	• Ingredients and equipment for making apple and sultana crumble • Ears of wheat, milk, apple pips and grapes
Develop - Wonderful world Concept/Aspect Gaining and deploying skills Skill	Share the Wonderful world picture cards with the children. Talk about the pictures and let the children choose a favourite. Use green and blue tissue paper to make a world collage together then surround it with the chosen pictures to make a colourful display. Explain that Christians believe that God created the world we live in and they are going to learn how Christians may celebrate harvest to give thanks for what they have. Share the Christian creation story from a children's	• Collage materials, including blue and green tissue paper

In this lesson children will: Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.	version of the Bible, such as *The Lion Storyteller Bible* by Bob Hartman and encourage the children to share their ideas about the origins of the Earth. Note: Many different faiths and cultures celebrate harvest. Share *Harvest* by Honor Head, which describes harvest celebrations around the world. You could also link this session to geography and science work and talk about other religious and non-religious ideas of creation.	
Songs of thanks and praise Concept/Aspect Knowledge and understanding Skill **In this lesson children will:** Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.	Ask the children 'What is music like?' and 'How does it make you feel?' then listen to a variety of traditional and modern hymns that Christians might sing at harvest time and follow the words on an IWB. Ask the children 'Why are these hymns sung at harvest time? Why do you think Christians use music and singing to worship God? What do the hymns' words thank God for?' List all of the things that Christians are thankful for in the hymns, then ask the children to write a 'thankful' list of their own. Share and compare. Is everyone thankful for the same things? Note: Use a mixture of familiar and unknown harvest hymns for this activity, such as *We plough the fields and scatter* by Matthias Claudius and Johann AP Schulz, *Think of a world without any flowers* by Doreen Newport and *Look at the world* by John Rutter. Music is used by many religions for worship. Why not listen to the *Sukkot Song* by Steve McConnell, which celebrates a Jewish harvest festival?	
Power of thank you Concept/Aspect **Knowledge and understanding** Skill In this lesson children will: Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	Provide sticky labels and writing materials for the children to make 10 thank you stickers. Ask the children to look for things to be thankful for inside and outside school and encourage them to give out a sticker every time they say thank you to someone. After a few days, ask questions, such as 'How many thank you stickers did you give out? What did you say thank you for? Were you thanked? Why do you think Christians want to say thank you to God at harvest time?' Note: Talk about how saying thank you makes people feel valued. Model giving compliments, smiling at others, asking someone to play and saying sorry. Explain that Christians believe that Jesus was kind and helped other people so they try to do the same. Let the children try these out independently and praise efforts to be kind to others.	• Sticky labels • Writing materials
The marvellous picnic Concept/Aspect **Knowledge and understanding** Skill **In this lesson children will:** Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	Lay out a picnic for four people and ask, 'Is this picnic big enough to feed everyone in the class?' Listen to the answers and let the children try to share out the food. Read *The Marvellous Picnic* from *The Lion Storyteller Bible* by Bob Hartman, which tells the story of how Jesus fed 5000 people with the five loaves and two fish that a small boy had shared with the crowd. Christians believe this was a miracle. Ask 'If you could talk to someone in the crowd that day, what would you ask them?' Use the teacher in role website to answer the children's questions about the miracle. At the end of the session, talk about the little boy who shared his lunch. Ask 'Why do you think he shared what he had? Could Jesus have performed his miracle without the boy's lunch? Would you have shared your food?' Note: Explain that many Christians share what they have to help others. At harvest time, they may give donations of food and money to people in need or spend time helping others. Why not visit The Salvation Army website to find out how they share what they have with others?	• Range of foods to share
Innovate - Thinking about sharing Concept/Aspect Relationships Skill **In this lesson children will:** Recognise the importance of friendship and that there are different ways of making friends. Core knowledge	Christians believe it is important to share what you have, especially at harvest time. Now it's your turn to think about sharing. 1. What does the word share mean? 2. When might you share with others? 3. How do you feel when someone shares with you? 4. Is it always easy to share?	

By the end of this lesson children should know: You can make friends in different ways, such as at school, at home, online or on holiday. The characteristics of a good friendship include being kind, sharing, being a good listener, mutual respect, truthfulness, loyalty, trustworthiness, shared interests, respecting boundaries, caring and making someone feel better when they are feeling sad, isolated, lonely or have a problem or difficulty.	5. Why do Christians share what they have with others? 6. What could you share? Your task: Listen carefully as your teacher reads the opening of *The Selfish Giant* by Oscar Wilde. Can you give the giant some advice? Is he sharing what he has with others? How could he make life happier for himself and the local children? Share your ideas then listen to the rest of story. Did the giant take your advice? Did he share what he had in the end?	
Express - Favourite foods Concept/Aspect **Expressing ideas and insights** Skill **In this lesson children will:** Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	Talk to the children about their favourite foods. Have a selection of different foods on a table and let them choose what they would like to eat. Ask 'Where does your food come from? Do you grow any yourself? Does everyone have the same food choices as you?' Provide the children with the Foods around the world map to explore where a range of food types come from. Read *Lila and the Secret of Rain* by David Conway then ask 'Where does Lila's food come from? Why did she want it to rain? What would happen to Lila if the rain hadn't come?' Look back at the food table and ask the children 'What might Lila think if she came into the classroom and saw all the food choices you have? Are you grateful that you have so many choices? Can you think of ways to help people who haven't got enough to eat?' Let the children share their ideas at the end of the session. Note: Why not grow cress on cotton wool pads, leaving some samples with little water to show the children how a lack of water can affect plant growth?	• Range of foods • Cress seeds and cotton wool pads
Express - Church Visit Concept/Aspect **Gaining and deploying skills** Skill **In this lesson children will:** Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.	Visit a local church to find out how they celebrate harvest time. Look at harvest decorations, talk about harvest worship and find out which charities are being supported. Back in the classroom, create a beautiful harvest display together. Shape, decorate and bake bread dough to make harvest loaves, use wet florist's foam, flowers and greenery to make floral arrangements and display a wide variety of different fruits, vegetables and foods on a table. Talk about the display and ask 'Why have we put food and flowers on the harvest display?' and 'What do you think Christians think about when they see the food and flowers in church?' Note: There are many different harvest traditions in the UK. Coastal communities may celebrate the harvest of the sea, while harvest time events around the Marcle Ridge in the Wye Valley celebrate the apple harvest. Why not learn about some local harvest traditions?	• Ingredients and equipment for making bread • Florist's foam, flowers and greenery • Range of seasonal fruits and vegetables
Evaluation questions	1. Why do Christians believe that the world is a special place? 2. Why do Christians say thank you at harvest time? 3. Why do Christians sing harvest hymns? 4. What are you thankful for? 5. What is a miracle? 6. Why is it important to share what you have? 7. Does everyone in the world eat the same food as you? 8. How do churches in your area celebrate harvest time?	

Cycle A Year 1 / 2 – RE Scheme of Work
Spring Term 1 - Hanukkah (Judaism)

Overview:
Hanukkah is the Jewish Festival of Lights that is celebrated every autumn in November or December. The festival celebrates the victory of Judah Maccabee and his Jewish followers over the Syrian Emperor Antiochus and the miracle of the lamp, which burned for eight days in the regained temple in Jerusalem, even though there was only enough oil for one day's light. Lighting the Hanukkiah, playing the dreidel game and eating fried foods are Hanukkah traditions that help Jews to remember the story of the Maccabees, the lamp in the temple and the importance of religious freedom.

Ideas and insights:
Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
Notice and respond sensitively to some similarities between different religions and world views.
Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

Gain and deploy skills:
Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Knowledge and understanding:
Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.
Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.

Vocabulary:
dreidel, gelt, Hanukkiah, kosher, latke, menorah, Shamash candle

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources

Lighting the candles Concept/Aspect Knowledge and understanding Skill **In this lesson children will:** Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	Push eight relighting candles into a rectangular piece of clay. Light the candles and ask the children to describe the flames and candle light. When you are ready, try to blow the candles out. The children will be amazed when the flames reappear! Invite each child to try to blow out the flames. Ask 'What is wrong with these candles?' and 'Why won't the flames go out?' Record the children's answers, then explain that, during Hanukkah, Jews celebrate a time when a special lamp kept burning for eight days and nights.	• Relighting candles • Clay
Develop - Story of Hanukkah Concept/Aspect Knowledge and understanding Skill **In this lesson children will:** Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	Read *The Story of Hanukkah* by David A. Adler. Discuss what happened to the lamp in the temple then ask 'Have you ever heard of the word miracle? Do you think this was a miracle? Could there be another reason why the lamp burnt for eight days?' Record the children's responses and alternative explanations. If possible, put a small amount of oil in an oil candle and light it. Let the children estimate how long it will burn for. Do they think it will burn for eight whole days? Note: Share and compare miracles from other religions, such as the feeding of the 5000 (Christianity), the miracle of the spider web (Islam) and Krishna lifting the Govardhan mountain (Hinduism). Warning: Leave the oil candle in a safe place, away from the children and remember to blow it out once the children have gone home.	• Oil candle (optional)
Menorah Concept/Aspect Knowledge and understanding Skill **In this lesson children will:** Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.	Show the children a special menorah used at Hanukkah, which is called a Hanukkiah. Count the nine candles and compare the Hanukkiah to a temple menorah, which has seven candles. Explain that the Hanukkiah candles are lit to remind Jews of the miracle of the lamp in the temple. Look at the kosher design of the Hanukkiah, then demonstrate how it is lit. Provide modelling clay and birthday candles for children to make a small scale Hanukkiah. Look at the children's designs. Are they kosher? Note: A kosher Hanukkiah has eight candles in line and at the same height. The ninth candle needs to be out of line. It is called the Shamash and is used to light the other candles. Candles are placed from right to left, one for each of the eight days of Hanukkah, but they are lit from left to right. The Hanukkiah is lit after sunset. It is put in the window to publicise the miracle and as a sign of religious freedom.	• Hanukkiah • Candles and clay

Dreidel **Concept/Aspect** Expressing ideas and insights **Skill** **In this lesson children will:** Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	Read the story *The Dreidel That Wouldn't Spin* by Martha Seif Simpson. Introduce the dreidel spinning top (make your own or buy them online), the meaning of the letters on each side and how to play. Let the children play in teams, helping each other, taking turns and congratulating the winner. Supervise the game until the children become familiar with the rules and symbols on the dreidel. Note: The letters on the dreidel (Nun, Gimel, Hay and Shin) represent the first letters of the Hebrew words 'Nes Gadol Haya Sham', which mean 'a great miracle happened there'. This reminds Jews of the miracle of the lamp in the temple. Instructions for playing the dreidel game are available online. The children could also learn The Dreidel Song.	
Hanukkah traditions **Concept/Aspect** Expressing ideas and insights **Skill** **In this lesson children will:** Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	Share the book *Hanukkah* by Nancy Dickmann then try some Hanukkah traditions. Taste latkes with apple sauce and sugared sufganiyot (doughnuts), make gift bags and fill them with chocolate gelt (a traditional gift at Hanukkah) and decorate cardboard headbands with paper candles or flames. Talk to the children about the meaning of Hanukkah traditions as they work. Note: Many Hanukkah traditions are symbolic. Eating latkes and sufganiyot cooked in oil reminds Jews of the oil in the temple lamp. Traditionally, gifts of gelt allowed the poor to buy candles and wine needed for Hanukkah celebrations and rewarded children for Jewish study. The book *The Hanukkah Mice* by Steven Kroll is a lovely storybook to reinforce some of the customs and traditions of Hanukkah.	• Range of Hanukkah foods, such as latkes, sufganiyot and chocolate gelt • Craft materials
Exploring miracles **Concept/Aspect** Knowledge and understanding **Skill** **In this lesson children will:** Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	Hanukkah celebrations help Jews to remember the special story of the miracle of the lamp. Now it's your turn to think about miracles. 1. What is a miracle? 2. When have you heard the word miracle? 3. Why do we call something a miracle? 4. How might people feel if a miracle happened? 5. Do you know any other stories about miracles? 6. Do you believe in miracles? Your task If you could make a miracle happen, what would it be? Record your ideas, explaining why your miracle is special. Share your miracle with others.	

Right and wrong **Concept/Aspect** Gaining and deploying skills **Skill** **In this lesson children will:** Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Recap the story of Hanukkah then ask 'Was it right for Antiochus to destroy the Jewish temple? Do you think he cared how the Jews might feel? How do you think the Jews felt when they saw the temple was ruined?' Explain that the Jews repaired and cleaned the temple because they cared about it. Provide tarnished metal objects, olive oil and soft cloths. Show the children how to clean and polish the objects. Ask 'How do you think the Jews felt when the temple was clean and shiny again?' Talk to the children about caring for their environments. Ask 'How does it feel to have a clean and tidy classroom? Is it fair to make a mess or break things? Who should tidy up at the end of the day?' Note: The Jews lit a lamp in the temple to rededicate the building to God after the repairs were finished. The word Hanukkah means rededication. Did you know that religious buildings are still dedicated to God today?	• Tarnished metal objects • Olive oil and soft cloths
Evaluation questions	1. Can you remember the story of Hanukkah? 2. What do you think about miracles? 3. Why do Jews light candles at Hanukkah? 4. How is the dreidel game played? 5. Can you name two Hanukkah traditions? 6. Can you explain fairness and right or wrong? 7. Are there any similarities and differences between Hanukkah and Christmas?	

Cycle A Year 1 / 2 – RE Scheme of Work
Spring Term 2 - Ramadan

Overview:
Muslims fast from dawn to dusk during the holy month of Ramadan. After each day of fasting, many families share iftar, their evening meal, together. All Muslims who are old enough and well enough are expected to fast. School and work life carries on as normal, even though no food or drink is consumed during daylight hours.

Ideas and insights: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.

Gain and deploy skills: Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.

Knowledge and understanding:
Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Vocabulary: Allah, fasting, gratitude, Hijri calendar, iftar, Jibreel, mosque, Muslim, new moon, Qur'an, Ramadan, religious, Sawm, secular, worship

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage - The 'go without' challenge Concept/Aspect Knowledge and understanding Skill **In this lesson children will:** Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	A week before teaching this project, set the children the challenge of spending Saturday or Sunday 'going without' something that is important to them such as TV, internet access, toys or sweet food. The challenge should start at sunrise on the chosen day and end as the sun sets. Ask them to record what they did and how they felt. They could write a diary, make a presentation or produce a short film about their challenge. After the challenge, ask the children to work in small groups to share their experiences and write down any common thoughts and feelings.	
Develop - When is Ramadan? Concept/Aspect Gaining and deploying skills Skill **In this lesson children will:** Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.	Explore the Islamic Hijri calendar. Compare the lengths of the months with the Gregorian calendar (the most widely used calendar in the world) and encourage the children to find out when each new month starts. Ask them to find important dates in the Islamic year including the Hajj, Eid ul-Adha and Ramadan and decide how and why the dates of Ramadan on the Gregorian calendar change every year. Note: The Islamic Hijri calendar is a lunar calendar. Each month in the Hijri calendar begins when the new moon is seen. Months are between 29 and 30 days long and the whole year is 354 or 355 days long. Ramadan starts on the first sighting of the new moon in the ninth month of the Islamic year. To enhance this session you could ask the children to create their own lunar calendar at home. Provide a set of 30 circles and ask the children to record the shape and size of the Moon in each circle. Encourage them to label the full and new moons and decide which day would be the first day of the new Islamic month on their lunar calendar. If the Moon is difficult to see, encourage them to use a website, such as Moongiant, which will show the current phases of the Moon.	• Computers or tablets

What happens during Ramadan? **Concept/Aspect** Knowledge and understanding **Skill** **In this lesson children will:** Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Set up small investigation groups to research one part of Ramadan, such as how long the daily fast would be that year, the effects of lack of food and water on the body, the meaning of the word 'iftar' or Ramadan around the world. Encourage the children to share their learning with others then read the story *Ramadan Moon* by Na'ima B Robert at the end of the session. Note: The children could record their findings from this session as television news reporters. Film them delivering their reports then share them with the children later.	• Computers or tablets
The 27th day of Ramadan **Concept/Aspect** Knowledge and understanding **Skill** **In this lesson children will:** Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	Explain to the children that the story of the Night of Power is commemorated on the 27th day of Ramadan, then read The Night of Power fiction text. Ask questions as you read, such as 'Why was Muhammad surprised when the angel Jibreel ordered him to read? What do you think Muhammad did next? Why are the words of the Qur'an important to Muslims?' Show the children how the Qur'an is stored and read to show respect, then provide the Verses from the Qur'an poster for the children to read. Ask the children to describe what the verses mean and explain how they could apply to everyday life. At the end of the session ask 'Have you learned or thought about something new after reading the verses from the Qur'an?' Note: You could extend this lesson by reading and comparing verses from other holy texts. Ask questions, such as 'Are the ideas similar or different? How do different faiths view important life issues? How might believers and non-believers view the same text?'	
Why is Ramadan important to Muslims? **Concept/Aspect** **Expressing ideas and insights** **Skill** **In this lesson children will:** Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.	Invite a teacher, parent or member of the local Muslim community to talk about their experiences of Ramadan. Encourage the visitor to explain their reasons behind fasting and the positive aspects of Ramadan then ask the children to use the visit as a stimulus for creative writing. They could write a series of texts from the viewpoint of someone who is fasting for the first time or create two blogs, one for the beginning and one for the end of Ramadan, from your visitor's point of view. Note: The children may see fasting as negative, however, many Muslims see Ramadan as a positive time. Fasting may help them to feel empathy for people with little food, allow them to read the Qur'an more closely, spend more time on prayer or encourage them to give their time or money to others. Ramadan may also make Muslims feel thankful that Allah has given them the strength to complete the fast. Fasting, known as Sawm, is also one of the Five Pillars of Islam. Link this session to the 'go without' challenge from the memorable experience and encourage the children to think of the positive aspects of their challenge.	

Evaluation questions	1. What happens during Ramadan? 2. How might the story of The Night of Power affect believers? 3. Why do Muslims believe that the Qur'an is a holy book? 4. Why is Ramadan such an important time for Muslims?	

Overview: Eid al-Fitr comes at the end of the fast and is an important religious holiday celebrated by Muslims worldwide. During Eid al-Fitr, Muslims spend time with their families, eat together, celebrate as a community and thank Allah for the help, strength and self-control he gave them throughout Ramadan.
Ideas and insights: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.

Gain and deploy skills: Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.

Knowledge and understanding:
Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Vocabulary:
Allah, Eid al-Fitr,mosque, Muslim, new moon, Qur'an

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Innovate - Exploring gratitude Concept/Aspect Expressing ideas and insights Skill **In this lesson children will:** Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.	Many Muslims feel a sense of gratitude during Ramadan. They are grateful for the food they enjoy, share what they have with others and give thanks for Allah's strength which helps them when they fast. Now it's your turn to think about gratitude. 1. What does the word gratitude mean? 2. When have you shown gratitude for something? 3. Are you always grateful for what you have? 4. How does it feel if someone doesn't show gratitude for what you have done? 5. Why might religious believers show gratitude towards God? 6. How can you show gratitude? Your task Work in small groups to plan and act out two real-life drama scenarios. Make both scenarios similar but show the characters acting with gratitude in one scene and without gratitude in the other. Share and discuss the scenarios with others.	
Eid Al Fitr Concept/Aspect Knowledge and understanding Skill **In this lesson children will:**	Ask the children to use a variety of resources to find out about Eid al-Fitr celebrations, which happen at the end of Ramadan. Areas for the children to research include special foods, worship, gifts, decorations, community celebrations in the UK, celebrations around the world and family time. Note: Why not use the children's research from this session to plan other cross-curricular learning experiences? The children could try out any Eid recipes they have found, write an email to the local mosque to ask about future Eid al-Fitr celebrations or create decorations to use on a Ramadan and Eid al-Fitr display.	• Resources about Eid al-Fitr celebrations

Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.		
Comparing celebrations Concept/Aspect Expressing ideas and insights Skill **In this lesson children will:** Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.	Ask small groups of children to research a different celebration and then encourage them to write the key features of their celebration on separate pieces of card labelled who, what, when, where, how and why. When they have finished, ask them to sort their answers into hoops labelled with the same question stems and then assign each group to a hoop. Encourage the children to add a card about Eid al-Fitr to their hoop then let them read all the cards and compare them. Ask questions, such as 'Are there any similarities between the people who celebrate different festivals? Are there different reasons why people celebrate? Is there anything that all the celebrations have in common?' Note: Provide the children with non-fiction books or ICT resources to use to research different celebrations during this session or encourage the children to share their knowledge of different celebrations from their own cultural backgrounds. Remember that celebrations can be religious or secular.	• Hoops • Non-fiction books or ICT resources for researching different celebrations
Evaluation questions	1. How and why is Eid al-Fitr celebrated? 2. Are all Eid al-Fitr celebrations the same? 3. How do Ramadan and Eid al-Fitr give Muslims a sense of belonging to a community and to a faith? 4. How are Ramadan and Eid al-Fitr celebrations different to other religious or secular celebrations?	

Overview:
The Hajj is a pilgrimage Muslims make to the holy city of Mecca. Pilgrims spend five days praying and worshipping both in Mecca and the surrounding desert. It is a spiritual pilgrimage that every adult Muslim must perform at least once in their lives if they are physically able and can afford it. During the Hajj, pilgrims wear simple clothes and try not to argue. The pilgrims walk around the Kaaba, drink water from the Zamzam well and stone the pillars at Mina. The Hajj is one of the Five Pillars of Islam.

Ideas and insights:
Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.

Gain and deploy skills:
Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, art and poetry.

Knowledge and understanding:
Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Vocabulary:
Faith, Hajj, Ihram, Mecca, pilgrimage, prayer mat, Qur'an, Salat, Sawm, Shahadah, Five Pillars of Islam, Zakat

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Concepts/Aspects **Issues, evidence and ideas** **Knowledge and understanding** Skills **In this lesson children will:** Demonstrate ways to resolve differences. Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance. Core knowledge **By the end of this lesson children should know:** There are many ways to resolve differences with others. These include looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.	Before the lesson, cut out the Mystery suitcases sorting cards. Put each card into a separate envelope labelled from one to five to correspond with the wording on the card. At the start of the lesson, give the children the Mystery suitcases picture cards. Let the children examine the items inside each suitcase and ask them to suggest who might own the cases, where the owners might be going, and why they are taking particular items. When everyone has shared their ideas, open the envelopes to reveal the answers. Discuss if the children guessed correctly, then focus on Amara, who is travelling to Mecca for the Hajj. Ask the children to talk about Amara's journey and generate questions they would like to answer about this special pilgrimage. Record their questions and revisit them throughout the project.	

Concept/Aspect **Knowledge and understanding** Skill **In this lesson children will:** Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Share the book *Going to Mecca* by Na'ima B Robert. Allow time for the children to ask questions and share their ideas and opinions. Prepare a table display of items for the Hajj, including a Qur'an, prayer mat, map, Ihram (white robes), trainers, white umbrella, scissors, cracked heel cream, passport, sunglasses, sleeping bag, stones and water bottles. Let the children explore the items and encourage them to relate the items to the Hajj. Ask 'How do these items reflect what happens at the Hajj?' Working in pairs, ask the children to write down what they think they would see, hear, smell, taste and touch during the Hajj. Note: Going to Mecca tells the story of the Hajj and the origins of its rituals in a simple, yet poetic way. It highlights the many sights, sounds and feelings Muslims experience during the Hajj. Begin a Hajj classroom display using the items from this session and add photos, labels and examples of children's work.	• Display items, such as a Qur'an, prayer mat, map, Ihram (white robes), trainers, white umbrella, scissors, cracked heel cream, passport, sunglasses, sleeping bag, stones and water bottles
Concept/Aspect **Knowledge and understanding** Skill **In this lesson children will:** Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Invite a visitor to school who has been on the Hajj to talk about their experience. Encourage the children to prepare questions to ask before the visit. Remind them to ask their questions clearly and listen carefully to the visitor's answers. Film the question and answer session if possible. After the visit, play the video of the question and answer session and ask the children to list 10 words that best describe the Hajj. Note: Ask your visitor to talk about the rules of the Hajj, the rituals they performed, the clothes they wore and their thoughts and feelings during the pilgrimage. If you are unable to invite a visitor to school, you could watch the British Museum's four-minute film, Hajj stories, where Muslims talk about their experiences of the Hajj.	• Tablet or camera with video-recording capability
Concept/Aspect **Knowledge and understanding** Skill **In this lesson children will:** Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Show the children photographs of Hajj customs with captions. Include circling the Kaaba, walking between the hills of Safa and Marwa, drinking water from the Zamzam well, visiting Arafat and stoning the pillars in Mina. Allow the children time to look carefully at the images and talk to others about what they can see. Place them into research groups to find out facts and information about one of the customs. Ask them to create a page of an information book about their Hajj custom then bind all the pages together to make a large class book. Note: Allow the children time to share their findings with others. The book, *Hajj Stories* by Anita Ganeri contains the stories behind the Hajj. Encourage the children to make links between the photographs and the stories during this session.	• Photographs of the Hajj with captions
Concept/Aspect **Knowledge and understanding** Skill **In this lesson children will:** Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.	The Hajj is the most important journey a Muslim will make in their lifetime. Now it's your chance to think about special journeys. 1. What is a journey? 2. Why do people go on special journeys? 3. What might happen on a journey? 4. Where might a journey lead to? 5. What makes a journey special? 6. Do you think you would ever go on a special journey of your own? Your task Plan a special journey. You could research the destination, pack a suitcase, draw a map or write a postcard. Share your plans with others and explain why your journey is so special.	

Concept/Aspect **Gaining and deploying skills** Skill **In this lesson children will:** Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.	Display The Five Pillars of Islam picture card. Explain each one carefully and allow time for discussion. To give a visual image of the importance of the Five Pillars, label each block in a Jenga set with one of the Five Pillars of Islam. Let the children build the Jenga tower, then ask them to remove the blocks one by one until all the blocks fall. Explain that Muslims believe that their faith will be strong if they follow the Five Pillars of Islam and weak if they don't just as the Jenga tower was strong when all the blocks were there but weak when blocks were taken away. Ask the class to draw a Jenga tower labelled with the things they believe make a good life. Ideas could include being kind, doing the right thing, material possessions, going to a place of worship, friendships or spending time with family. Note: The Five Pillars of Islam are Shahadah (professing the faith), Salat (prayers), Zakat (charity), Sawm (fasting) and Hajj (pilgrimage). They are obligations that every Muslim must fulfil in order to live a good and responsible life. Why not give the children cameras or tablets during this session? They could take photos of the Jenga activity as they work to record their experiences.	• Cameras or tablets • Jenga, wooden block stacking game
Concept/Aspect **Expressing ideas and insights** Skill **In this lesson children will:** Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.	Ask the children to use the internet and a good range of non-fiction books to find out about another spiritual journey from a different faith. Let them create a classroom display about the pilgrimage studied and encourage them to compare their display to the Hajj display from the Develop stage. Discuss and record any similarities and differences between the pilgrimages then ask 'Are all religious journeys the same?' Note: The children could research places of pilgrimage in their own locality, or around the world. Famous pilgrimages include Lourdes, France; Camino de Santiago, Spain; Walsingham, UK; Mount Kailash, Tibet; Char Dham, India; Kumbh Mela, India; Jerusalem, the Holy Land.	• Computers or tablets • Non-fiction books about spiritual journeys
Evaluation questions	• Why is the Hajj a special journey for Muslims? • How important was the Hajj experience for your visitor? • Name the places and activities associated with the Hajj? • Which destination did you choose for your special journey and why? • Can you name the Five Pillars of Islam and explain how important they are to Muslims? • In what ways is the Hajj similar to other spiritual journeys?	

Cycle B Year 1 / 2 – RE Scheme of Work
Autumn Term 1 - Jumu'ah (Islam)

Overview: Jumu'ah are Friday prayers. Before Jumu'ah, many Muslims wash, put on perfume or aftershave and dress in clean clothes. Just after lunchtime, worshippers meet at the mosque to say special prayers and listen to a talk by the Imam. The importance of saying Friday prayers is mentioned in the Qur'an and Muhammad called Friday the best day.
Ideas and insights:
Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
Notice and respond sensitively to some similarities between different religions and world views.
Gain and deploy skills:
Knowledge and understanding:
Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.

Vocabulary:
ablutions area, adhan, dome, headscarf, Imam, Jumu'ah, mihrab, minaret, minbar, mosque, muezzin, prayer, prayer hall, prayer mat, Qibla compass, worship, worshippers

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Friday Prayers Engage Concept/Aspect Speaking, listening and sharing Skill In this lesson children will: Demonstrate that they can share opinions and feelings and explain views through discussions with one other person and the whole class. Core knowledge By the end of this lesson children should know: People have different opinions, feelings and views. It is important to be able to express these views, as well as being respectful of others, to have successful relationships.	Enjoy a quiet time together after lunch on a Friday. Encourage the children to sit still and quietly for a few minutes then read a story. Ask questions to see who has listened carefully and paid attention to the words. At the end of the session, talk about how it felt to stop working and share a special time together. Tell the children that they are going to learn about Jumu'ah, Muslim Friday prayers, which is a time when many Muslims stop working, visit the mosque, say prayers and listen to the words of the Imam. Link these ideas to the Friday activities the children have just enjoyed.	

Bilal Concept/Aspect Knowledge and understanding Skill **In this lesson children will:** Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	Read The story of Bilal fiction text, about the slave who became the first muezzin, using the Whoosh! drama technique. Talk about the character and actions of Bilal and ask questions during the story, such as 'How is Bilal feeling? Why is the slave owner angry? Do you think Bilal is brave?' Finish the story and ask 'What do you think Bilal might have said when he called people to prayer?' Encourage them to try out their ideas. At the end of the session, listen to a recording of the Islamic call to prayer and share a simple English translation. Note: A muezzin is a person who calls other worshippers to prayer. The adhan (call to prayer) happens five times a day, usually from a tall tower in a mosque called a minaret. The midday adhan on a Friday signals the start of Friday prayers.	
Prayer Concept/Aspect Knowledge and understanding Skill **In this lesson children will:** Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.	Put a prayer mat, Qibla compass, head scarf and Muslim prayer alarm clock in a suitcase for the children to find. Let the children explore the contents and guess what the objects are used for then read *Time to Pray* by Maha Addasi. After the story, ask 'Do you think this suitcase belongs to Yasmin? Why do you think that? Why are these objects important to Yasmin? Do you think she will want them back?' Ask the children how they could contact Yasmin then work together to write an email or make a phone call to her. Tell the children that Yasmin will be coming to collect her suitcase then introduce a persona doll to the children. Encourage them to greet Yasmin, show her the suitcase, ask questions and listen carefully to her answers. Note: Yasmin could write a letter to the children saying thank you for their hospitality and how she has finally managed to get up in the morning for her early morning prayers. Information about persona dolls is available online.	• Suitcase containing a prayer mat, Qibla compass, head scarf and Muslim prayer alarm clock • Persona doll
Why do Muslims visit the mosque during Jumu'ah? Concept/Aspect Expressing ideas and insights Skill **In this lesson children will:** Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	Plan a visit to a mosque. Let the children look at pictures of the mosque before the visit so that they can think of questions to ask while they are there. During the visit, learn about the different parts of the mosque including the mihrab, the prayer hall carpet or mats, the minaret, the ablutions area, the minbar and the shoe shelf. Ask your guide to talk about why Friday is a special day in the mosque and encourage the children to ask their questions and listen carefully to the answers. Note: Talk to the children before the visit. Ask them to bring in a hat or scarf to cover their heads as a sign of respect and explain that they will need to take their shoes off when they enter the mosque so it is important to wear clean socks. If a visit isn't possible, provide images of mosques, a range of information books and video clips including the short film Holy Cribs: The Mosque from Truetube for the children to use.	• Images of mosques and a range of information books about mosques
Mosque models Concept/Aspect Knowledge and understanding Skill **In this lesson children will:** Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.	Provide images of mosques alongside a wide variety of craft and joining materials. Ask groups of children to create different parts of the mosque including the mihrab, prayer mats, the dome, the minaret, the ablutions area, the minbar and the shoe shelf. As the children work, ask questions, such as 'Why are you making the minaret so tall? Who will stand at the minbar? Where are you going to place the prayer mats?' At the end of the session, put the pieces together to make a large mosque model. Note: As well as the above architectural features of the mosque, the children could make people to put inside their model and study Islamic patterns to decorate the inside and outside of their mosque.	• Images of mosques • Range of craft materials

Exploring worship Concept/Aspect Knowledge and understanding Skill **In this lesson children will:** Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.	Many Muslims visit their place of worship, a mosque, on a Friday for Jumu'ah. Now it's your turn to find out about places of worship. 7. What is a place of worship? 8. When do people visit a place of worship? 9. What might people do when they visit a place of worship? 10. How might people feel when they are in a place of worship? 11. Why might believers want to worship together? 12. Do people of different faiths worship in the same place? Your task Look at the Objects used during worship picture cards. They are all taken from different places of worship but what are they? Decide what the objects might be called and what they are used for then write a label for each one. Share your thoughts with others then listen carefully as your teacher uses the Objects used during worship answer sheet to tell you about the objects.	
Visiting their mosque Concept/Aspect Expressing ideas and insights Skill **In this lesson children will:** Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	Sit around the mosque model and pick up one of the people the children made. Give the character a name, such as Taheem, and explain that it is Friday afternoon and he is on his way to the mosque. Let the children talk about Taheem, using questions, such as 'Why is Taheem going to the mosque? What sounds might he hear? What will he do when he gets there?' to guide their thinking. Provide speech and thought bubbles for the children to decide what he might be saying and thinking as he visits the mosque and encourage them to share their ideas. Note: Let the children play with the mosque model independently after this session. You may also want to create models of other places of worship to find similarities and differences between them.	• Speech and thought bubbles
Other special times Concept/Aspect Expressing ideas and insights Skill **In this lesson children will:** • Notice and respond sensitively to some similarities between different religions and world views.	Remind the children that Jumu'ah is a very special time for Muslims. Invite visitors to come and talk to the children about their special time during the week and bring in an object that they use during the special time. Ask the children 'Do you have a special time of the week?' Which object reminds you of that special time? Let the children use art or craft materials to make their special object and write about their special time. At the end of the session, encourage the children to share the story of their object and their special time in a small group. Note: Visitors may include school staff sharing stories about special hobbies and family times, members of the community who meet weekly for a variety of reasons and members of faith groups talking about their times of worship.	
Evaluation questions	10. Why did Bilal become the first muezzin? 11. What is the adhan? 12. How did Yasmin pray? 13. Why is a mosque a special place? 14. Why is Friday a special day for Muslims? 15. How does a mosque help Muslims to worship together? 16. How do people of other faiths worship together? 17. Which times are special to people you know? 18. Which times are special to you?	

Cycle B Year 1 / 2 – RE Scheme of Work
Autumn Term 2 - Prophet Jesus (Esa)

Overview: In this unit, pupils will learn about Maryam (the mother of Jesus) , her family and Prophet Jesus, his life and mission from an Islamic perspective.		
Vocabulary: Miracles		
Assessment outcomes: Children to answer evaluation questions at the end of the lesson sequences.		
Lesson objective(s)	**Suggested activities and differentiation**	**Resources**
Lesson 1: LO - Maryam (the mother of Esa)	**The wife of Imran was a barren and sterile woman, but she heard from her husband that God had promised him a boy who would be able to bring people to life and to cure the sick as well through the power and command of God.1** **She believed that Almighty God could do this, and prayed to Him to give her the child.** **God granted her prayer and she became pregnant. As a sign of thankfulness for this great blessing and gift, she vowed that she would give her child to the service of the House of God (in Jerusalem).** **The child who was born was a girl, and when her mother saw her she said, "This is a girl, but I will be faithful to my vow; I will call her Maryam She and her children, I commend to Your protection from the mischief of Satan."** **The wife of Imran took Maryam to the House of God. She entrusted her to the custodians of that place. Since the infant was the daughter of their leader, Imran everyone wanted to pay for her upbringing and guardianship so that the honour of having looked after the daughter of Imran would fall on him. In the end a dispute arose between them, and to resolve their differences they drew lots.** **Among the custodians of the House of God the draw came out in favor of Zakariyya. So Maryam came under the tutelage and supervision of Hazrat Zakariyya and she gradually grew up engaged in nothing but worship and serving the House of God.** **Her purity and devotion reached such a stage that whenever Zakariyya (a.s.) went into Maryam's sanctuary; he found heavenly food beside her. He would ask in surprise, "Where does this food come from?"Maryam would reply,** ***"From Allah; truly Allah gives to everyone who He wants without reckoning." (3:37)***	**Twinkl: Jesus in Islam**
Lesson 2: LO - Zakariya and Yahya	**The wife of Zakaryya (a.s.) was also, like the mother of Maryam barren, and for this reason Zakaryya had been without children till his old age. At that time when Zakaryya (as) was looking after the spiritual advancement of Maryam in her sanctuary and saw the infinite mercy of God towards her, he was taken with the desire to have a pious child like Maryam. So he raised his hands in supplication towards God and said,** ***"O God, I wish you to grant me a pure and pious child a child who will be a source of satisfaction to me, the inheritor of me and the House Of Ya'qub." (3:38, 19:1-6)*** **Zakaryya (a.s.) was engaged in prayer in the sanctuary when angels said to him, "God gives you glad tidings of a child called Yahya who is of the righteous and devout prophets."** **Zakaryya (a.s.) who was himself old and weary and saw the barrenness and sterility of his wife (and to become pregnant in such conditions was a gift which could not be expected). He said with delight and surprise, "O God, in the state I and my wife are in, how can you grant me the favour of a child?"** **In answer to this it was said, "This work is easy for God. Did God the Almighty not bring you forth from non-existence into being? "** **Thus Zakaryya (a.s.) became one of the Divine prophets and throughout the whole of his life he called people to faith and salvation. In the end he was martyred by one of the kings of Bani Isra'il who wanted to marry the daughter of his own brother against the law of God, and to whom Yahya had forbidden this.**	

Lesson 3: L0 - Esa, Jesus, the Messiah	**One day, Maryam the girl who had grown up from infancy in the House of God and whose upbringing a prophet of the stature of Zakaryya had undertaken was engaged in worship when an angel appeared to her in the form of a man.** ***Maryam thought that he was a man, and in fear sought protection from God, but the angel gave her glad tidings, "I have come from your God to give you a pure and perfect son. "*** ***Maryam said, "How, since no man has had contact with me and I am not a fornicatress."*** ***"Your God," said the angel, says that this work is easy for Him; that it may be appointed as a sign and an indication of His Mercy."*** ***So Maryam became pregnant, and, since she had no husband some gossipers began to make obscene comments about her, and she became grieved so as to be free from these afflictions she took herself far from people, and had to go to a remote place. There she counted the days until the birth of her child.*** ***At last, when the time of delivery arrived, she took refuge from her pain under a dry date palm in the desert, and in that very place she delivered her baby into the world without any mid-wife or nurse.*** ***Loneliness fear of disgrace and the thought of how she would prove her chastity to people filled Maryam with so much anxiety that she said to herself, "Would that I had died before this and had been lost from people's memories."*** ***Then she heard a voice, which consoled her, "Do not grieve, your God has set under your feet a stream, refreshing to the soul. And shake the trunk of the withered date palm that fresh dates may tumble down for you. Eat, drink and calm your mind, and if you see any man point and say, "I have vowed a silent fast, and today I will not speak to any man."*** ***Miracles and unseen help, one after the other made Maryam courageous. So, because of this tranquility, she took her child back with her to the place where she had been living. When the people saw Maryam with the child clutched to her bosom, they began to chide her, and said, "Your father was not a bad man, nor was your mother unchaste."*** ***Without speaking, Maryam pointed to her child. That meant: ask from him what has happened, and you will get your answer.*** ***"How shall we speak to a child of that age!" they said in amazement.*** ***But Maryam's child spoke through the power of God, and in clear distinct speech said, "I am God's servant. He has given me the Book and has appointed me to be a prophet. And wherever I may be He has put me as the bearer of good news and with His blessing; and He has commanded me that as long as I live I should pray and give zakat and he has made me loving towards my mother Maryam."*** **The clear mind of this child dumbfounded them and this great sign dispelled their incrimination of and suspicion toward Maryam (As) and they knew that this infant was brought into existence by the Will of God without a father. And that in the future he would have great rank and responsibility.**	
Lesson 4: L0 - Description of the Condition of People Before the Message of Esa (Jesus)	**Before the birth of the Messiah, Palestine was in the hand of the Romans. But the people of Palestine, although they had no support to help them to eventual emancipation, were engage' in a struggle with the alien Romans. This continuous fight worsened the condition of Palestine and its people.** **The economy was in a shambles and heavy oppressive taxes added to the evil. Free people were either anxious and in chains or were engaged in a life long struggle. Prosperous places came to a standstill and everything fell into ruin and became weakened even the faith of the Jews themselves, so that they no longer abided by the commands of their religion.** **Perhaps this weakness of faith was a present for Roman colonisation from the people. Colonialism always has and always will use this gift, because in this kind of struggle the enemy has no need of arms. People who neglect and give up their faith, without their knowing, will be gradually annihilated.** **Under these circumstances, in that time full of disturbance and agitation, the need was thoroughly felt for Divine leader to come and save the deviated people from their misfortunes and aberrations.** **And thus it was that, with the expediency of the love and mercy of Allah, the Compassionate, Hazrat Isa (a.s.) came into this world. The birth of this beloved one was accompanied by wonders, all witnessed to his exalted and magnificent rank. These were Divine signs that he was God's leader and that the strong hand of God had brought him into existence to establish the great revolution.**	

Lesson 5: L0 - The Message of the Messiah	**The Injil descended to the person of Esa to be a plan for the liberation of those who were lost. The revealed Injil (gospel) has disappeared and the Gospel which are now in the possession of the (Christians are not revealed books.** **Esa announced his prophetic message and started his activities on a large scale. He took great pains and sacrificed himself to save the Jews and to exterminate the roots of their deviations.** **But the leaders of the Jews, who clung to their position and rank, and who thought that these would be destroyed by the coming of Hazrat 'Isa and feared his prophetic mission, plotted together to find ways to create a disturbance to check his progress.** **Esa was aware of their designs, but he was as steady as a rock, and thus dispensed his guidance and leadership, and informed the people of the superstitions and distortions that had crept into the religion of Musa.** **Sometimes, while he was doing this, he would cure a sick person by the leave of God, or, similarly by His leave, bring to life a dead person, so that they would understand that he had come from God and had been sent by the Unique and Incomparable God.**	
Lesson 6: L0 - The End of the Mission of the Messiah	Day by day, Hazrat Isa's friends and followers increased, and the more they increased the more the opposition of the leaders of the Jews increased, to such an extent that they decided to do away with him. But God concealed him from their eyes, and they crucified another by mistake who resembled Hazrat 'Isa (a.s.), and thus they believed in their error that they had crucified Hazrat 'Isa (a.s.). This fact has been explicitly stated in the Holy Qur'an: *But they killed him not, nor crucified him, but so it was made to appear to them; and those who differ therein are full of doubts, with no certain knowledge but only conjecture to follow. For a surety they killed him not Nay, Allah raised him up unto Himself; and Allah is Exalted in Power and Wise. (4:157-158)* Therefore, the matters of the cross and the illogical embellishment, which were added to this matter are all without any foundation. For example, the Christians today say that every man is, in his essence, a sinner, although he may not have committed any sin during the whole of his life. That is why Hazrat 'Isa (a.s.) was crucified in the place of these men so that they might be spared the torment of Hell and its Fire. And that is why the Marcion and the Gnostics did not believe in the killing or crucifixion of the Messiah.	
Lesson 6: LO - Summary	What is clear from the Holy Qur'an and even from some of the New Testament which is at present in the possession of the Christians is that the Messiah always considered himself as God's slave, worshipped God, and called people to the worship of the One God. (The Gospel according to St. Mark ch. 12, v. 29.) Esa said: *"It is Allah, Who is my Lord and your Lord; then worship Him. This is a way that is straight." (3:51)* Esa never claimed to be a god, and if Christians know him and consider him as God, then it is their own imagining. Nehru, in his book Glimpses of World History, wrote that the Messiah was never a claimant to divinity or to being a god, but that people like to turn their heroes into a kind of god. Esa was, like other prophets, a man to whom revelation came from God and who was moved to lead and guide society. If he had a miracle, other prophets also had miracles. If he was born without a father, Hazrat Adam (a.s.) was also created without a father or a mother, but no Christian thinks that he was the Son of God. The Qur'an says: *The Messiah, son of Maryam, was no more than a messenger many were the messengers who passed away before him. His mother was a woman of truth. They had both to eat their daily food. (5:75).* Like all other human beings, they were in need of the necessities of life**.** This truth, which has come in the clear word of Allah - the Qur'an - agrees with both wisdom and the intellect, because a man, who, like other individuals, has no power from himself, and thus like other men and prophets is in need of the necessities of life like food and sleep. By the Judgement of wisdom, he does not deserve to be worshipped. So, according to the intellect, and with the confirmation of the Holy Qur'an according to the existing New Testament (Gospel of St. Mark), and on the evidence of great historians, Hazrat Isa (a.s.) was the slave and messenger of God, and never laid claim to divinity.	

	But after Esa , his pure religion lost its genuineness and polytheism and idolatry found its way into it, so that Will Durant in his 'History of Civilization; has written that Christianity did not eradicate polytheism, but has rather adopted it. Everyone who has studied Christian dogma will confirm that the historian has proved a historical fact. For even now such beliefs as the following are found among the followers of the Messiah. 1) Isa became separated from the essence of God and he is therefore not created, but is called the Son of God; 2) The Messiah was a man, but a man in whom God was incarnate; 3) The Messiah is himself God who showed himself in the form of man. But we all know that God is not material as a result of which he could exist in space, or separate from himself parts and call himself the Son of God. And we also understand with our wisdom that God has no dimensions as a result of which he could be contained in something or incarnate himself or come forth in the likeness of man. Moreover, how can it be possible that a God without any need should become in need of food and clothing? Therefore, if the Christians ponder carefully, they will confess that the Messiah, like all other prophets, is the slave of Allah and has absolutely no claim to divinity. The Qur'an says:*"They are unbelievers who say, "Allah is the Messiah, Maryam's son." Say, "Who then shall overrule Allah in any way if He desires to destroy the Messiah, Maryam's son, and his mother, and all those who are on the earth? For to Allah belongs the kingdom of the heavens and the earth, and all that is between them, creating what He will. Allah is Powerful over everything." (5:17*)	
Lesson 8: Assessment	Assessment questions: 1. What was Imran promised to receive from Allah? 2. The wife vowed that she would do what with the gift of Allah if he granted it to her? 3. What name did she give her? 4. Under whose supervision was she entrusted in? 5. Who did one of the kings of Bani Isra'il Martyr? 6. Who came to her in the form of a man? 7. What message did he bring with him? 8. What rumours started going around about the mother of Isa? 9. What comment did Maryam say to herself after the birth? 10. What did the child say to her? 11. Who is the child? 12. What helped Maryam to be courageous again to return to where she was living? 13. What remarks did people make to her when she returned to the place where she lived? 14. What did the child say to the people in return? 15. In whose hand was Palestine in during the time of Prophet Isa? 16. What were the people like? 17. What happened to the followers of Hazrat Isa day by day? 18. What happened to the leaders of the Jews day by day? 19. What did the finally decide to do with Hazrat Isa? 20. Who did they crucify, and did they fall for it? 21. What did the "messiah" consider himself as? 22. What happened to the religion after Hazrat Isa? 23. Name two misconceptions, which took place after Hazrat Isa? 24. What does the Qur'an say about the unbelievers? 25. What did Imam Ja'far As-Sadiq say to his companions?	

Cycle B Year 1 / 2 – RE Scheme of Work
Spring Term 1 - Purim (Judaism)

Overview: Purim is a lively festival that commemorates the strength of the Jewish people. Practising Jews wear costumes and visit the synagogue to listen to the story of Queen Esther who prevented Haman, her husband's servant, from killing the Jewish people. After attending the synagogue, families and friends gather together to eat, dance and exchange gifts.

Ideas and insights:
Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

Gain and deploy skills:
Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Knowledge and understanding:
Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.
Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.

Vocabulary:
celebration, Esther, gragger, Haman, King Ahasuerus, Mishloach Manot, mitzvah, Mordecai, Purim

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Make some noise Concept/Aspect Knowledge and understanding Skill In this lesson children will: ● Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	Provide a variety of plastic bottles, beads, gravel, dried pasta, pulses and seeds, plus craft materials for decoration. Ask the children to watch the Make your own Purim gragger before making the noisiest gragger they can. Explain that they are going to use their graggers when they listen to a special story from the Torah about a queen called Esther and a servant called Haman.	● Paper plates, beads, gravel, dried pasta, pulses and seeds ● Craft materials
Special clothes Concept/Aspect View progression Expressing ideas and insights Skill In this lesson children will: ● Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	Provide the Special clothes picture cards and a range of special clothes for the children to look at, describe and try on. You could include party clothes, fancy dress costumes, ties and bow ties, shiny shoes, bridesmaid dresses, waistcoats, a wedding dress, top hats and jewellery. Ask the children to try on the items and role play the event each item represents. Ask 'Why do we dress up for different occasions? Have you ever dressed up for a special occasion? Was it fun?' At the end of the session, explain that costumes play an important part in Purim celebrations. Note: You could also link this session to clothing that is important to people of different faiths, using the Clothing from different religions picture cards. For example, the tallit and kippah are worn by Jews, Christian clergy wear stoles for different seasons of the church year, Hindus wear red clothing for important occasions, such as weddings and festivals and Islamic pilgrims wear a simple, white Ihram during Hajj.	● Range of special clothes, including party clothes, fancy dress costumes, ties and bow ties, shiny shoes, bridesmaid dresses, waistcoats, a wedding dress, top hats and jewellery

Esther Concept/Aspect Knowledge and understanding Skill In this lesson children will: ● Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.	Introduce the main characters from the story of Esther. Dress willing volunteers in the costumes listed below then briefly explain who each character is and what role they play in the story. Explain that many Jews wear costumes in the synagogue when they listen to the story of Esther. Some dress up as characters from the story of Esther, however others choose a wide variety of different costumes. Clowns, ghosts, animals and kings are all acceptable. Provide fabrics, craft materials and tools for children to design and make costumes. Note: King Ahasuerus (crown, velvet cloak, gold rings) was the king of Persia who married Esther after sending his first wife, Queen Vashti, away. Esther (a plain dress for the beginning of the story, a crown, cloak and jewellery to put on when she becomes queen) was a Jew who kept her heritage secret when she married King Ahasuerus but she saved the Jewish people from Haman. Haman (black clothes and cloak) was a servant of the king who ordered all Jews to be killed when they didn't bow down to him. Mordecai (ragged tunic) was Esther's uncle who refused to bow to Haman.	● Costumes, including crowns, cloaks, a plain dress, jewellery, black clothes and a ragged tunic
Retelling a story Concept/Aspect Knowledge and understanding Skill In this lesson children will: ● Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	Enlist the help of four willing volunteers (adults or older children would be best) to reenact the story of Esther. Use *The Queen Who Saved Her People* by Tilda Balsley, to retell the story. At the end, ask questions, such as 'Was Esther brave? Why did Haman want to kill the Jews? Can you explain why Jewish people celebrate this story today?' Note: Let the children wear the costumes they have made and use their graggers to make lots of noise each time they see Haman or hear his name. If you don't want to reenact the story, watch CBeebies Purim Story.	
Mishloach Manot Concept/Aspect Expressing ideas and insights Skill In this lesson children will: ● Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	Share the Mishloach Manot rules poster then make a variety of biscuits with the children and provide foods, sweets and drinks for the children to choose from. Let the children choose, wrap and label their food items as a gift for another child in the class. Put all the gifts into homemade baskets and hand them out one at a time. Let the children read the labels and open the presents. Ask the children 'How did you feel when you gave a gift to someone else?' then ask them to find the person who chose and wrapped their gift to say thank you. Watch CBeebies Let's celebrate, clips of children celebrating Purim, to finish the session. Note: Giving a gift to at least one person during Purim is called Mishloach Manot. It is a mitzvah (rule) of Judaism. Jews give inexpensive gifts including two foods, such as hamantaschen, sweets, fruit, nuts or bread to make sure that everyone has enough food for the Purim celebrations. The gifts are delivered after hearing the story of Esther. Many Purim gifts are presented in baskets. Remember to check for allergies.	● Ingredients and equipment for making biscuits ● Food, sweets and drinks ● Gift wrap and tape
Thinking about gifts Concept/Aspect Knowledge and understanding Skill In this lesson children will: ● Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.	It is a Jewish mitzvah to give gifts at Purim. Now it's your turn to think about why we give and receive gifts. 1. When do you give and receive gifts? 2. Why do people choose gifts carefully? 3. Do gifts have to be expensive? 4. How do you feel when you receive a gift? 5. How does it feel when you give a gift? 6. Why are gifts important? Your task: Create a Mishloach Manot to give to an adult at home or in school. Find out what they like, decorate a container and fill it with homemade gifts. Make sure you follow the rules of Mishloach Manot.	● Range of craft materials ● Empty containers

Faith stories Concept/Aspect Gaining and deploying skills Skill In this lesson children will: ● Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Reread *The Queen Who Saved Her People* by Tilda Balsley or ask the children to retell the story of Esther. Ask the children questions, such as 'Was it fair for Haman to try to hurt the Jews? Why did Esther decide to talk to the king? Did God help Esther to save the Jews?' Listen carefully to the answers and be sensitive to the children's ideas and opinions. Note: Share other faith stories, such as *David and Goliath* or *Jonah and the Whale*, that are important to Christians and Muslims as well as Jews. Ask questions, such as 'Why do you think David beat Goliath? Why did Jonah run away? Why did he come back? Did God help David and Jonah in the stories?'	● Range of faith stories
Evaluation	**Evaluation Questions** 1. What happened in the story of Esther? 2. Why are special clothes worn at special times? 3. Can you name three things that Jewish people may do during Purim? 4. Why do people give gifts at Purim? 5. What is a celebration? 6. How do we make celebrations special? 7. Can you describe a celebration you have been to? 8. Why might Jews believe that God helped Esther in the story?	

Cycle B Year 1 / 2 – RE Scheme of Work
Spring Term 2 - Ramadan

Overview:
Muslims fast from dawn to dusk during the holy month of Ramadan. After each day of fasting, many families share iftar, their evening meal, together. All Muslims who are old enough and well enough are expected to fast. School and work life carries on as normal, even though no food or drink is consumed during daylight hours.

Ideas and insights: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.

Gain and deploy skills: Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.

Knowledge and understanding:
Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Vocabulary: Allah, fasting, gratitude, Hijri calendar, iftar, Jibreel, mosque, Muslim, new moon, Qur'an, Ramadan, religious, Sawm, secular, worship

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Engage - The 'go without' challenge Concept/Aspect Knowledge and understanding Skill **In this lesson children will:** Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning	A week before teaching this project, set the children the challenge of spending Saturday or Sunday 'going without' something that is important to them such as TV, internet access, toys or sweet food. The challenge should start at sunrise on the chosen day and end as the sun sets. Ask them to record what they did and how they felt. They could write a diary, make a presentation or produce a short film about their challenge. After the challenge, ask the children to work in small groups to share their experiences and write down any common thoughts and feelings.	

Develop - When is Ramadan? **Concept/Aspect** Gaining and deploying skills **Skill** **In this lesson children will:** Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.	Explore the Islamic Hijri calendar. Compare the lengths of the months with the Gregorian calendar (the most widely used calendar in the world) and encourage the children to find out when each new month starts. Ask them to find important dates in the Islamic year including the Hajj, Eid ul-Adha and Ramadan and decide how and why the dates of Ramadan on the Gregorian calendar change every year. Note: The Islamic Hijri calendar is a lunar calendar. Each month in the Hijri calendar begins when the new moon is seen. Months are between 29 and 30 days long and the whole year is 354 or 355 days long. Ramadan starts on the first sighting of the new moon in the ninth month of the Islamic year. To enhance this session you could ask the children to create their own lunar calendar at home. Provide a set of 30 circles and ask the children to record the shape and size of the Moon in each circle. Encourage them to label the full and new moons and decide which day would be the first day of the new Islamic month on their lunar calendar. If the Moon is difficult to see, encourage them to use a website, such as Moongiant, which will show the current phases of the Moon.	• Computers or tablets
What happens during Ramadan? **Concept/Aspect** Knowledge and understanding **Skill** **In this lesson children will:** Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Set up small investigation groups to research one part of Ramadan, such as how long the daily fast would be that year, the effects of lack of food and water on the body, the meaning of the word 'iftar' or Ramadan around the world. Encourage the children to share their learning with others then read the story *Ramadan Moon* by Na'ima B Robert at the end of the session. Note: The children could record their findings from this session as television news reporters. Film them delivering their reports then share them with the children later.	• Computers or tablets
The 27th day of Ramadan **Concept/Aspect** Knowledge and understanding **Skill** **In this lesson children will:** Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	Explain to the children that the story of the Night of Power is commemorated on the 27th day of Ramadan, then read The Night of Power fiction text. Ask questions as you read, such as 'Why was Muhammad surprised when the angel Jibreel ordered him to read? What do you think Muhammad did next? Why are the words of the Qur'an important to Muslims?' Show the children how the Qur'an is stored and read to show respect, then provide the Verses from the Qur'an poster for the children to read. Ask the children to describe what the verses mean and explain how they could apply to everyday life. At the end of the session ask 'Have you learned or thought about something new after reading the verses from the Qur'an?' Note: You could extend this lesson by reading and comparing verses from other holy texts. Ask questions, such as 'Are the ideas similar or different? How do different faiths view important life issues? How might believers and non-believers view the same text?'	
Why is Ramadan important to Muslims? **Concept/Aspect** **Expressing ideas and insights** **Skill** **In this lesson children will:**	Invite a teacher, parent or member of the local Muslim community to talk about their experiences of Ramadan. Encourage the visitor to explain their reasons behind fasting and the positive aspects of Ramadan then ask the children to use the visit as a stimulus for creative writing. They could write a series of texts from the viewpoint of someone who is fasting for the first time or create two blogs, one for the beginning and one for the end of Ramadan, from your visitor's point of view.	

Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.	Note: The children may see fasting as negative, however, many Muslims see Ramadan as a positive time. Fasting may help them to feel empathy for people with little food, allow them to read the Qur'an more closely, spend more time on prayer or encourage them to give their time or money to others. Ramadan may also make Muslims feel thankful that Allah has given them the strength to complete the fast. Fasting, known as Sawm, is also one of the Five Pillars of Islam. Link this session to the 'go without' challenge from the memorable experience and encourage the children to think of the positive aspects of their challenge.	
Evaluation questions	5. What happens during Ramadan? 6. How might the story of The Night of Power affect believers? 7. Why do Muslims believe that the Qur'an is a holy book? 8. Why is Ramadan such an important time for Muslims?	

Cycle B Year 1 / 2 – RE Scheme of Work
Summer Term 1 - Eid al Fitr

Overview: Eid al-Fitr comes at the end of the fast and is an important religious holiday celebrated by Muslims worldwide. During Eid al-Fitr, Muslims spend time with their families, eat together, celebrate as a community and thank Allah for the help, strength and self-control he gave them throughout Ramadan.
Ideas and insights: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.

Gain and deploy skills: Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.

Knowledge and understanding:
Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Vocabulary:
Allah, Eid al-Fitr,mosque, Muslim, new moon, Qur'an

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Innovate - Exploring gratitude Concept/Aspect Expressing ideas and insights Skill **In this lesson children will:** Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.	Many Muslims feel a sense of gratitude during Ramadan. They are grateful for the food they enjoy, share what they have with others and give thanks for Allah's strength which helps them when they fast. Now it's your turn to think about gratitude. 7. What does the word gratitude mean? 8. When have you shown gratitude for something? 9. Are you always grateful for what you have? 10. How does it feel if someone doesn't show gratitude for what you have done? 11. Why might religious believers show gratitude towards God? 12. How can you show gratitude? Your task Work in small groups to plan and act out two real-life drama scenarios. Make both scenarios similar but show the characters acting with gratitude in one scene and without gratitude in the other. Share and discuss the scenarios with others.	

Eid Al Fitr **Concept/Aspect** Knowledge and understanding **Skill** **In this lesson children will:** Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.	Ask the children to use a variety of resources to find out about Eid al-Fitr celebrations, which happen at the end of Ramadan. Areas for the children to research include special foods, worship, gifts, decorations, community celebrations in the UK, celebrations around the world and family time. Note: Why not use the children's research from this session to plan other cross-curricular learning experiences? The children could try out any Eid recipes they have found, write an email to the local mosque to ask about future Eid al-Fitr celebrations or create decorations to use on a Ramadan and Eid al-Fitr display.	• Resources about Eid al-Fitr celebrations
Comparing celebrations **Concept/Aspect** Expressing ideas and insights **Skill** **In this lesson children will:** Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.	Ask small groups of children to research a different celebration and then encourage them to write the key features of their celebration on separate pieces of card labelled who, what, when, where, how and why. When they have finished, ask them to sort their answers into hoops labelled with the same question stems and then assign each group to a hoop. Encourage the children to add a card about Eid al-Fitr to their hoop then let them read all the cards and compare them. Ask questions, such as 'Are there any similarities between the people who celebrate different festivals? Are there different reasons why people celebrate? Is there anything that all the celebrations have in common?' Note: Provide the children with non-fiction books or ICT resources to use to research different celebrations during this session or encourage the children to share their knowledge of different celebrations from their own cultural backgrounds. Remember that celebrations can be religious or secular.	• Hoops • Non-fiction books or ICT resources for researching different celebrations
Evaluation questions	5. How and why is Eid al-Fitr celebrated? 6. Are all Eid al-Fitr celebrations the same? 7. How do Ramadan and Eid al-Fitr give Muslims a sense of belonging to a community and to a faith? 8. How are Ramadan and Eid al-Fitr celebrations different to other religious or secular celebrations?	

Cycle B Year 1 / 2 – RE Scheme of Work
Summer Term 2 - Hajj

Overview:
The Hajj is a pilgrimage Muslims make to the holy city of Mecca. Pilgrims spend five days praying and worshipping both in Mecca and the surrounding desert. It is a spiritual pilgrimage that every adult Muslim must perform at least once in their lives if they are physically able and can afford it. During the Hajj, pilgrims wear simple clothes and try not to argue. The pilgrims walk around the Kaaba, drink water from the Zamzam well and stone the pillars at Mina. The Hajj is one of the Five Pillars of Islam.

Ideas and insights:
Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.

Gain and deploy skills:
Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, art and poetry.

Knowledge and understanding:
Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Vocabulary:
Faith, Hajj, Ihram, Mecca, pilgrimage, prayer mat, Qur'an, Salat, Sawm, Shahadah, Five Pillars of Islam, Zakat

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Concepts/Aspects **Issues, evidence and ideas** **Knowledge and understanding** Skills **In this lesson children will:** Demonstrate ways to resolve differences. Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance. Core knowledge **By the end of this lesson children should know:** There are many ways to resolve differences with others. These include looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.	Before the lesson, cut out the Mystery suitcases sorting cards. Put each card into a separate envelope labelled from one to five to correspond with the wording on the card. At the start of the lesson, give the children the Mystery suitcases picture cards. Let the children examine the items inside each suitcase and ask them to suggest who might own the cases, where the owners might be going, and why they are taking particular items. When everyone has shared their ideas, open the envelopes to reveal the answers. Discuss if the children guessed correctly, then focus on Amara, who is travelling to Mecca for the Hajj. Ask the children to talk about Amara's journey and generate questions they would like to answer about this special pilgrimage. Record their questions and revisit them throughout the project.	

Concept/Aspect **Knowledge and understanding** Skill **In this lesson children will:** Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Share the book *Going to Mecca* by Na'ima B Robert. Allow time for the children to ask questions and share their ideas and opinions. Prepare a table display of items for the Hajj, including a Qur'an, prayer mat, map, Ihram (white robes), trainers, white umbrella, scissors, cracked heel cream, passport, sunglasses, sleeping bag, stones and water bottles. Let the children explore the items and encourage them to relate the items to the Hajj. Ask 'How do these items reflect what happens at the Hajj?' Working in pairs, ask the children to write down what they think they would see, hear, smell, taste and touch during the Hajj. Note: Going to Mecca tells the story of the Hajj and the origins of its rituals in a simple, yet poetic way. It highlights the many sights, sounds and feelings Muslims experience during the Hajj. Begin a Hajj classroom display using the items from this session and add photos, labels and examples of children's work.	• Display items, such as a Qur'an, prayer mat, map, Ihram (white robes), trainers, white umbrella, scissors, cracked heel cream, passport, sunglasses, sleeping bag, stones and water bottles
Concept/Aspect **Knowledge and understanding** Skill **In this lesson children will:** Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Invite a visitor to school who has been on the Hajj to talk about their experience. Encourage the children to prepare questions to ask before the visit. Remind them to ask their questions clearly and listen carefully to the visitor's answers. Film the question and answer session if possible. After the visit, play the video of the question and answer session and ask the children to list 10 words that best describe the Hajj. Note: Ask your visitor to talk about the rules of the Hajj, the rituals they performed, the clothes they wore and their thoughts and feelings during the pilgrimage. If you are unable to invite a visitor to school, you could watch the British Museum's four-minute film, Hajj stories, where Muslims talk about their experiences of the Hajj.	• Tablet or camera with video-recording capability
Concept/Aspect **Knowledge and understanding** Skill **In this lesson children will:** Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Show the children photographs of Hajj customs with captions. Include circling the Kaaba, walking between the hills of Safa and Marwa, drinking water from the Zamzam well, visiting Arafat and stoning the pillars in Mina. Allow the children time to look carefully at the images and talk to others about what they can see. Place them into research groups to find out facts and information about one of the customs. Ask them to create a page of an information book about their Hajj custom then bind all the pages together to make a large class book. Note: Allow the children time to share their findings with others. The book, *Hajj Stories* by Anita Ganeri contains the stories behind the Hajj. Encourage the children to make links between the photographs and the stories during this session.	• Photographs of the Hajj with captions
Concept/Aspect **Knowledge and understanding** Skill **In this lesson children will:** Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.	The Hajj is the most important journey a Muslim will make in their lifetime. Now it's your chance to think about special journeys. 7. What is a journey? 8. Why do people go on special journeys? 9. What might happen on a journey? 10. Where might a journey lead to? 11. What makes a journey special? 12. Do you think you would ever go on a special journey of your own? Your task Plan a special journey. You could research the destination, pack a suitcase, draw a map or write a postcard. Share your plans with others and explain why your journey is so special.	
Concept/Aspect **Gaining and deploying skills** Skill **In this lesson children will:** Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying	Display The Five Pillars of Islam picture card. Explain each one carefully and allow time for discussion. To give a visual image of the importance of the Five Pillars, label each block in a Jenga set with one of the Five Pillars of Islam. Let the children build the Jenga tower, then ask them to remove the blocks one by one until all the blocks fall. Explain that Muslims believe that their faith will be strong if they follow the Five Pillars of Islam and weak if they don't just as the Jenga tower was strong when all the blocks were there but weak when blocks were taken away. Ask the class to draw a Jenga tower labelled with the things they believe make a good life. Ideas could include being kind, doing the right thing, material possessions, going to a place of worship, friendships or spending time with family.	• Cameras or tablets • Jenga, wooden block stacking game

ideas of their own in different forms including reasoning, music, art and poetry.	Note: The Five Pillars of Islam are Shahadah (professing the faith), Salat (prayers), Zakat (charity), Sawm (fasting) and Hajj (pilgrimage). They are obligations that every Muslim must fulfil in order to live a good and responsible life. Why not give the children cameras or tablets during this session? They could take photos of the Jenga activity as they work to record their experiences.	
Concept/Aspect **Expressing ideas and insights** Skill **In this lesson children will:** Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.	Ask the children to use the internet and a good range of non-fiction books to find out about another spiritual journey from a different faith. Let them create a classroom display about the pilgrimage studied and encourage them to compare their display to the Hajj display from the Develop stage. Discuss and record any similarities and differences between the pilgrimages then ask 'Are all religious journeys the same?' Note: The children could research places of pilgrimage in their own locality, or around the world. Famous pilgrimages include Lourdes, France; Camino de Santiago, Spain; Walsingham, UK; Mount Kailash, Tibet; Char Dham, India; Kumbh Mela, India; Jerusalem, the Holy Land.	• Computers or tablets • Non-fiction books about spiritual journeys
Evaluation questions	• Why is the Hajj a special journey for Muslims? • How important was the Hajj experience for your visitor? • Name the places and activities associated with the Hajj? • Which destination did you choose for your special journey and why? • Can you name the Five Pillars of Islam and explain how important they are to Muslims? • In what ways is the Hajj similar to other spiritual journeys?	

Cycle A Year 3/ 4 – RE Scheme of Work
Autumn Term 1 - Ganesh Chaturthi (Hinduism)

Overview:
Hindus celebrate the birthday of Lord Ganesh during Ganesh Chaturthi. They pray to Ganesh to remove obstacles when starting something new and mention his name first when they perform puja to make sure nothing will get in the way of their worship and prayer.

Ganesh Chaturthi celebrations vary around the world and last between one and 10 days. Statues of Ganesh are made from clay and placed in homes, temples and even in the street! At the end of the festival, the statues are put into water and left to disintegrate. Sweets are also a big part of the festival. They remind worshippers of the good things in life and Ganesh's sweet tooth.

Ideas and insights:

Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.

Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.

Gain and deploy skills:

Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.
Knowledge and understanding:
Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Vocabulary:
arti lamp, deity, incense, ladoos, Lakshmi, murti, prayer, puja, Shiva

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Making elephant masks Knowledge and understanding Skill In this lesson children will: ● Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Make paper plate elephant masks. Attach elastic to the back of the masks. Explain that Hindus worship a deity whose head is that of an elephant.	● Paper plates and other craft materials

The story of Ganesh Knowledge and understanding Skill In this lesson children will: Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	Read *Ganesh, the Elephant God* from *Hindu Stories* by Anita Ganeri and let the children wear their elephant masks when Ganesh gets his new head. Ask questions about the story, such as 'Why did Parvati make Ganesh? Why was Shiva so angry when Ganesh tried to stop him from seeing Parvati? How did Parvati feel when Ganesh got his new head?' Explain that Ganesh is a very popular god. Hindus believe he is wise, strong and can remove anything that is getting in the way. Ask the children 'Why do think Ganesh is so popular? What might Hindus ask for when they pray to Ganesh?' Note: Give time during this session for the children to explain their ideas and experiences of prayer. For some children, prayers will form part of their everyday life and others will never pray. Acknowledge the children's different beliefs including no belief in God.	
Special objects Knowledge and understanding Skill In this lesson children will: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Ask the children to bring a souvenir, object or photo that helps them to think about a special time and share one of your own. Explain that Hindus use special objects called murtis to help them think about God and make special murtis during Ganesh Chaturthi out of clay. Let the children use air drying clay to sculpt a murti of Ganesh, using images for inspiration. At the end of the session, ask 'Why do Hindus have murtis at home and in the temple? How are the murtis decorated? How might murtis help Hindus to think about God?' Decorate the murtis with paint when dry. Note: Clay statues of Ganesh are placed in houses, temples and temporary street shrines during Ganesh Chaturthi. At the end of the festival, the statues are placed into a river or container of water to disintegrate.	• Air drying clay and clay tools • Paint
Knowledge and understanding Skill In this lesson children will: Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	Look at the Ganesh diagram and ask 'Why do you think Ganesh is holding a bowl of sweets?' and 'Why has Ganesh got a broken tusk?' Read *Ganesha's Sweet Tooth* by Sanjay Patel and Emily Haynes, a modern story influenced by the tales of Ganesh. Explain that the broken tusk helps Hindus to remember how the Mahabharata (a Hindu holy text) was written and the ladoos (sweets) symbolise the sweetness of being with God, as well as Ganesh's famous sweet tooth. Ask the children to study the diagram and look for other symbols of Ganesh. Encourage them to guess what the symbols represent and let the children draw and label a picture of Ganesh at the end of the session. Note: Symbols of Ganesh include: a large head (wisdom); large ears (listening); a curled trunk (can do many things and curled in the shape of the sound of God, Om); a rope (pulling Hindus to God); raised hand (blessing); ladoos (the sweetness of God and the good things in life); a large belly (digesting everything that happens in life); a broken tusk and a whole tusk (throwing away the bad but keeping the good) and an axe (cutting attachments to possessions).	• Pictures of Ganesh
Exploring obstacles Gaining and deploying skills Skill In this lesson children will: Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.	Hindus believe that Ganesh can remove obstacles. Now it's your turn to think about obstacles. 1. What does the word obstacle mean? 2. Are obstacles always physical? 3. What gets in your way? 4. How do you overcome these obstacles? 5. Does anyone help you overcome obstacles? Parents? Teachers? Friends? God? 6. Have you ever overcome an obstacle? How did you feel? Your task Explore the Board game picture card and the statements written on it. Now, use the Blank board game template and write eight statements on the grid. Roll a dice and start to play. Can you overcome the obstacles?	
Expressing ideas and insights Skill In this lesson children will:	Read *Looking for Lord Ganesh* by Mahtab Narsimhan. Ask questions, such as 'How do you think Anika felt when she moved from India? Why did she find it difficult to settle in? Why did she ask Ganesh for help?' Talk about the obstacles that might be in the way of a new	

Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.	person settling into school, such as not knowing anyone's name and needing someone to play with at playtime. Create a welcome checklist of things to do to help new people settle in. Note: Explain that some Hindus pray to Ganesh when they are moving house or doing something new to ask for everything to run smoothly. Ask the children 'Who helps you in new situations?'	
Gaining and deploying skills Skill In this lesson children will: • Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	Tell the story of Ganesh and Kubera in your own words, adding actions for the children to copy. At the end of the story ask 'Why did Kubera boast? How did Shiva teach him a lesson? Why did Ganesh eat everything?' Ask the children to write a letter to Kubera to give him some advice so that he doesn't get in to trouble with the gods again. Write a reply to the children from Kubera, they will be thrilled to receive it! Note: Storytelling is an important part of Indian culture. Use over the top actions, mime, different voices, puppets or sound effects to bring this story to life. *Lord Ganesha's Feast of Laughter* by Meera Uberoi contains the story of Ganesh and Kubera (the God of Wealth) and 23 others. Why not ask the children to write one of the stories of Ganesh as a play script and include suitable stage directions in their work?	
Evaluation	Evaluation questions 1. When might Hindus pray to Ganesh for help? 2. What is puja? 3. Why do Hindus make murtis? 4. What are the symbols of Ganesh? 5. How could you help someone from another culture or area to settle into school or the local community? 6. How can we overcome obstacles in life – do we need a faith to do this? 7. How can stories teach right and wrong?	

Cycle A Year 3/ 4 – RE Scheme of Work
Autumn Term 2 - Guru Nanak Gurpurab (Sikhism)

Overview: Gurpurabs are celebrations which commemorate the anniversaries of the Sikh Gurus. Guru Nanak's Gurpurab is usually celebrated in November.
Guru Nanak is the founder of the Sikh religion. He was born a Hindu in 1469 but when he was 30 years old, he bathes in the Kali Bein, the Black River and disappeared. He returned after three days and declared he had been with God. He taught his followers that all religions worshipped the same God, and everyone on Earth should be treated equally and with respect.
All Gurpurabs are celebrated in a similar way. The whole of the Guru Granth Sahib may be read over a period of two days, finishing on the day of the festival. There may also be a Nagar Kirtan, a parade of the Guru Granth Sahib, through the streets accompanied by music and dancing. Many Sikhs will also help to prepare langar, which is free food. Langar may be served on the streets during the Nagar Kirtan or in the langar hall.
Ideas and insights:
Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.
Gain and deploy skills:

Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
Knowledge and understanding:
Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
Places in the world
Recognise that they have different rights and responsibilities at home, at school, in the community and towards the environment, and develop skills to exercise these responsibilities.
A person has responsibilities (jobs or duties) and rights (entitlements that everyone has) at home, at school, in the community and towards the environment. For example, at school, children have a responsibility to follow the school's rules and a right to be treated fairly by teachers and other children.

Vocabulary:
equality, faith, Golden Temple, Granthi, Gurdwara, guru, Guru Granth Sahib, Gurpurab, Karah Parshad, langar, Nagar Kirtan, ragis, sewa, Sikhism, Waheguru

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Equal treatment **Place in the world** Skill In this lesson children will: Recognise that they have different rights and responsibilities at home, at school, in the community and towards the environment, and develop skills to exercise these responsibilities. Core knowledge By the end of this lesson children should know: A person has responsibilities (jobs or duties) and rights (entitlements that everyone has) at home, at school, in the community and towards the environment. For example, at school, children have a responsibility to follow the school's rules and a right to be treated fairly by teachers and other children.	At the beginning of a lesson, tell the children that something different will happen today. Explain that they will need to spot what is different, write their idea down on paper and put it in a box on your desk. As you teach, treat some of the children favourably. For example, give all the boys a box of crayons each and the girls none, only answer one group's questions, tell some children they only need to answer two questions while the others answer five questions or promise everyone whose birthday is in April that they will have 10 minutes extra playtime. At the end of the session, open the box and read out the children's ideas to see if they spotted what you were doing then explain that you have been treating the children differently for a reason. Ask them to describe how it felt to be treated unequally during the lesson then tell the children that they are going to learn about the founder of the Sikh religion who believed that everyone should be treated equally.	

The beginning of Sikhism Knowledge and understanding Skill In this lesson children will: Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	Watch the BBC clip The story of Guru Nanak Ask the children to work in small groups to create a drama piece showing what they think happened to Guru Nanak during the three days he was missing. Share the drama pieces then discuss how Nanak's life changed after he came back from the river. Note: The BBC clip The story of Guru Nanak tells the story of Guru Nanak's childhood and his disappearance in the Kali Bein, the Black River. After Guru Nanak reappeared three days later, he started to teach that God, who Sikhs call Waheguru, was neither male or female and everyone was equal in God's eyes.	
Belief in action Gaining and deploying skills Skill In this lesson children will: Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	Show the film clip Blood And Milk from TrueTube, which tells the story of Guru Nanak, a rich man and a poor man. Ask questions, such as 'Why do you think the rich man expected Guru Nanak to stay with him? Why did Guru Nanak choose to stay and eat with the poorer man? Would you have done the same? What effect did the Guru's actions have on the people in the story? Can people of different beliefs learn something from this story?' Ask the children to write a modern day story with the same themes and share their stories with others. Note: Equality and treating the poor with respect feature in many different religions. Why not compare some of the stories of Jesus such as Jesus heals on the Sabbath (Luke 13:10–17) or Jesus and Zacchaeus the tax collector (Luke 19:1–100) with the stories of Guru Nanak and ask the children to decide why the same message is found in different religions.	
The Gurdwara Knowledge and understanding Skill In this lesson children will: Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.	Visit a Gurdwara to find out how Guru Nanak's beliefs about God, service to others and the need to treat people equally can be seen in the building. Encourage the children to listen carefully, ask thoughtful questions and show respect during the visit. If possible, take photos of the Gurdwara then ask the children to create a scrapbook about their visit. They could include photographs with handwritten captions, sketches, diagrams, writing and quotes from the people they met. If a visit isn't possible, watch the BBC Teach clip The Gurdwara and Charlie and Blue go to a Gurdwara on TrueTube. Note: Guru Nanak built the first Gurdwara in Kartarpur between 1521 and 1522. Equality is important in every Gurdwara. For example, men and women can be Granthis who read the Guru Granth Sahib aloud. Everyone sits on the floor showing that no one is above anyone else. Men and women can be ragis (musicians) who sing and play hymns. Karah Parshad is shared with everyone and the food served in the langar is vegetarian so people of all faiths can eat it. Remember, the children will need to take off their shoes, wash their hands and cover their heads to show respect when they visit a Gurdwara.	
The legacy of langar Expressing ideas and insights Skill In this lesson children will: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.	Read the Guru Nanak and the Twenty Rupees fiction text together. Talk about the actions and beliefs of the characters in the story then hot seat individual children as Guru Nanak, his father and the holy men he fed. Let the children ask and answer questions during the drama then show the Tour the Kitchen of India's Golden Temple video on YouTube. Ask the children, 'Are there any links between the story of Guru Nanak and langar?' Note: Food is served to anyone who visits a Gurdwara, and all sit on the floor to eat to show that everyone is equal. Everyone eats together, and both men and women help to prepare, serve and wash up. The Golden Temple in Amritsar serves up to 100,000 meals in the langar every day.	

Place in the world Skill In this lesson children will: Recognise that they have different rights and responsibilities at home, at school, in the community and towards the environment, and develop skills to exercise these responsibilities. Core knowledge By the end of this lesson children should know: A person has responsibilities (jobs or duties) and rights (entitlements that everyone has) at home, at school, in the community and towards the environment. For example, at school, children have a responsibility to follow the school's rules and a right to be treated fairly by teachers and other children.	Guru Nanak felt that equality and fairness were important. Now it's your turn to think about equality and fairness. 1. What is equality? 2. Are you always treated equally? 3. Do you always treat other people equally? 4. How would you feel if you weren't treated equally? 5. What might stop people from being treated equally? 6. Is equality the same as fairness? Your task You've been given different amounts of sweets by your teacher. Is that fair? Share the sweets out equally then think about these questions. If there were adults in the group, should they still have an equal share? If the sweets cost 1p each and only two people had some money, should those two children have them all? If only the boys were allowed sweets, should the girls go without? Share your answers with the rest of the class then decide: Is equal always fair? Is unequal always unfair?	Sweets
Langar Expressing ideas and insights Skill In this lesson children will: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.	Invite a community group into school for lunch. Ask the children to bring in ingredients and let them chop and peel ingredients to make vegetarian soups, stews or curries. Encourage them to serve food and drinks to visitors and wash up afterwards. Take plenty of photos and talk about them after the session. Ask the children how they felt when they helped and served other people, encourage them to reflect on the difficulties and rewards of running a langar and ask them to decide why Sikhs think the langar is so important. Note: Guru Nanak opened a langar in each place he visited because he wanted everyone to eat together, no matter what their background. He also believed that Sikhs should use their time and talents to help others. This selfless service is called sewa. Why not link this session to PSHE and talk to the children about food poverty, food charities and food waste. You could visit the website for FareShare, which redistributes waste food to charities across the UK or The Trussell Trust, a Christian organisation, which helps communities to set up food banks.	• Ingredients and equipment for making soups, stews or curries
Why do Sikhs remember Guru Nanak? Gaining and deploying skills Skill In this lesson children will: Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.	Ask the children to work in small groups to create a computer-generated word cloud which describes Guru Nanak and his beliefs. Share the word clouds with others and encourage the children to justify their choices then ask 'Why is Guru Nanak important to Sikhs?' and 'Can people of all faiths learn from Guru Nanak?' Note: You might want to share some extra information about Guru Nanak during this session. As well as being the founder of Sikhism, he was also a writer and many of the hymns in the Guru Granth Sahib are his. He also travelled extensively, taking four long journeys in his lifetime so that he could spread his messages about the nature of God and how people should live their lives truthfully and in the service of others. At the end of this session, explain how Sikhs celebrate Gurpurabs. The book *Celebrating Sikh Festivals* by Nick Hunter contains plenty of information and colorful images.	• Computers or tablets
Evaluation	Evaluation questions 1. How did Guru Nanak's experience in the river change his life? 2. What lesson did Guru Nanak teach when he ate with the poor man instead of the rich man? 3. How does a Gurdwara show that Sikhs believe in equality? 4. What is special about a langar? 5. What have you learned about equality? 6. Can you think of other organisations or faith groups that provide food for others? 7. Why do Sikhs try to treat people equally? 8. Why is Guru Nanak important to Sikhs?	

Cycle A Year 3/ 4 – RE Scheme of Work
Spring Term 1 - Lent (Christianity)

Overview: Lent is a time for Christians to fast, think about God, say sorry for the things they have done that they regret, pray and learn more about the life of Jesus. It last for 40 days (excluding Sundays), because this is the same amount of time that Jesus spent fasting and thinking about God in the desert before he started teaching and performing miracles.
The last week of Lent is called Holy Week. During Holy Week, Christians remember Jesus' crucifixion on Good Friday and celebrate his rising from the dead three days later on Easter Sunday.

Ideas and insights:
Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.

Gain and deploy skills:
Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.

Knowledge and understanding:
Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Vocabulary:
ash, Ash Wednesday, Bible, Christian, cross, crucified, devotionals, Easter Sunday, faith, fast, forgiveness, Good Friday, Holy Week, hot cross bun, Jesus, Lent, pretzel, service, simnel cake, symbol, test, temptation

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Making pancakes Knowledge and understanding Skill In this lesson children will: Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	Provide eggs, flour, milk, butter, sugar, lemon juice and strawberries. Explain that all the ingredients need to be used up by the end of the session and nothing can be left over. Ask the children 'What could we make?' Gather their ideas, then make pancakes together. Ask an adult to cook the pancakes then top them with toppings and eat. Explain that using up eggs and fats and having a feast on Shrove Tuesday was a way for Christians to clear their cupboards ready for Lent. Warning: check for food allergies, follow hygiene rules and ensure the children have adult supervision.	• Ingredients and equipment for making pancakes

Ash Wednesday Gaining and deploying skills Skill In this lesson children will: Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	Write a variety of forgiveness dilemmas in pencil on strips of paper. Let the children discuss the dilemmas and rub out any that they would forgive. Ask 'Is it easy to forgive if someone has done something wrong?' and 'How do you feel when someone has forgiven you?' Show a picture of a Christian being marked with an Ash Wednesday cross and explain its significance. Ask the children 'Why might Christians say sorry to God? How might they feel if they believe God has forgiven them?' At the end of the session, go back to the forgiveness dilemmas and point out that, even though they have rubbed out the words, the paper still shows what was written. Link this to the phrase 'forgive and forget'. Ask the children 'Should you forgive and forget? Do you think Christians believe God forgets as well as forgives?' Note: Ash Wednesday is the first day of Lent. Many Christians are marked with an ash cross during a special church service to show that they are sorry for any wrongs they have done and some Christians wash their cross off at the end to show they believe God has forgiven them. Forgiveness dilemmas may include: Someone has tripped you up on purpose; Your friend has forgotten your birthday; You have been left out of a game.	
40 days of Lent Expressing ideas and insights Skill In this lesson children will: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.	Share the story *Bread from Stones?* from *The Biggest Bible Storybook* by Anne Adeney. Let the children spot the number 40 in the story and ask 'Why do you think Jesus went into the desert for 40 days? Was it a challenge? How was Jesus put to the test?' Link this story to the challenge of fasting or giving something up, which many Christians do during Lent. Ask the children to write down 10 things that they would find hard to give up then ask them to choose the hardest one. Encourage the children to share their ideas and decide why many Christians challenge themselves to give something up during Lent. Note: Lent lasts for 40 days because Jesus spent 40 days in the desert before he started to teach others about God. Other '40' stories in *The Biggest Bible Storybook* include *Noah's Ark* and *Jonah and the Mighty Fish*. Why not set the children a number of mathematical challenges and riddles where every answer is 40 at the start of this session then explain that 40 is an important number in the Bible and is usually used when there is a challenge or a test?	
Switch off, switch on Gaining and deploying skills Skill In this lesson children will: Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.	Ask the children to switch off from the normal hustle and bustle of school life and switch on their brains. Clear away and switch off all equipment then provide big questions for the children to think about and discuss. At the end of the session, ask 'What distracts you from your work? Did the quiet atmosphere help you to think? Why do you think some Christians give up distracting activities during Lent? What might Christians think about during Lent?' Note: Some Christians fast or give up a distracting habit during Lent so they can think more deeply about God, just like Jesus did in the desert. Big questions for this session could include 'Why are we here? Who is God? What does the world need more of? What does it mean to be you?'	
Symbolism **Knowledge and understanding** Skill In this lesson children will: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Listen to the story *Brother Giovanni's Little Reward: How the Pretzel was Born* by Anna Egan Smucker. Follow the Lenten pretzels recipe to make pretzels or recreate them using modelling clay or rope. Ask the children 'What do the pretzels symbolise? Why are they eaten at Lent? Why do you think many Christians pray each day during Lent?' Note: Pretzels are seen as traditional Lenten food by many people around the world. They are said to have been created by a monk in Germany around AD 610 because the shape resembles someone crossing their arms in prayer. They were given as rewards to children who had memorised their prayers. Why not explore the symbolic meaning of other Easter foods, such as hot cross buns or simnel cake at the end of this session?	• Ingredients and equipment for making pretzels

Exploring prayer Expressing ideas and insights Skill In this lesson children will: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.	Many Christians use prayer to talk to God and try to pray every day during Lent. Now it's your turn to think about prayer. 1. What does the word prayer mean? 2. Why do people pray? 3. How long do people pray for something? 4. Who listens to prayers? 5. When is a prayer answered? 6. Does everyone pray? Your task Listen to the story *Beautiful Moon: A Child's Prayer* by Tonya Bolden and choose how to respond. You may want to write a prayer, think about the needs of people in your community or find out more about how people pray around the world.	
Special colours Knowledge and understanding Skill In this lesson children will: Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	Read *The Colour Monster* by Anna Llenas then show a picture of a church decorated with purple. Read *A Dreadful Day* from *The Lion Storyteller Bible* by Bob Hartman, which is the story of Jesus' crucifixion on Good Friday. Ask 'Why did Jesus' followers feel sad when he died? Do you think purple is used as a sad or happy colour in church during Lent? How do you think this story makes Christians feel?' Provide a range of art materials for children to respond to the story of the crucifixion asking them to explain their colour choices as they work. Note: Explain that purple is a symbol of mourning, which means feeling sad because someone has died. If possible, visit a local church to find out how Good Friday is observed. For example, Catholic churches may be stripped bare and worshippers may kiss or kneel before a cross or crucifix to show their respect. Liturgical colours in church picture cards are also provided for this activity.	
End of Lent Expressing ideas and insights Skill In this lesson children will: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.	Show the church dressed in white from the Liturgical colours in church picture cards then read *A Happy Day* from *The Lion Storyteller Bible*, which is the story of Easter Sunday. Ask the children to collect words to describe how the women in the story might have felt when they saw Jesus then ask questions, such as 'How did Jesus' followers feel in the story? How do you think Christians might feel when they celebrate Easter Sunday? Why do Christians think the Easter story is so special?' Note: Christians believe that Jesus was crucified and then came back from the dead three days later because he was the Son of God. This is the key belief of the Christian faith which is why Easter is seen as the most important Holy day in the Christian calendar. White symbolises joy and the resurrection of Jesus. Why not use an online word cloud generator, such as Tagxedo to display the words the children collect? Explore the Easter story further in the Year 4 project, Holy Week and Easter.	
Evaluation	Evaluation questions 1. What do Christians do during Ash Wednesday? 2. Why does Lent last for 40 days? 3. Why do many Christians give something up for Lent? 4. Why do Christians pray? 5. What symbols can you remember that are specific to Lent? 6. What does the colour purple symbolise in church? 7. What different emotions might Christians feel in response to the Easter story? 8. Why is the Easter story so important to Christians?	

Cycle A Year 3/ 4 – RE Scheme of Work
Spring Term 2 - Ramadan and Eid al Fitr

Overview:
Muslims fast from dawn to dusk during the holy month of Ramadan. After each day of fasting, many families share iftar, their evening meal, together. All Muslims who are old enough and well enough are expected to fast. School and work life carries on as normal, even though no food or drink is consumed during daylight hours.
Eid al-Fitr comes at the end of the fast and is an important religious holiday celebrated by Muslims worldwide. During Eid al-Fitr, Muslims spend time with their families, eat together, celebrate as a community and thank Allah for the help, strength and self-control he gave them throughout Ramadan.
Ideas and insights:
Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.
Gain and deploy skills:
Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
Knowledge and understanding:
Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Vocabulary:
Allah, Eid al-Fitr, fasting, gratitude, Hijri calendar, iftar, Jibreel, mosque, Muslim, new moon, Qur'an, Ramadan, religious, Sawm, secular, worship

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
The 'go without' challenge Knowledge and understanding Skill In this lesson children will: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	A week before teaching this project, set the children the challenge of spending Saturday or Sunday 'going without' something that is important to them such as TV, internet access, toys or sweet food. The challenge should start at sunrise on the chosen day and end as the sun sets. Ask them to record what they did and how they felt. They could write a diary, make a presentation or produce a short film about their challenge. After the challenge, ask the children to work in small groups to share their experiences and write down any common thoughts and feelings.	
When is Ramadan? Gaining and deploying skills Skill In this lesson children will: Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.	Explore the Islamic Hijri calendar. Compare the lengths of the months with the Gregorian calendar (the most widely used calendar in the world) and encourage the children to find out when each new month starts. Ask them to find important dates in the Islamic year including the Hajj, Eid ul-Adha and Ramadan and decide how and why the dates of Ramadan on the Gregorian calendar change every year. Note: The Islamic Hijri calendar is a lunar calendar. Each month in the Hijri calendar begins when the new moon is seen. Months are between 29 and 30 days long and the whole year is 354 or 355 days long. Ramadan starts on the first sighting of the new moon in the ninth month of the Islamic year. To enhance this session you could ask the children to create their own lunar calendar at home. Provide a set of 30 circles and ask the children to record the shape and size of the Moon in each circle. Encourage them to label the full and new moons and decide which day would be the first day of the new Islamic month on their lunar calendar. If the Moon is difficult to see, encourage them to use a website, such as Moongiant, which will show the current phases of the Moon.	Computers or tablets

What happens during Ramadan? Knowledge and understanding Skill In this lesson children will: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Set up small investigation groups to research one part of Ramadan, such as how long the daily fast would be that year, the effects of lack of food and water on the body, the meaning of the word 'iftar' or Ramadan around the world. Encourage the children to share their learning with others then read the story *Ramadan Moon* by Na'ima B Robert at the end of the session. Note: The children could record their findings from this session as television news reporters. Film them delivering their reports then share them with the children later.	Computers or tablets
The 27th day of Ramadan Knowledge and understanding Skill In this lesson children will: Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	Explain to the children that the story of the Night of Power is commemorated on the 27th day of Ramadan, then read The Night of Power fiction text. Ask questions as you read, such as 'Why was Muhammad surprised when the angel Jibreel ordered him to read? What do you think Muhammad did next? Why are the words of the Qur'an important to Muslims?' Show the children how the Qur'an is stored and read to show respect, then provide the Verses from the Qur'an poster for the children to read. Ask the children to describe what the verses mean and explain how they could apply to everyday life. At the end of the session ask 'Have you learned or thought about something new after reading the verses from the Qur'an?' Note: You could extend this lesson by reading and comparing verses from other holy texts. Ask questions, such as 'Are the ideas similar or different? How do different faiths view important life issues? How might believers and non-believers view the same text?'	
Why is Ramadan important to Muslims? Expressing ideas and insights Skill In this lesson children will: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.	Invite a teacher, parent or member of the local Muslim community to talk about their experiences of Ramadan. Encourage the visitor to explain their reasons behind fasting and the positive aspects of Ramadan then ask the children to use the visit as a stimulus for creative writing. They could write a series of texts from the viewpoint of someone who is fasting for the first time or create two blogs, one for the beginning and one for the end of Ramadan, from your visitor's point of view. Note: The children may see fasting as negative, however, many Muslims see Ramadan as a positive time. Fasting may help them to feel empathy for people with little food, allow them to read the Qur'an more closely, spend more time on prayer or encourage them to give their time or money to others. Ramadan may also make Muslims feel thankful that Allah has given them the strength to complete the fast. Fasting, known as Sawm, is also one of the Five Pillars of Islam. Link this session to the 'go without' challenge from the memorable experience and encourage the children to think of the positive aspects of their challenge.	
Exploring gratitude Expressing ideas and insights Skill In this lesson children will: Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.	Many Muslims feel a sense of gratitude during Ramadan. They are grateful for the food they enjoy, share what they have with others and give thanks for Allah's strength which helps them when they fast. Now it's your turn to think about gratitude. 1. What does the word gratitude mean? 2. When have you shown gratitude for something? 3. Are you always grateful for what you have? 4. How does it feel if someone doesn't show gratitude for what you have done? 5. Why might religious believers show gratitude towards God? 6. How can you show gratitude? Your task Work in small groups to plan and act out two real-life drama scenarios. Make both scenarios similar but show the characters acting with gratitude in one scene and without gratitude in the other. Share and discuss the scenarios with others.	

Eid al-Fitr Knowledge and understanding Skill In this lesson children will: Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance	Ask the children to use a variety of resources to find out about Eid al-Fitr celebrations, which happen at the end of Ramadan. Areas for the children to research include special foods, worship, gifts, decorations, community celebrations in the UK, celebrations around the world and family time. Note: Why not use the children's research from this session to plan other cross-curricular learning experiences? The children could try out any Eid recipes they have found, write an email to the local mosque to ask about future Eid al-Fitr celebrations or create decorations to use on a Ramadan and Eid al-Fitr display.	Resources about Eid al-Fitr celebrations
Comparing celebrations Expressing ideas and insights Skill In this lesson children will: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.	Ask small groups of children to research a different celebration and then encourage them to write the key features of their celebration on separate pieces of card labelled who, what, when, where, how and why. When they have finished, ask them to sort their answers into hoops labelled with the same question stems and then assign each group to a hoop. Encourage the children to add a card about Eid al-Fitr to their hoop then let them read all the cards and compare them. Ask questions, such as 'Are there any similarities between the people who celebrate different festivals? Are there different reasons why people celebrate? Is there anything that all the celebrations have in common?' Note: Provide the children with non-fiction books or ICT resources to use to research different celebrations during this session or encourage the children to share their knowledge of different celebrations from their own cultural backgrounds. Remember that celebrations can be religious or secular.	Hoops Non-fiction books or ICT resources for researching different celebrations
Evaluation	Evaluation questions 1. What happens during Ramadan? 2. How might the story of The Night of Power affect believers? 3. Why do Muslims believe that the Qur'an is a holy book? 4. Why is Ramadan such an important time for Muslims? 5. How and why is Eid al-Fitr celebrated? 6. Are all Eid al-Fitr celebrations the same? 7. How do Ramadan and Eid al-Fitr give Muslims a sense of belonging to a community and to a faith? 8. How are Ramadan and Eid al-Fitr celebrations different to other religious or secular celebrations?	

Cycle A Year 3/ 4 – RE Scheme of Work
Summer Term 1 - Shavuot (Judaism)

Overview:
The word Shavuot means 'weeks' and the festival of Shavuot is celebrated 50 days (seven weeks) after Passover. Practising Jews celebrate the gift of the Torah and the Ten Commandments by visiting the synagogue, studying the Torah scrolls (sometimes all night) and possibly eating cheesecake. Shavuot is also a harvest festival that celebrates the end of the barley harvest and the beginning of the wheat harvest in Israel.
Ideas and insights:
Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.
Gain and deploy skills:
Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
Knowledge and understanding:
Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
Place in the world
Recognise that they have different rights and responsibilities at home, at school, in the community and towards the environment, and develop skills to exercise these responsibilities.
A person has responsibilities (jobs or duties) and rights (entitlements that everyone has) at home, at school, in the community and towards the environment. For example, at school, children have a responsibility to follow the school's rules and a right to be treated fairly by teachers and other children.

Vocabulary:
ark, Challah bread, Commandments, kosher, mitzvah, synagogue, Torah, yad

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Sets of rules Place in the world Skill In this lesson children will: Recognise that they have different rights and responsibilities at home, at school, in the community and towards the environment, and develop skills to exercise these responsibilities. Core knowledge By the end of this lesson children should know: A person has responsibilities (jobs or duties) and rights (entitlements that everyone has) at home, at school, in the community and towards the environment. For example, at school, children have a responsibility to follow the school's rules and a right to be treated fairly by teachers and other children.	Ask the children 'What are the rules of Tig?' Collect all the rules together then ask 'Does everyone follow the same rules? Are there different ways to play? What would happen if everyone followed different rules?' Decide a set of rules for Tig together, write them down then make sure everyone knows how to play. After the game, evaluate the rules. Ask the children 'Did the rules work? Did you have fun? Why is it important for everyone to follow the same rules?'	
Synagogue visit Knowledge and understanding Skill **In this lesson children will:**	Visit a synagogue to investigate the Torah. Examine the ark, the Torah covers and the scrolls themselves. Ask 'How do you know that the Torah is special to Jews?' Watch and listen to the Torah being read. Ask questions, such as 'Why is the yad used to point to the words in the Torah? Which language is it written in? Why haven't letters from the English alphabet	

Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	been used? Is it read from left to right or right to left?' Ask a member of the synagogue to explain what the Torah contains and why it is so important to them. Note: If a visit to the synagogue is not possible, provide a wide range of books, BBC Teach website, a copy of the Torah, a yad and good quality photographs of Torah covers and the ark for research. Did you know that some Jews stay up all night to study the Torah scrolls during Shavuot?	
Giving of the Torah Gaining and deploying skills Skill In this lesson children will: Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	Shavuot commemorates the giving of the Torah. Tell the story of *Moses and the Ten Commandments* then give children the Ten Commandments information sheet, explaining any unfamiliar language. Ask the children questions, such as 'Do you agree with these commandments?' and 'How do the words 'Do not' make you feel?' Ask the children to rewrite the commandments using positive words, such as 'do' or 'always' and compare them to the original. At the end of the session, ask the children to decide if the Ten Commandments are still relevant in everyday life. Note: During this session, make simple connections between Judaism, Christianity and Islam. Explain that the Ten Commandments are found in the Torah, the Bible and the Qur'an. Why not compare school rules and values to the Ten Commandments? Are there any similaritiess.	
Fins and scales Expressing ideas and insights Skill In this lesson children will: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.	Read *Fins and Scales: A Kosher Tale* by Deborah Millar then give the children pictures of foods to sort into kosher and not kosher. Ask the children 'How might kosher food laws affect the lives of Jewish people?' and 'Why do you think Jewish people follow these laws?' Make a variety of milk-based recipes for Shavuot including pancakes (blintzes) and cheesecake and explain that many people believe dairy products are eaten at Shavuot because, when the Torah was given, the Jewish people had no kosher meat ingredients or utensils to cook with, so they had to eat dairy products instead. Note: The Jewish dietary food laws are called kashrut. This means fit or proper. Kosher food laws include: fish must have both fins and scales not shells, animals must have split hooves and chew the cud, birds of prey with grasping claws are not kosher and milk and meat must not be cooked or eaten together. Utensils must also be kosher. Some Jews have separate milk and meat kitchens in their homes. Practical resources ● Ingredients and equipment for making milk-based foods ● Pictures of food items	
Ruth and Naomi Knowledge and understanding Skill In this lesson children will: Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	Use the drama technique Whoosh! to bring the Torah story of Naomi and Ruth to life. Ask questions about Ruth's actions and decisions throughout the drama. Let the children choose the part of the story that is most important to them and use creative writing to respond. They could write a letter, diary entry, monologue script or memoir for Ruth, Naomi or Boaz. Note: Ruth and Naomi arrived in Bethlehem during the barley harvest commemorated during Shavuot. Themes to explore in this story include: Jewish law (leaving corn in the field for the poor to gather is a mitzvah in the Torah), love, loyalty, responsibility, leaving home, making a new life in an unknown place, not fitting in, being accepted, working hard and God's protection.	
Exploring rules Place in the world Skill In this lesson children will:	The gift of the Torah is celebrated at Shavuot. The 613 Mitzvot (rules) contained in the Torah have been followed for over 3000 years. Now it's time for you to explore rules. 1. What are rules for? 2. Who creates rules? 3. Should rules start with 'Do not'? 4. Are some rules better than others?	

Recognise that they have different rights and responsibilities at home, at school, in the community and towards the environment, and develop skills to exercise these responsibilities. Core knowledge By the end of this lesson children should know: A person has responsibilities (jobs or duties) and rights (entitlements that everyone has) at home, at school, in the community and towards the environment. For example, at school, children have a responsibility to follow the school's rules and a right to be treated fairly by teachers and other children.	5. Should you ever break a rule? 6. What would happen if everyone ignored rules? Your task You are the captain of a new sports team. Write 10 rules for your team to follow and then present your ideas.	
Wheat and barley Knowledge and understanding Skill In this lesson children will: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Shavuot marks the end of the barley harvest and the start of the wheat harvest. Look at wheat and barley products including flour, cereals, pasta, biscuits, bread and beer and ask how important they are. Provide or make Challah bread and discuss and taste matzah. Explain the symbolism behind the breads then ask the children to list any foods that they eat at special times or during religious festivals. Note: Challah bread is a rich loaf eaten during Shabbat and at other holiday times. The six strands of dough, which make up the plaited Shabbat Challah symbolise unity. Round Challah served at Rosh Hashanah symbolises the continuity of life. Matzah bread is unleavened (without yeast) to symbolise the Israelites escape from Egypt. They were in such a rush to leave that their bread didn't have time to rise. Bread is also an important symbol in Christianity.	Ingredients and equipment for making Challah bread
Being thankful Expressing ideas and insights Skill In this lesson children will: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.	Read *Cheesecake for Shavuot* by Allison Ofanansky. Remind the children that Shavuot commemorates the barley harvest in Israel and demonstrate that harvests happen all over the world at different times of year by looking at the Harvests around the world map. Look at a weekly basket of shopping and plot all the countries of origin on a map. The children will be amazed where their weekly food comes from and how many different crops and countries provide the food they eat. Discuss questions, such as 'Can you imagine how many different people helped to produce this food? Should we be thankful for the food we have? How is the harvest celebrated in different countries and by people of different faiths?' Note: Take time to learn about Shavuot harvest customs, such as decorating the synagogue with fruits and flowers and compare Shavuot to other harvest celebrations including Sukkot (the Jewish festival of the booths). You could even use floristry foam, flowers, foliage and fruits to make a harvest and first fruits display.	Range of food items
Evaluation	Evaluation questions 1. Can you explain why the Torah is one of the sacred texts that is special to Jews? 2. What are the Ten Commandments? 3. Are the Ten Commandments important? 4. Can you explain kosher food laws? 5. How can rules make people feel like they belong? 6. Do some rules make people feel left out? 7. Should people be punished or forgiven if they break rules? 8. Why is bread an important symbol to people of different faiths? 9. How and why are harvests celebrated in different cultures and faith groups?	

Cycle B Year 3 / 4 – RE Scheme of Work
Summer Term 2 - Hajj

Overview:
The Hajj is a pilgrimage Muslims make to the holy city of Mecca. Pilgrims spend five days praying and worshipping both in Mecca and the surrounding desert. It is a spiritual pilgrimage that every adult Muslim must perform at least once in their lives if they are physically able and can afford it. During the Hajj, pilgrims wear simple clothes and try not to argue. The pilgrims walk around the Kaaba, drink water from the Zamzam well and stone the pillars at Mina. The Hajj is one of the Five Pillars of Islam.

Ideas and insights:
Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.

Gain and deploy skills:
Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, art and poetry.

Knowledge and understanding:
Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Vocabulary:
Faith, Hajj, Ihram, Mecca, pilgrimage, prayer mat, Qur'an, Salat, Sawm, Shahadah, Five Pillars of Islam, Zakat

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Concepts/Aspects **Issues, evidence and ideas** **Knowledge and understanding** Skills **In this lesson children will:** Demonstrate ways to resolve differences. Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance. Core knowledge **By the end of this lesson children should know:** There are many ways to resolve differences with others. These include looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.	Before the lesson, cut out the Mystery suitcases sorting cards. Put each card into a separate envelope labelled from one to five to correspond with the wording on the card. At the start of the lesson, give the children the Mystery suitcases picture cards. Let the children examine the items inside each suitcase and ask them to suggest who might own the cases, where the owners might be going, and why they are taking particular items. When everyone has shared their ideas, open the envelopes to reveal the answers. Discuss if the children guessed correctly, then focus on Amara, who is travelling to Mecca for the Hajj. Ask the children to talk about Amara's journey and generate questions they would like to answer about this special pilgrimage. Record their questions and revisit them throughout the project.	

Concept/Aspect **Knowledge and understanding** Skill **In this lesson children will:** Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Share the book *Going to Mecca* by Na'ima B Robert. Allow time for the children to ask questions and share their ideas and opinions. Prepare a table display of items for the Hajj, including a Qur'an, prayer mat, map, Ihram (white robes), trainers, white umbrella, scissors, cracked heel cream, passport, sunglasses, sleeping bag, stones and water bottles. Let the children explore the items and encourage them to relate the items to the Hajj. Ask 'How do these items reflect what happens at the Hajj?' Working in pairs, ask the children to write down what they think they would see, hear, smell, taste and touch during the Hajj. Note: Going to Mecca tells the story of the Hajj and the origins of its rituals in a simple, yet poetic way. It highlights the many sights, sounds and feelings Muslims experience during the Hajj. Begin a Hajj classroom display using the items from this session and add photos, labels and examples of children's work.	Display items, such as a Qur'an, prayer mat, map, Ihram (white robes), trainers, white umbrella, scissors, cracked heel cream, passport, sunglasses, sleeping bag, stones and water bottles
Concept/Aspect **Knowledge and understanding** Skill **In this lesson children will:** Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Invite a visitor to school who has been on the Hajj to talk about their experience. Encourage the children to prepare questions to ask before the visit. Remind them to ask their questions clearly and listen carefully to the visitor's answers. Film the question and answer session if possible. After the visit, play the video of the question and answer session and ask the children to list 10 words that best describe the Hajj. Note: Ask your visitor to talk about the rules of the Hajj, the rituals they performed, the clothes they wore and their thoughts and feelings during the pilgrimage. If you are unable to invite a visitor to school, you could watch the British Museum's four-minute film, Hajj stories, where Muslims talk about their experiences of the Hajj.	Tablet or camera with video-recording capability
Concept/Aspect **Knowledge and understanding** Skill **In this lesson children will:** Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Show the children photographs of Hajj customs with captions. Include circling the Kaaba, walking between the hills of Safa and Marwa, drinking water from the Zamzam well, visiting Arafat and stoning the pillars in Mina. Allow the children time to look carefully at the images and talk to others about what they can see. Place them into research groups to find out facts and information about one of the customs. Ask them to create a page of an information book about their Hajj custom then bind all the pages together to make a large class book. Note: Allow the children time to share their findings with others. The book, *Hajj Stories* by Anita Ganeri contains the stories behind the Hajj. Encourage the children to make links between the photographs and the stories during this session.	Photographs of the Hajj with captions
Concept/Aspect **Knowledge and understanding** Skill **In this lesson children will:** Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.	The Hajj is the most important journey a Muslim will make in their lifetime. Now it's your chance to think about special journeys. 13. What is a journey? 14. Why do people go on special journeys? 15. What might happen on a journey? 16. Where might a journey lead to? 17. What makes a journey special? 18. Do you think you would ever go on a special journey of your own? Your task Plan a special journey. You could research the destination, pack a suitcase, draw a map or write a postcard. Share your plans with others and explain why your journey is so special.	
Concept/Aspect **Gaining and deploying skills** Skill **In this lesson children will:** Discuss and present thoughtfully their own and others' views on challenging questions about	Display The Five Pillars of Islam picture card. Explain each one carefully and allow time for discussion. To give a visual image of the importance of the Five Pillars, label each block in a Jenga set with one of the Five Pillars of Islam. Let the children build the Jenga tower, then ask them to remove the blocks one by one until all the blocks fall. Explain that Muslims believe that their faith will be strong if they follow the Five Pillars of Islam and weak if they don't just as the Jenga tower was strong when all the blocks were there but weak when blocks were taken away. Ask the class to draw a Jenga tower labelled with the things they believe make a good life.	• Cameras or tablets • Jenga, wooden block stacking game

belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.	Ideas could include being kind, doing the right thing, material possessions, going to a place of worship, friendships or spending time with family. Note: The Five Pillars of Islam are Shahadah (professing the faith), Salat (prayers), Zakat (charity), Sawm (fasting) and Hajj (pilgrimage). They are obligations that every Muslim must fulfil in order to live a good and responsible life. Why not give the children cameras or tablets during this session? They could take photos of the Jenga activity as they work to record their experiences.	
Concept/Aspect **Expressing ideas and insights** Skill **In this lesson children will:** Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.	Ask the children to use the internet and a good range of non-fiction books to find out about another spiritual journey from a different faith. Let them create a classroom display about the pilgrimage studied and encourage them to compare their display to the Hajj display from the Develop stage. Discuss and record any similarities and differences between the pilgrimages then ask 'Are all religious journeys the same?' Note: The children could research places of pilgrimage in their own locality, or around the world. Famous pilgrimages include Lourdes, France; Camino de Santiago, Spain; Walsingham, UK; Mount Kailash, Tibet; Char Dham, India; Kumbh Mela, India; Jerusalem, the Holy Land.	• Computers or tablets • Non-fiction books about spiritual journeys
Evaluation questions	• Why is the Hajj a special journey for Muslims? • How important was the Hajj experience for your visitor? • Name the places and activities associated with the Hajj? • Which destination did you choose for your special journey and why? • Can you name the Five Pillars of Islam and explain how important they are to Muslims? • In what ways is the Hajj similar to other spiritual journeys?	

Cycle B Year 3/ 4 – RE Scheme of Work
Autumn Term 1 - Janmashtami (Hinduism)

Overview:
The festival of Janmashtami celebrates the birthday of Lord Krishna and falls in August or September. Krishna is one of the Hindu faith's most popular gods.
The festival lasts for two days. Worshippers may sing songs, tell stories of Krishna's life, dance, rock his cradle and wait for midnight to arrive to mark his birth. Some Hindus fast during the day of Janmashtami and only eat after midnight.
Ideas and insights:
Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
Gain and deploy skills:
Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.
Knowledge and understanding:
Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Vocabulary:
bhajans, deity, dharma, fasting, Krishna, prasad, supreme

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Who am I? Compare and contrast Skill In this lesson children will: Recognise that similarities and differences between people arise from several factors. Core knowledge By the end of this lesson children should know: Some of the factors that result in similarities and differences between people include family background, culture, ethnicity, race, religious belief, age, sex, gender and disability.	Share photographs of your holidays, special times, friends, relatives and favourite places on an IWB. Ask 'Who am I? What have you learned about me? Am I adventurous? A parent? A good friend?' Allow the children time to look at each photograph carefully and ask you questions about the people and places. Encourage the children to share their ideas and record what they say on a large class mind map then let them create a similar mind map about themselves. At the end of the session, explain that there are many different sides to each person's life but they are still only one person.	
Hindu deities Expressing ideas and insights Skill In this lesson children will: Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.	Remind the children of the memorable experience and encourage them to link this idea to the Hindu belief that there are many different gods who represent aspects of the one supreme God. Provide the Hindu gods poster and let the children choose their favourite. Encourage them to use non-fiction books to find out about their chosen god and write a caption or character description for their picture including the god's name, what they represent and their symbols. Note: Brahman is the supreme God and all the other gods are manifestations of the supreme God. Brahma, Vishnu and Shiva are a trinity of gods who create, preserve and destroy the Universe. Other popular gods include the monkey god Hanuman (courage, power and faithfulness), Lakshmi (good fortune and wealth), Rama (chivalry and virtue) Saraswati (learning, wisdom, speech and music), Durga (the protector of the righteous and destroyer of evil), Ganesh (remover of obstacles) and Krishna (love and joy). Many Hindus choose one main	

	god to worship but pray to others at special times. For example, Hindus might pray to Ganesh when they start a new business or go on a journey because he is the remover of obstacles.	
Thinking about role models Speaking, listening and sharing Skill In this lesson children will: Listen and interpret other people's feelings and opinions and try to understand, respect and constructively challenge others' points of view. Core knowledge By the end of this lesson children should know: People's thoughts, feelings and responses to a circumstance or event may be different. It is sometimes important to challenge others' points of view in a calm, fair, well-mannered and constructive way.	Many Hindus admire Krishna and choose to follow him. A person who is admired and looked up to is called a role model. Now it's your turn to think about role models. 1. What is a role model? 2. Why might a role model be admired? 3. Do role models have to be famous? 4. Should role models always be good? 5. Is it important to have role models to look up to? 6. What is the most important quality in a good role model? Your task Draw a picture of your perfect role model and label their admirable qualities. Look at other people's role models at the end of the session. Are all the role models the same or different? Are there any qualities that everyone included?	
What is your purpose? Gaining and deploying skills Skill In this lesson children will: Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.	Hindus believe that each person has dharma (duties) that they should fulfil during their lives. Ask the children to list what they think their duties in life are and how they can fulfil them. Encourage them to present their ideas as a film, a scrapbook, a piece of artwork, poster or poem. Note: Krishna talked to Arjuna about dharma in the Hindu sacred text, the Bhagvad Gita. Arjuna felt it wasn't right to fight but Krishna explained that his dharma was to be a warrior. Many Hindus believe that fulfilling your personal dharma helps people and pleases God. Not fulfilling your dharma (adharma) is wrong. Hindus also believe everyone's dharma is different and people have different purposes at different times in their lives.	
Evaluation	1. Why do Hindus worship different gods? 2. Who was Krishna and what was he like? 3. Can you name some of the 108 names for Krishna? 4. Do you think some of Krishna's names are more important than others? 5. How is Janmashtami celebrated? 6. What are the important qualities of a role model for you? 7. Describe and explain how and why music and dance might be used in worship? 8. What do you think your purpose is at the moment?	

Cycle B Year 3/ 4 – RE Scheme of Work
Autumn Term 2 - Kathina (Buddhism)

Overview:
Kathina is a celebration held in October or November after Vassa, the Rains Retreat, which is sometimes known as the Buddhists Lent. Buddhist monks stay in a vihara or monastery during the rainy season in Asian countries and spend time studying the Dharma (Buddha's teaching) and meditating.
During Kathina, members of the local community give a new robe to the monks who have completed the Rains Retreat. The monks then decide which of them will receive the robe. Many Buddhists believe that giving a new robe is merit-making and will earn them good karma in their next life.
The story of Kathina can be found in ancient Buddhist scriptures. The ceremony is named after the sewing frame that monks and nuns would use to create new robes.
Ideas and insights:
Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.
Gain and deploy skills:
Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
Knowledge and understanding:
Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Vocabulary:
abbey, almsgiving, Asia, Buddhist, Christian, community, Dalai Lama, Dharma, Eight Requisites, generosity, Kathina, meditation, monastery, monks, novice, nun, retreat, robe, Sangha, spiritual, Ten Precepts, Vassa, vihara

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Wet playtimes Speaking, listening and sharing Skill In this lesson children will: Listen and interpret other people's feelings and opinions and try to understand, respect and constructively challenge others' points of view. Core knowledge By the end of this lesson children should know: People's thoughts, feelings and responses to a circumstance or event may be different. It is sometimes important to challenge others' points of view in a calm, fair, well-mannered and constructive way.	Ask the children how they feel at wet playtimes. Do they like being inside? What do they do? What are the good and bad points of wet playtime? Make a new wet playtime box together. Teach the children how to play a selection of games and ask them to make crosswords or word searches for others to complete if they have to be indoors. Encourage the children to decorate and label the box then put it away for a rainy day. At the end of the session explain that the children are going to learn about the Buddhist festival Kathina, which happens after the rainy season in some Asian countries. Tell the children that the rainy season lasts for three months then ask 'Would you like to have three months of wet playtimes? What would you do all day? How would you cheer yourselves up?'	

The life of a Buddhist monk Expressing ideas and insights Skill In this lesson children will: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.	Ask the children to look at a variety of sources about Buddhist monks. Let them take notes then write a non-chronological report. Include headings, such as clothes, food, daily life, rules, life in the monastery and the Sangha. Note: Sources to provide include The life of a Buddhist monk picture cards, the Eight Requisites, the Ten Precepts and a variety of images showing meditation, almsgiving and worship. Make the children aware that Buddhist women and children can also join the Sangha. Buddha declared that women could be nuns and boys as young as seven could enter the monastery as novice monks.	Computers or tablets Books about Buddhist monks
Vassa, the Rains Retreat Knowledge and understanding Skill In this lesson children will: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Show a clip of the rainy season in Asia then explain that Buddha asked all Buddhist monks to stay in their monasteries during the three-month rainy season. Ask the children 'What do you think Buddhists monks would do for three months during the rainy season?' Explore a Buddhist retreat centre website together and find out what a retreat is like then ask the children to plan a retreat for their own beliefs and interests. At the end of the session, share the retreat ideas then explain that many religions hold retreats. Ask the children 'Why do people of many different religions go on retreat? How might a retreat affect someone's faith? Does everyone need quiet and space to think?' Note: There is a very good reason why Buddha asked the monks to stay in one place during the rainy season. Staying put ensured that the monks didn't squash any creatures brought out of the soil by the rain so that they didn't break the first precept, which is 'Do not harm living things'.	
Story of Kathina Gaining and deploying skills Skill In this lesson children will: Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	Tell the story of Kathina, then ask 'Why do you think the monks wanted to spend the Rains Retreat with Buddha? How do you think they felt when they couldn't reach their teacher? Is being generous good for you?' Ask the children to write down five generous acts that they could do over the next week. It might be as simple as 'Smile at other people' or specific, such as 'Read a bedtime story to my little brother.' Ask the children to do each activity and feed back the outcomes at the end of the week. Ask 'Did generosity make you happy?' Note: Why not encourage the children to create a short vlog of their five generous acts to share with the rest of the class at the end of the week?	
Kathina today Knowledge and understanding Skill In this lesson children will: Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.	Explain that Kathina is still celebrated today and share images, video clips and written sources that describe the celebration. Ask the children to imagine they are a Buddhist monk who has been on retreat and taken part in a Kathina ceremony. Describe the sights, smells and sounds of the event and the generosity of the members of the local community. Note: After Vassa, monks come out of the monasteries and members of the local community give generous gifts of food and new robes to say thank you for the help and guidance the monks have given them. Buddha taught that generosity had to be practised. Many Buddhists believe that as well as practising generosity, giving food and alms to monks will help them gain merit and good karma in this life, which will lead them to a better life after they die.	Images, video clips and written sources about modern Kathina celebrations
Exploring generosity Knowledge and understanding Skill In this lesson children will: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	During Kathina, members of the local community show generosity to the Buddhist monks and nuns by presenting them with gifts of food and new robes. Now it's your turn to think about generosity. 1. What does the word generous mean? 2. What might someone do if they were being generous? 3. Why do you think Buddhists practise generosity? 4. Is giving money the only way of being generous? 5. Do you think it is easy or hard to be generous? 6. Have you ever been generous?	

	Your task Your group has £10. How could you be generous with this money? Make a list of possibilities then decide as a group what you will do. Share your ideas with the class.	
The Dalai Lama Expressing ideas and insights Skill In this lesson children will: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.	Explain that the most famous Buddhist monk today is the Dalai Lama, the spiritual leader of Tibet. Provide a fact pack with snippets about his life, photos, quotes and people's experience of meeting him. Ask the children to use the evidence to answer questions, such as 'Who is the Dalai Lama? What does he do? Why is he seen as an important spiritual leader?' Feedback findings and ideas. Note: The book, *The Dalai Lama* by Cath Senker contains plenty of background information about the Dalai Lama's life, beliefs, work and campaigns.	Fact pack about the Dalai Lama
Brother William Expressing ideas and insights Skill In this lesson children will: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.	Read *Brother William's Year: A monk at Westminster Abbey* by Jan Pancheri then ask the children to compare Brother William's life to the life of a Buddhist monk. Use headings, such as clothes, food, work, daily life, monastery building, rules, retreat and beliefs to focus the children's thinking. Share ideas then ask 'Is the life of a Christian monk similar or different to the life of a Buddhist monk?' Note: Brother William's Year is set in 1383 but there are thriving Christian monasteries in the UK today. Why not explore the website of Ampleforth Abbey in North Yorkshire to find out about the lives of Christian monks today?	
Evaluation	Evaluation questions 1. What is the life of a Buddhist monk like? 2. What do you think Buddhist monks enjoy about their lives? 3. Why do people of different faiths go on retreat? 4. What might you think about and do on a retreat? 5. Why is the story of Kathina important to Buddhists? 6. Why do members of the local community give generous gifts of food and robes to the monks? 7. Who is the Dalai Lama and how does he influence Buddhists today? 8. How is the life of a Christian monk the same or different to the life of a Buddhist monk?	

Cycle B Year 3/ 4 – RE Scheme of Work
Spring Term 1 - Vaisakhi (Sikhism)

Overview:
Sikhs usually celebrate Vaisakhi on the 13th and 14th April. It is the most important festival day for Sikhs because, in 1699, Guru Gobind Singh created the Khalsa. The Khalsa are ordained Sikhs who make promises to wear the Five Ks and follow the Sikh religion faithfully. To become part of the Khalsa, Sikhs drink a sugary liquid called amrit and have it sprinkled onto their eyes and hair. Some Sikhs choose to take amrit during Vaisakhi.
Sikhs might also take part in a Nagar Kirtan during Vaisakhi, where the Sikh holy book, the Guru Granth Sahib, is driven through the streets accompanied by many members of the local Sikh community. Free food, called langar, is provided and dancing and martial arts demonstrations are enjoyed. Vaisakhi is also a New Year and harvest festival in the Punjab.

Ideas and insights:
Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.
Gain and deploy skills:
Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.
Knowledge and understanding:
Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

Vocabulary:
amrit, Five Beloved Ones, Five Ks, gatka, Gurdwara, Guru Gobind Singh, identity, Kachera, Kangha, Kara, Kesh, Khalsa, Khanda, Kirpan, langar, Nagar Kirtan, Panj Pyare, sacrifice, Sikh, symbol, Vaisakhi

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Who am I? Speaking, listening and sharing Skill In this lesson children will: Listen and interpret other people's feelings and opinions and try to understand, respect and constructively challenge others' points of view. Core knowledge By the end of this lesson children should know: People's thoughts, feelings and responses to a circumstance or event may be different. It is sometimes important to challenge others' points of view in a calm, fair, well-mannered and constructive way.	Provide a bag containing five items that belong to one person, such as a swimming costume, goggles, diary of training times, entry pass to the European Aquatics Championships and a healthy snack. Ask the children 'What do you know about the owner? Do you know their name? What do they do? Are they healthy? How old might they be?' Encourage them to share their answers and explain that the objects helped them to identify and learn more about that person. At the end of the session, explain that the children are going to learn about a Sikh festival that commemorates the day when Guru Gobind Singh gave five symbols for ordained Sikhs to wear to identify them as Khalsa Sikhs.	Objects that could belong to one person
Five Beloved Ones Knowledge and understanding Skill In this lesson children will:	Show the animation The Formation of the Khalsa on YouTube then ask questions about the story, such as 'Why did Guru Gobind Singh ask for men to go into the tent? Why did the men follow his orders? How did belief in God and the Guru affect the men's actions?' Ask the	

Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	children to use the Cross-cutting drama technique to explore the thoughts and feelings of the crowd outside the tent and the Five Beloved Ones inside the tent. Note: The five men who entered the tent during Vaisakhi in 1699 are known as the Panj Pyare or the Five Beloved Ones. Today, men from local Sikh communities are chosen to represent the Five Beloved Ones at special occasions, such as the amrit ceremony or the Nagar Kirtan parade during Vaisakhi.	
Taking amrit Knowledge and understanding Skill In this lesson children will: Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.	Show the BBC Teach clip Taking Amrit. Let the children talk about the ceremony then ask 'Why is taking amrit so special to Sikhs?' and 'How might taking amrit affect the lives of ordained Sikhs?' Compare the amrit ceremony to adult Christian confirmation or Jewish bar or bat mitzvah ceremonies. Compare beliefs, promises, outward signs, symbols, special readings and community involvement. Discuss their findings then ask 'What special promises might people make during their lives? Why do people make special promises? Do you think special promises are easy or difficult to keep?' Note: Not all Sikhs choose to join the Khalsa and make special promises. It is a choice that Sikhs make when they are old enough to decide.	
The Five Ks Expressing ideas and insights Skill In this lesson children will: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.	Show the children the Five Ks one at time. Let them handle and study each object, guess what it is and what it represents. Share ideas then watch the BBC Teach clip The Five Ks of Sikhism. Let the children take notes then provide books and internet access for them to find out more. Ask them to design a poster of the Five Ks to display in the classroom with pictures and captions. Note: The Five Ks: Kesh is uncut hair, which shows that Sikhs are willing to follow God's will. Kangha is a small wooden comb, symbolising cleanliness. Kara is a steel bracelet, which shows that God is eternal. Kachera are cotton undershorts, a symbol of faithfulness and Kirpan is a ceremonial sword, which shows that Sikhs are ready to defend the weak. Practical resources The Five Ks (available to buy online from educational suppliers)	
What do Sikhs believe? Gaining and deploying skills Skill In this lesson children will: Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.	Invite a Sikh visitor into school. Encourage the children to listen carefully and ask the visitor questions about their beliefs, the role of the Gurus in Sikhism and how being a Sikh affects the way they live and relate to other people. During the session, encourage the children to write a list of their beliefs and share them with others if appropriate. Ask the children 'Where do your beliefs come from? Do your beliefs affect the way you live your daily life? Are other people's beliefs the same as your own?' Note: Remember, the children's beliefs may be religious or secular, for example, 'I believe people shouldn't eat meat so I'm a vegetarian' If a visit isn't possible, use the BBC Teach clip What is Sikhism? as a starting point for this session.	

Exploring identity Compare and contrast Skill In this lesson children will: Recognise that similarities and differences between people arise from several factors. Core knowledge By the end of this lesson children should know: Some of the factors that result in similarities and differences between people include family background, culture, ethnicity, race, religious belief, age, sex, gender and disability.	The Five Ks give Sikhs a strong sense of identity. But what is identity? 1. What does the word identity mean? 2. How do we identify someone? 3. Where does your identity come from? 4. Do you own, wear or do anything that shows you identify with a group? 5. How might your identity change as you get older? 6. What makes your identity unique? Your task Choose five objects, ideas, activities or personality traits that represent your identity. Write them on a piece of paper, fold it up and put it into a 'Secret identity' box. Let your teacher pick out and read the lists at random. Can your class guess the identity of the writer? Is everyone's identity the same?	
Vaisakhi celebrations Knowledge and understanding Skill In this lesson children will: Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.	Watch the BBC Teach clip Vaisakhi and study images of Vaisakhi celebrations. Ask the children to write notes about what they can see and any questions that they would like answering about Vaisakhi. Use teacher in role to become a visitor at a local Vaisakhi celebration. Answer the children's questions in role then encourage them to write a diary entry as if they were a visitor to the festival themselves. Note: During Vaisakhi, Sikhs might visit the Gurdwara to pay their respects and listen to readings from the Guru Granth Sahib, help to prepare and serve food in the langar kitchen and take part in a Nagar Kirtan parade where the Guru Granth Sahib is driven slowly through the streets on a float. Many people follow the parade, some sing hymns, play rhythms on drums, dance or take part in gatka martial arts demonstrations. The Nishan Sahib, the flag showing the Sikh Khanda emblem is also taken down and the flag pole is washed in milk. The flag is replaced with a new one. Why not ask the children to research the Khanda symbol and make their own Nishan Sahib or invite Indian dancers and musicians into school to teach the children bhangra dancing and drumming to bring the celebration element of Vaisakhi to life?	
Evaluation	Evaluation questions 1. What might Sikhs learn from the story of the formation of the Khalsa? 2. Why is taking amrit important to many Sikhs? 3. Why do Sikhs wear the Five Ks? 4. What is unique about your own identity? 5. Does belonging to a group give you an identity? 6. How is identifying with a religious group different to identifying with a non-religious group? 7. How is Vaisakhi celebrated? 8. How might Vaisakhi celebrations make Sikhs feel?	

Cycle B Year 3/ 4 – RE Scheme of Work
Spring Term 2 - Eid ul-Adha (Islam)

Overview:
Eid ul-Adha, also known as the Greater Eid, is the second most important festival in the Muslim calendar. It commemorates the Prophet Ibrahim's willingness to sacrifice his son when Allah ordered him to. Muslims believe that Allah appeared to Ibrahim in a dream and asked him to sacrifice his son Isma'il as an act of obedience. The devil tempted Ibrahim by saying he should disobey Allah and spare his son. As Ibrahim was about to kill his son, Allah stopped him and gave him a ram to sacrifice instead. Eid ul-Adha is celebrated at the end of the Hajj pilgrimage.

Ideas and insights:
Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.

Gain and deploy skills:
Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Knowledge and understanding:
Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Vocabulary:
Allah, charity, Hajj, Ibrahim (Abraham), Isma'il (Ishmael), Muslim, sacrifice, Five Pillars of Islam, Zakat

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Exploring sacrifice Speaking, listening and sharing Skill In this lesson children will: Listen and interpret other people's feelings and opinions and try to understand, respect and constructively challenge others' points of view. Core knowledge By the end of this lesson children should know: People's thoughts, feelings and responses to a circumstance or event may be different. It is sometimes important to challenge others' points of view in a calm, fair, well-mannered and constructive way.	Ask the children to bring in a picture of a favourite toy, gadget or pet. Let them talk about their choice, then ask 'Would you give it away to someone who would like it? What about if someone needed it? If someone told you to give it away, would you?' Take a class vote at the end of the session to see if anyone would be willing to sacrifice their favourite thing.	• Pictures of children's favourite objects

Hajj pilgrimage Knowledge and understanding Skill In this lesson children will: Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	Remind the children of the Hajj pilgrimage then explain that Eid ul-Adha comes at the end of the Hajj and celebrates a story that is important to Muslims. Read the first part of the story of Ibrahim and Isma'il from *Hajj Stories* by Anita Ganeri but stop when Ibrahim is about to kill Isma'il. Ask the children to predict how the story will end and make a list of the suggestions. Finish telling the story, then ask questions, such as 'Why was Ibrahim prepared to sacrifice his son?' Explain that this story is remembered during the four-day Muslim festival of Eid ul-Adha that comes at the end of the Hajj. Note: Other discussion points for this story include obedience, trust, communication with Allah, following instructions, being put to the test and reasons for religious sacrifice.	
Sacrifice Gaining and deploying skills Skill In this lesson children will: Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	In the story of Ibrahim and Isma'il, Ibrahim was willing to sacrifice his son to follow Allah's commands. Talk about the different meanings of the word sacrifice then explore how, during Eid ul-Adha, Muslims give one third of the food they have to friends, keep one third for themselves to enjoy and donate one third to the poor. Carry out a variety of tasks where the children split sweets, pizzas, money and time into thirds. Ask 'Is a third a lot? How would it feel to give one third of what you have to friends and one third to those in need? Why do you think Muslims feel they should give away two thirds of what they have at Eid ul-Adha? Is giving to others a sacrifice?' Note: Giving is a very important part of Eid ul-Adha celebrations. Muslims give food to those in need to ensure everyone has enough to eat for the celebration.	
Eid ul-Adha celebrations Expressing ideas and insights Skill In this lesson children will: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.	Present the children with a range of appropriate source materials (books, artefacts, photographs and websites) to find out about Eid ul-Adha celebrations. Give the children a table with columns labelled 'Activity' and 'Reason' to fill in as they carry out their research. Share research answers at the end of the session then compare Eid ul-Adha and another familiar religious festival. Are there any similarities between the two? Note: Muslims celebrate Eid ul-Adha by saying special morning prayers, sacrificing an animal and sharing the meat equally between family, friends and those in need, dressing in their best clothes, giving thanks, giving money to charity, saying 'Eid Saeed!' (Happy Eid) and receiving presents and cards. Help the children to explore similarities and differences between other religious festivals.	• Books, artefacts, photographs and websites about Eid ul-Adha
Importance of Eid ul-Adha Knowledge and understanding Skill In this lesson children will: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Invite a visitor into school to talk about the importance of Eid ul-Adha to them, their families, the local community and Muslims worldwide. Encourage the children to write questions they would like to ask before the visitor arrives and encourage the visitor to bring in items used during the celebrations for them to explore. Record the question and answer session and take plenty of photographs during the visit. Display the photos with speech and thought bubbles to show what the visitor said and what the children thought during the visit. Note: A member of the school community would be ideal as a visitor for this lesson. Artefacts for this session can be very simple, for example the visitor could bring in their favourite Eid ul-Adha foods or recipes, the clothes that they may wear to the mosque during Eid ul-Adha, celebration cards or family photos of Eid ul-Adha celebrations.	
Exploring charity Expressing ideas and insights Skill In this lesson children will: Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.	Giving is important to Muslims. Zakat (charity) is one of the Five Pillars of Islam and giving food to those in need is an important part of Eid ul-Adha celebrations. Now it's your turn to think about giving and charity. 1. What is charity? 2. Who is in need of charity? 3. How do people give to charity? 4. Is giving time to a charity as important as giving money? 5. Which charities are important to you? 6. Can you name any charities in your local area? Your task: Write an action plan to explain how you could help a local charity. Share your action plan with others and carry it out, if possible.	

Biographies Expressing ideas and insights Skill In this lesson children will: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.	Revisit the word sacrifice then ask the children to research the life stories of people who have sacrificed their money, time or even their lives for other people. Encourage the children to create a biography of the person they have studied, highlighting how and why they made their sacrifice. Note: This lesson could provide meaningful cross-curricular links for children. They could explore stories of bravery during war time, learn about people of faith who have made sacrifices for God, meet local charity workers who sacrifice their time and money for others or study the life stories of people who have made sacrifices to achieve great things.	
Ibrahim's sacrifice Expressing ideas and insights Skill In this lesson children will: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.	The story of Ibrahim's sacrifice is also in the Bible and the Torah. Compare versions of the story from Christianity and Judaism and decide if they are similar or different to each other. Record ideas on a comparison chart. Note: Judaism, Christianity and Islam all trace their origins back to Ibrahim (Abraham). These three religions are collectively known as Abrahamic religions.	• Blank comparison chart
Evaluation	Evaluation questions 1. What do you think a believer might learn from the story of Ibrahim and Ishma'il? 2. How and why do Muslims give food to others during Eid ul-Adha? 3. How do Muslims celebrate Eid ul-Adha? 4. What does Eid ul-Adha mean to members of your local community? 5. Can you list five different reasons why people choose to give to charity? 6. What does the word sacrifice mean to you? 7. Are there any similarities or differences between the story of Ibrahim (Abraham) in the Christian, Islamic and Jewish texts you have read?	

Cycle B Year 3/ 4 – RE Scheme of Work
Summer Term 1 - Shabbat (Judaism)

Overview:
Shabbat (Sabbath) is the Jewish day of rest. Jews believe God created the world in six days and rested on the seventh. Shabbat begins at sunset on Friday and ends on Saturday. During Shabbat, families spend time together, rest, eat special meals and attend the synagogue. However, there are many things to prepare before Shabbat arrives and rules to follow to make sure that Shabbat is truly a day of rest.

Ideas and insights:
Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.

Gain and deploy skills:

Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.

Knowledge and understanding:
Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Vocabulary:
Challah bread, creation, customs, Havdalah candle, Kiddush cup, Shabbat (Sabbath), Sunday, Torah

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Play and rest Speaking, listening and sharing Skill In this lesson children will: Listen and interpret other people's feelings and opinions and try to understand, respect and constructively challenge others' points of view. Core knowledge By the end of this lesson children should know: People's thoughts, feelings and responses to a circumstance or event may be different. It is sometimes important to challenge others' points of view in a calm, fair, well-mannered and constructive way.	Lead the children in a busy PE lesson. Warm up, play team games, use apparatus or dance to fast music then pack away. At the end of the session, ask the children how they feel, then announce that they will be allowed to rest for half an hour before home time. Watch what they do. Do they chat with friends? Lie down under blankets? Play fun games? After a period of rest, ask 'Why it was important to rest and what did it feel like to rest?'	
Do we need a day of rest? Gaining and deploying skills Skill In this lesson children will:	Explain that Jews believe that God made the world in six days and rested on the seventh. This is the reason why Jews celebrate Shabbat. Read the story *The Seventh Day* by Deborah Cohen and Melanie Hall then ask 'Do we need to rest after working hard? What happens if we don't rest? Why do you think God needed to rest in the story?' Encourage the children to draw, make or paint their favourite plants and	

Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.	creatures and make a display as they work. Tidy away, then sit quietly and reflect. Ask questions, such as 'Are you pleased with your work? Is the world as beautiful as our display? Does it feel good to have a rest after working hard?' Note: Take this opportunity to ask some big questions, such as 'Do you think it took six days to make the world or have you got another idea? Why do you think all the plants and creatures on Earth are different? Is it important to look after the plants and creatures in our world?'	
Family meal Expressing ideas and insights Skill In this lesson children will: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.	Explain that Shabbat is a day of rest and starts on a Friday night with a special family meal. Talk about the preparations for Shabbat then show the Shabbat table diagram and let the children ask questions about the objects. Watch video clips of families celebrating the start of Shabbat or read *Sammy Spider's First Shabbat* by Sylvia Rouse. At the end of the session, ask 'Why is the Shabbat meal special?' and 'Do you have special meals at home?' Let the children use art materials, pen and paper, role play or ICT to explain what they do and why.	• Art materials
Shabbat customs Knowledge and understanding Skill In this lesson children will: Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.	Discuss the question 'What do you like to do on a Saturday?' Talk about the customs and traditions of Shabbat then ask 'Do you think Jewish families enjoy Shabbat? Would your weekend be different if you celebrated Shabbat? Why do you think Jewish families spend Saturday in this way?' Note: Practising Jewish families don't work, cook, clean, spend money, drive, use telephones or electrical equipment, write or draw during Shabbat. Instead, they walk to the synagogue, take time to think about God, enjoy their surroundings, eat prepared food, sing, play games and spend time with their families and friends. There are rules to follow (taken from the Torah) to ensure that no work is done during Shabbat so that Jewish families can rest and enjoy time together after a busy working week. There are some Shabbat clips available on the BBC Teach website that show families celebrating Shabbat together.	
Saying goodbye to Shabbat Knowledge and understanding Skill In this lesson children will: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Ask the children 'Do you like holidays and weekends?' and 'How do you feel when a holiday or a weekend ends?' Show the Havdalah set diagram. Explain that many Jews light the candle, sip the wine and sniff the spice box to say goodbye to Shabbat. Provide a range of smelly boxes. Let the children choose their favourite smell and explain what it reminds them of then explain that the sweet smelling Shabbat spice box is a reminder of the sweetness of Shabbat. Note: If possible, invite a visitor into school to describe what Shabbat means to them and demonstrate how the Havdalah set helps them say goodbye to Shabbat.	• Smelly boxes containing a range of sweet and spicey food items
Thinking about rest Knowledge and understanding Skill In this lesson children will: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	During Shabbat, Jewish families rest. Now it's your turn to think about rest. 1. What does the word rest mean to you? 2. Why is rest important? 3. When do people need to rest? 4. How do you rest at home? 5. What happens if you don't get enough rest? 6. If you had a whole day of rest, what would you do? Your task Make a list and draw pictures of five restful activities you would like to do. Share your ideas with others then try them out at home.	
Looking after living things Gaining and deploying skills Skill In this lesson children will:	Recap that Shabbat reminds Jews of the day of rest after the creation of the world. Ask questions, such as 'Who is responsible for looking after the creatures and plants in the world? What might happen to animals and plants if they aren't taken care of? Is it difficult to care for plants and animals properly?' Provide practical, caring activities for the children to experience. They could visit an allotment, talk to a doctor,	

Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	nurse or dentist about their work, meet pets and their owners or listen to an RSPCA volunteer speaker. Encourage the children to write a non-chronological report to explain what they have learned. Note: Why not link this session to cross-curricular science, geography or PSHE work?	
Special days Gaining and deploying skills Skill In this lesson children will: Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.	Explore the Christian Sabbath, which is on a Sunday. Invite grandparents and carers to talk about Sundays when they were younger. In the past, shops would be closed on Sundays, many people would go to church and meals and family time were important. Ask questions about shops, food, activities and families then compare Sundays in the past to today. Let the children make a comparison chart and share their ideas. Do they prefer Sundays now or Sundays in the past? Note: Invite visitors of different faiths to share their experiences of special, holy days with the children. Learn about Islamic Friday prayers and the concept that Hindus see every day as holy. Have the traditions of their special days stayed the same or changed over time?	
Evaluation	Evaluation questions 1. How do Jews believe the world was created? 2. Can you express your own opinions about creation? 3. Why is it important to have day of rest if you are Jewish? 4. What are the customs of Shabbat? 5. Can you explain the meaning behind Shabbat customs? 6. Why is it important for people to care about plants and animals? 7. Do people of others faiths also have special days of rest?	

Cycle B Year 3 / 4 – RE Scheme of Work
Summer Term 2 - Hajj

Overview:
The Hajj is a pilgrimage Muslims make to the holy city of Mecca. Pilgrims spend five days praying and worshipping both in Mecca and the surrounding desert. It is a spiritual pilgrimage that every adult Muslim must perform at least once in their lives if they are physically able and can afford it. During the Hajj, pilgrims wear simple clothes and try not to argue. The pilgrims walk around the Kaaba, drink water from the Zamzam well and stone the pillars at Mina. The Hajj is one of the Five Pillars of Islam.

Ideas and insights:
Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.

Gain and deploy skills:
Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, art and poetry.

Knowledge and understanding:
Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Vocabulary:
Faith, Hajj, Ihram, Mecca, pilgrimage, prayer mat, Qur'an, Salat, Sawm, Shahadah, Five Pillars of Islam, Zakat

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Concepts/Aspects **Issues, evidence and ideas** **Knowledge and understanding** Skills **In this lesson children will:** Demonstrate ways to resolve differences. Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance. Core knowledge **By the end of this lesson children should know:** There are many ways to resolve differences with others. These include looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.	Before the lesson, cut out the Mystery suitcases sorting cards. Put each card into a separate envelope labelled from one to five to correspond with the wording on the card. At the start of the lesson, give the children the Mystery suitcases picture cards. Let the children examine the items inside each suitcase and ask them to suggest who might own the cases, where the owners might be going, and why they are taking particular items. When everyone has shared their ideas, open the envelopes to reveal the answers. Discuss if the children guessed correctly, then focus on Amara, who is travelling to Mecca for the Hajj. Ask the children to talk about Amara's journey and generate questions they would like to answer about this special pilgrimage. Record their questions and revisit them throughout the project.	

Concept/Aspect **Knowledge and understanding** Skill **In this lesson children will:** Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Share the book *Going to Mecca* by Na'ima B Robert. Allow time for the children to ask questions and share their ideas and opinions. Prepare a table display of items for the Hajj, including a Qur'an, prayer mat, map, Ihram (white robes), trainers, white umbrella, scissors, cracked heel cream, passport, sunglasses, sleeping bag, stones and water bottles. Let the children explore the items and encourage them to relate the items to the Hajj. Ask 'How do these items reflect what happens at the Hajj?' Working in pairs, ask the children to write down what they think they would see, hear, smell, taste and touch during the Hajj. Note: Going to Mecca tells the story of the Hajj and the origins of its rituals in a simple, yet poetic way. It highlights the many sights, sounds and feelings Muslims experience during the Hajj. Begin a Hajj classroom display using the items from this session and add photos, labels and examples of children's work.	Display items, such as a Qur'an, prayer mat, map, Ihram (white robes), trainers, white umbrella, scissors, cracked heel cream, passport, sunglasses, sleeping bag, stones and water bottles
Concept/Aspect **Knowledge and understanding** Skill **In this lesson children will:** Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Invite a visitor to school who has been on the Hajj to talk about their experience. Encourage the children to prepare questions to ask before the visit. Remind them to ask their questions clearly and listen carefully to the visitor's answers. Film the question and answer session if possible. After the visit, play the video of the question and answer session and ask the children to list 10 words that best describe the Hajj. Note: Ask your visitor to talk about the rules of the Hajj, the rituals they performed, the clothes they wore and their thoughts and feelings during the pilgrimage. If you are unable to invite a visitor to school, you could watch the British Museum's four-minute film, Hajj stories, where Muslims talk about their experiences of the Hajj.	Tablet or camera with video-recording capability
Concept/Aspect **Knowledge and understanding** Skill **In this lesson children will:** Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Show the children photographs of Hajj customs with captions. Include circling the Kaaba, walking between the hills of Safa and Marwa, drinking water from the Zamzam well, visiting Arafat and stoning the pillars in Mina. Allow the children time to look carefully at the images and talk to others about what they can see. Place them into research groups to find out facts and information about one of the customs. Ask them to create a page of an information book about their Hajj custom then bind all the pages together to make a large class book. Note: Allow the children time to share their findings with others. The book, *Hajj Stories* by Anita Ganeri contains the stories behind the Hajj. Encourage the children to make links between the photographs and the stories during this session.	Photographs of the Hajj with captions
Concept/Aspect **Knowledge and understanding** Skill **In this lesson children will:** Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.	The Hajj is the most important journey a Muslim will make in their lifetime. Now it's your chance to think about special journeys. 19. What is a journey? 20. Why do people go on special journeys? 21. What might happen on a journey? 22. Where might a journey lead to? 23. What makes a journey special? 24. Do you think you would ever go on a special journey of your own? Your task Plan a special journey. You could research the destination, pack a suitcase, draw a map or write a postcard. Share your plans with others and explain why your journey is so special.	
Concept/Aspect **Gaining and deploying skills** Skill **In this lesson children will:** Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.	Display The Five Pillars of Islam picture card. Explain each one carefully and allow time for discussion. To give a visual image of the importance of the Five Pillars, label each block in a Jenga set with one of the Five Pillars of Islam. Let the children build the Jenga tower, then ask them to remove the blocks one by one until all the blocks fall. Explain that Muslims believe that their faith will be strong if they follow the Five Pillars of Islam and weak if they don't just as the Jenga tower was strong when all the blocks were there but weak when blocks were taken away. Ask the class to draw a Jenga tower labelled with the things they believe make a good life. Ideas could include being kind, doing the right thing, material possessions, going to a place of worship, friendships or spending time with family. Note: The Five Pillars of Islam are Shahadah (professing the faith), Salat (prayers), Zakat (charity), Sawm (fasting) and Hajj (pilgrimage). They are obligations that every Muslim must fulfil in order to live a good and responsible life. Why not give the children cameras or tablets during this session? They could take photos of the Jenga activity as they work to record their experiences.	• Cameras or tablets • Jenga, wooden block stacking game

Concept/Aspect **Expressing ideas and insights** Skill **In this lesson children will:** Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.	Ask the children to use the internet and a good range of non-fiction books to find out about another spiritual journey from a different faith. Let them create a classroom display about the pilgrimage studied and encourage them to compare their display to the Hajj display from the Develop stage. Discuss and record any similarities and differences between the pilgrimages then ask 'Are all religious journeys the same?' Note: The children could research places of pilgrimage in their own locality, or around the world. Famous pilgrimages include Lourdes, France; Camino de Santiago, Spain; Walsingham, UK; Mount Kailash, Tibet; Char Dham, India; Kumbh Mela, India; Jerusalem, the Holy Land.	• Computers or tablets • Non-fiction books about spiritual journeys
Evaluation questions	• Why is the Hajj a special journey for Muslims? • How important was the Hajj experience for your visitor? • Name the places and activities associated with the Hajj? • Which destination did you choose for your special journey and why? • Can you name the Five Pillars of Islam and explain how important they are to Muslims? • In what ways is the Hajj similar to other spiritual journeys?	

Cycle A Year 5/ 6 – RE Scheme of Work
Autumn Term 1 - Guru Arjan Gurpurab (Sikhism)

Overview:
Gurpurabs are special celebration days that commemorate the lives of the Sikh Gurus. Guru Arjan achieved many things during his lifetime. He completed the Golden Temple in Amritsar in 1604 and promoted the Sikh principle of dasvandh, giving 10% of earnings to help others as an act of service to God who Sikhs call Waheguru. He also collated the hymns and teachings of the first five Gurus and created the Adi Granth, the book that would eventually become the Guru Granth Sahib. Guru Arjan also became the first Sikh Guru to be martyred for his faith.
Many Sikhs remember Guru Arjan by attending special services in the Gurdwara and serving cooling drinks to others. This reminds them of the thirst Guru Arjan must have suffered and his cool and calm nature as he faced death.

Ideas and insights:
Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.
Gain and deploy skills:
Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.
Knowledge and understanding:
Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

Vocabulary: Adi Granth, Amrit Sarovar, Chardi Kala, dasvandh, Gurmukhi, Guru Granth Sahib, hymns, Ik Onkar, langar, martyr, Mool Mantar, sewa

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Knowledge and understanding Skill In this lesson children will: • Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.	Modelling the Golden Temple Provide a bird's eye view of the Harimandir Sahib in Amritsar, India, which is also known as the Golden Temple along with the Golden Temple picture cards. Ask the children to use craft and joining materials to create a model of the temple. Give time for them to add detail and make their models accurate then talk about their work. Ask questions, such as 'Why do you think the temple has four doorways, one on each side? Why is the temple highly decorated? How do you know that the temple is a place of worship?' At the end of the session, explain to the children that they are going to learn about the life and legacy of the fifth Sikh Guru, Guru Arjan, who built the Golden Temple.	• Craft materials • Bird's eye view of the Golden Temple in Amritsar
Expressing ideas and insights Skill In this lesson children will: • Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.	The Golden Temple Encourage the children to use books and the internet to find out more about the Golden Temple then ask them to make an information leaflet or web page that Sikh pilgrims could use when they visit the temple. Ask them to find out about the special features of the temple, worship, where to stay and the food available. Note: The Golden Temple is the holiest Gurdwara in Sikhism. It has four entrances, one on each side, to welcome people from all places and faiths. A sacred pool called the Amrit Sarovar surrounds the Golden Temple. Many Sikhs believe the water has healing properties. The Golden Temple is also home to the largest langar kitchen in the world, which serves approximately 100,000 free meals a day.	

Expressing ideas and insights Skill In this lesson children will: • Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.	Giving 0% Share the Golden Rules of Sikhism, which are to remember Waheguru at all times, earn money for yourself and your family through hard work and share your money and skills with others. Explain that Guru Arjan asked Sikhs to donate 10% of their earnings to build the Golden Temple in Amritsar and to give help to people in need. Many Sikhs still do this today. Provide tasks where children have to find 10% then ask 'Is 10% a lot to give away? Why did Guru Arjan encourage Sikhs to give their money to people in need? Why do you think many Sikhs follow this rule today?' Note: People of other faiths also give their time and money for the upkeep of their places of worship or to help those in need. One of the Five Pillars of Islam is Zakat (giving), and a collection of money is usually part of a Christian act of worship. Compare giving in different faiths and find the answer to the question 'Do people of all faiths give in the same way and for the same reasons?'	
Knowledge and understanding Skill In this lesson children will: • Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	The Guru Granth Sahib Look at the Mool Mantar written in Gurmukhi. Ask the children to copy some of the words and phrases in the Punjabi script, including the Ik Onkar, the symbol for one God that starts the Mool Mantar and is a well known Sikh symbol. Tell the story of how Guru Arjan created the Adi Granth, which eventually became the Guru Granth Sahib. Ask the children 'Why do you think Guru Arjan was angry with his brother when he wrote hymns and pretended they were from Guru Nanak? Why was it so important that he used the exact words written by the Gurus? Why are the words in the Guru Granth Sahib so important to Sikhs?' Note: Sikhs believe that the words of the Guru Granth Sahib are the actual words that were spoken or sung by their Gurus and that the messages in the Guru Granth Sahib are from Waheguru. The first edition of the Guru Granth Sahib, called the Adi Granth, was installed in the Golden Temple in 1604. Why not listen to Mul Mantra by Snatam Kaur on YouTube as the children work.	
Gaining and deploying skills Skill In this lesson children will: • Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.	The hymns Ask the children to read the translated text from the Guru Granth Sahib on the Sikh hymns information sheet and decide, 'What is Waheguru like in the Guru Granth Sahib?' Listen to some Sikh hymns being sung in a traditional way and decide why music is such an important part of Sikh worship. Compare the words of the Guru Granth Sahib to the Christian hymns on the Christian hymn information sheet and ask the children to decide if there are similarities and differences between the Christian and Sikh images of God. Note: There are 5894 hymns in the Guru Granth Sahib. Guru Arjan was the first Guru to collect all the sacred Sikh writings together into one book, the Adi Granth. He also included some Hindu and Islamic texts. After Guru Arjan, more hymns were added by Guru Gobind Singh, who finalised the book and declared it as his successor after he died. This is when the Adi Granth became known as the Guru Granth Sahib.	
Knowledge and understanding Skill In this lesson children will: • Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	Exploring words People of all faiths and no faith find words powerful. Now it's your turn to think about words. 1. What are words? 2. How can words make people feel good? 3. Can words be harmful? 4. When do you need to take care to use the right words? 5. Why are words in holy books so important to believers? 6. What do you think the famous saying, 'The pen is mightier than the sword' means	

	Your task Look at a range of thought-provoking photographs and choose one to write a poem, story or song about. Choose your words carefully and remember to read and edit your work before you share it with others. How did your readers respond to your words?	
Expressing ideas and insights Skill In this lesson children will: • Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.	The first Sikh martyr Read the Guru Arjan and Emperor Jahangir fiction text. After each part of the story ask the children to decide if they would have stood up for their beliefs or changed their minds. Read the last part of the story and talk about the outcome. Explain that Guru Arjan was the first Sikh martyr. Talk about the word martyr and explain that many religions have stories of martyrs. Ask 'Why do people want to change and challenge other people's beliefs? Why do you think people stand up for their faith? Would you stand up for your beliefs?' Note: Emperor Jahangir was a Muslim who felt that Guru Arjan was wrong to include Islamic and Hindu sacred texts in the Sikh holy book. Guru Arjan wanted to include them as he thought they were important and were compatible with Sikh beliefs. Why not look at the stories of martyrs from other faiths and see if there are any similarities to the story of Guru Arjan?	
Knowledge and understanding Skill In this lesson children will: • Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.	Celebrating Guru Arjan Provide a wide variety of cordial concentrates, fruit juices and sparkling drinks for the children to mix together to create a cooling drink recipes. Taste test the recipes and chose two or three to make, then set up a stall in the playground to serve free drinks to children and adults. At the end of the session ask the children 'Did your drink go down well? How did the recipients feel when they were given a free drink? How did it feel to help and serve others?' Explain why Sikhs remember Guru Arjan's martyrdom by offering drinks then ask 'Do you think it's a good idea to remember a sad occasion by doing something positive? Why?' Note: Many Sikhs believe that even when something bad happens, it is Waheguru's will and they should still feel positive and optimistic about the future. This positive attitude is called Chardi Kala. Sikhs celebrate the martyrdom of Guru Arjan in a positive way by serving cooling drinks to passers by. Serving others is known as sewa. A traditional cooling drink from India contains milk, club soda and Rooh Afzah, a fruit and herb concentrate manufactured in Pakistan. The drink is known as a 'Sharbat' and may be served during the Guru Arjan Gurpurab.	• Cordial, fruit juice and sparkling drinks
Assessment Week	Evaluation questions 1. What special features can you recall from the Golden Temple in Amritsar and why is it a sacred place? 2. Why do many Sikhs give 10% of their money away? 3. Why might Sikhs believe it is important that the words in the Guru Granth Sahib are authentic and written in the original language? 4. Can you describe what you think Waheguru is like in the Guru Granth Sahib? 5. Why do Sikhs consider Guru Arjan a martyr? 6. What might Sikhs learn from the story of Guru Arjan? 7. Why do Sikhs serve others when they remember Guru Arjan?	

Cycle A Year 5/ 6 – RE Scheme of Work
Autumn Term 2 - Holi (Hinduism)

Overview:
Holi is celebrated throughout India and beyond. Bonfires are lit on the first day of Holi to remind Hindus of the story of Holika and Prahlad. Coloured paint is thrown or squirted at friends, family and even strangers on the second day of the festival. This commemorates a story about the young Krishna and his beloved Radha. The festival also marks the winter harvest, welcomes spring and celebrates love.
Ideas and insights:
Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
Gain and deploy skills:
Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.

Knowledge and understanding:
Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Vocabulary: dharma, karma, kathak, Krishna, mehndi, pichkaris, Radha, saffron, sindoor, varna

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Knowledge and understanding Skill In this lesson children will: • Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Ask the children 'What colour is Friday?' Collect their responses then show them how to create a paper plate colour wheel of primary, secondary and tertiary colours (instructions are available online). Stick the colour wheels onto A3 paper and ask the children to jot down notes about each colour. What do the colours remind you of? Are some colours happy and some sad? Which are your favourite colours? Explain that different colours hold special meaning for many Hindus and Holi is a Hindu festival that is full of colour.	• Paper plates and other craft materials
Gaining and deploying skills Skill In this lesson children will: • Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.	Saffron – the colour of fire Put strands of saffron in a small bowl of warm water and watch the colour appear. Explain that, for Hindus, the colour saffron represents fire. Read *The God and the Wicked Witch* from *Hindu Stories* by Anita Ganeri and ask 'Why was King Hiranyakashipu angry with Prahlad? Why did Holika take Prahlad into the fire? Do you think God helped Prahlad? What does this story teach Hindus about God? Does good always overcome evil?' Note: Many Hindu priests, gurus and holy men wear saffron robes to show that they want to burn away their faults and follow God. Hindus remember the story of Holika and Prahlad during Holi. Bonfires are lit and sometimes effigies of Holika are burnt. Coconuts and corn may also be thrown onto the fire as an offering to God.	
Knowledge and understanding Skill	Blue – Krishna, the blue god	• Bells and extra long pipe cleaners

In this lesson children will: • Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	Look at the Krishna and Radha Celebrating the Holi Festival with Companions picture card. Ask 'What do you think the people are doing? Can you find Lord Krishna, the blue god? Are you surprised that a god is playing games?' Tell the story of Krishna and Radha playing with colours then spot the people in the picture using pichkaris (water squirters), throwing coloured paint and playing musical instruments. Watch the BBC Bitesize clip Classical Indian dance – Kathak. Ask the children to create a Radha and Krishna dance and decide 'Why are music and dancing used to tell special stories?' Note: Thread individual bells onto extra long pipe cleaners to make ankle bells and use scarves or streamers to add a splash of colour to the dance. The stories of Krishna as a young child are full of pranks and mischief but he became wise and noble as he grew older.	• Scarves and streamers
Knowledge and understanding Skill In this lesson children will: • Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Every colour of the rainbow – the colours of Holi Show the BBC Teach clip Celebrating the festival of Holi and share the Holi picture cards Explain that everyone can be covered in paint, no matter who they are. Provide large rolls of white paper and encourage the children to cut out a range of full-sized body outlines. Provide paint, brushes, pipettes, toothbrushes and straws for children to mix, dab, flick, drip and blow paint onto the paper outlines. Create a Holi display using the artwork and images of Holi celebrations then ask 'Why do you think Hindus feel that the colours of Holi make everyone equal? Should everyone be treated equally? Is everyone in the world treated equally?' Note: Many Hindus feel they are born into one of four varnas (groups) and each group has specific dharmas (tasks) to perform. During Holi, differences in class, age or gender disappear when everyone is covered in colour. This activity should be lots of fun but make sure all children are wearing suitable protective clothing.	• Long rolls of paper • Paint, brushes, pipettes, toothbrushes and straws
Gaining and deploying skills Skill In this lesson children will: • Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	Green – the natural world Discuss this quote 'The good man is the friend of all living things' from Mahatma Gandhi. Ask 'What does this quote mean? Do you agree or disagree with it? Are you a friend to all living things?' Study a current environmental issue and ask the children to decide, 'Has man affected nature?' Create a three point action plan for the environmental issue chosen and share. At the end of the session, read *The Peaceable Forest* by Kosa Ely and ask 'What do Hindus believe about living things? What is the moral of this story? What are your beliefs about living things, conservation and the world we live in?' Note: The Holi festival celebrates the winter harvest and the return of spring. *The Peaceable Forest* also touches on Hindu beliefs about karma and reincarnation and is a good starting point for discussion.	
Expressing ideas and insights Skill In this lesson children will: • Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.	Holi is about colour, spring, harvest, doing the right thing and equality. Hindus believe that all living things are holy and that it is wrong to take more from the world than you need. Now it's time for you to think about what people actually need. 1. What does the word need mean? 2. What do you need to survive? 3. Is the word want the same as need? 4. Does everyone in the world have what they need? 5. Should everyone have what they want? 6. What will happen if people want too much from the world? Your task You are going to a desert island and can only take one small rucksack of belongings. What do you need to take? Share your ideas with others.	

Gaining and deploying skills Skill In this lesson children will: • Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.	Yellow – learning, knowledge and happiness Holi celebrates joy and happiness. Ask the children 'What is your happy colour?' and collect the answers. Explain that many Hindu gurus (teachers or wise men) have spoken about happiness and how to achieve it. Discuss this quote 'Don't postpone your happiness until some perfect future date. Be happy now, tomorrow will take care of itself' by Sri Sri Ravi Shanker. Set the children the task of finding out the secret of happiness. Encourage them to ask friends, family, adults in school and members of local places of worship 'What makes you happy?' Encourage the children to record the answers as video clips, audio recordings or in a special happiness 'quote' book. Study the responses in small groups. What is the secret of happiness? Note: Sri Sri Ravi Shanker is a guru, teacher and peace campaigner. He founded The Art of Living Foundation, which teaches techniques to reduce stress and improve wellbeing.	
Assessment Week	Evaluation questions 1. Why is the story of Holika and Prahlad important for Hindus? 2. Where does the tradition of playing with colours come from? 3. How are people treated at Holi? 4. Are Hindu beliefs about the natural world shared by everyone? 5. Which common features do all weddings share? 6. What do you think are the most important features of a wedding? 7. Why do some people worship God during special occasions? 8. What does happiness mean to you?	

Cycle A Year 5/ 6 – RE Scheme of Work
Spring Term 1 - Passover (Judaism)

Overview:
Passover is one of the most important Jewish festivals. It commemorates the time Moses led the Israelite slaves to freedom over 3000 years ago. The word Passover refers to the final plague of Egypt, when God 'passed over' the houses of the Israelites and killed the first born sons of the Egyptians. After this plague, Pharaoh set the Israelites free and they were led into the desert by Moses. This is known as the Exodus. The Jewish Passover celebrations last seven to eight days. Families clean their houses, rest, eat special meals together and read the story of the Exodus from the Torah.

Ideas and insights:
Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
Gain and deploy skills:
Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.

Knowledge and understanding:
Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Vocabulary:
charoset, Exodus, Haggadah, matzah bread, Passover, Pesach, plague, Seder plate, synagogue

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Compare and contrast Skill In this lesson children will: • Describe how our differences make us unique and identify personal qualities, strengths, skills, achievements and individuality. Core knowledge By the end of this lesson children should know: • Every person is unique, which means that there is only one of them. This is because each individual has their own culture, ethnicity, set of experiences, values, beliefs, qualities, skills and talents.	Invite your class to a meal. Provide five things to eat or drink that remind you of a person, time or event. During the meal, take one food at a time, tell the children what it reminds you of, then taste. At the end of the meal, ask the children if they can remember which food symbolised which memory and thank the class for sharing a special meal with you. Remember to check for allergies.	• Five items of food or drink

Gaining and deploying skills Skill In this lesson children will: • Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.	Role play an Egyptian 'master' and demand that your 'slaves' (the children) work hard to pick raisins out of bowls of rice with tweezers. Ask them to fill a large container in 10 minutes. At the end of the task, ask the children 'How did the master's demands make you feel? Are they fair? Should one person rule another? Why didn't the master do the job?' Share answers together then tell the story of Moses up to the first plague in Egypt and ask 'Why do you think Moses tried to free the people of Israel?' Note: Why not bring the story of Moses and the Exodus to life by using drama techniques such as hot seating, teacher in role, freeze frames or Whoosh! from the Drama Resource website.	• Rice, raisins, bowls and tweezers
Knowledge and understanding Skill In this lesson children will: • Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	Tell the story of the first nine plagues of Egypt then share the First nine plagues of Egypt picture cards. Ask 'Did God help the Israelites?' Listen to answers then set the question 'Is there an alternative explanation for the plagues in the story?' Encourage the children to record their ideas and share their conclusions. At the end of the session, share some modern, scientific explanations for the plagues. Note: Jews believe that they have a covenant with God: if they follow his commands, he will protect them. Ask the children to respect each other's opinions and beliefs during discussions and encourage them to listen carefully to different points of view. Scientific explanations for the plagues include algae (river of blood), infected bites (boils) and volcanic ash (darkness). The website Chabad has a brief description of all ten plagues of Egypt.	
Knowledge and understanding Skill In this lesson children will: • Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Tell the story of the tenth plague of Egypt and the escape into the desert. Remind the children of the meal from the memorable experience then display the Seder plate diagram and a range of ingredients. Let the children guess which parts of the Passover story each ingredient represents. Share ideas, then provide answer cards for the children to match to the ingredients. Explain that Jews eat this meal lying down to show they are free. Ask the question 'Why is this night different from all other nights?' from the Jewish text the Haggadah that is read during the Seder meal at Passover. Can the children think of four ways to answer the question? Note: What do the Seder plate ingredients represent? Parsley, horseradish and other bitter herbs (the bitterness of slavery), lettuce (new life), salt water (tears of the slaves), meat bone (sacrifice brought to the temple in Jerusalem before the Passover), roasted or hard boiled egg (determination of Jews not to give up their faith when they were slaves), charoset (mortar used for building), four cups of wine or grape juice (God promised freedom to the Israelites four times), unleavened matzo bread (the Israelites fled so quickly they couldn't wait for their bread to rise).	• Seder plate ingredients
Expressing ideas and insights Skill In this lesson children will: • Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.	Invite a Jewish visitor into school to talk about the Passover. Prepare questions to ask beforehand and listen carefully to the answers. Use the answers as a starting point for internet research about celebrating Passover. Answer the question 'How do Jews celebrate Passover?' Note: Encourage the children to ask questions about: cleaning the house, leaving a place for Elijah, food, family time, resting, sitting down to eat and the Haggadah. If you can't invite a visitor into school, watch a selection of Passover clips on BBC at the start of the session. Children could create presentations, web pages or vlogs to present their findings.	
Expressing ideas and insights Skill In this lesson children will:	During Passover, Jews remember slavery and celebrate freedom. Now it's your chance to think about freedom. 1. What is freedom? 2. What does freedom look like?	

• Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.	3. Are you free? 4. Is freedom always a good thing? 5. Should everyone be free to do what they want to? 6. Is freedom a human right? Your task Make a list of freedoms that all humans should have and the responsibilities that go with them. Share and compare your ideas with others. Do you all agree?	
Expressing ideas and insights Skill In this lesson children will: • Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.	The Passover has been celebrated every year for over 3000 years. Ask the children to list events that happen every year, both in their own families and in the wider world. Ask questions, such as 'Why do we celebrate and remember special times every year?' and 'In what ways do these events make you feel like you belong?' Share the Celebrations, commemorations and traditions calendar diagram then give children time to research different annual events before creating their calendar for the coming year. Note: Encourage the children to put worldwide, national, local and family events on their calendars, for example, they might go on holiday to the same place every year or celebrate religious festivals in their local community.	• Drawing and writing materials
Gaining and deploying skills Skill In this lesson children will: • Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.	Look at the story of the Exodus, picking out sections where God looks after the Israelites. Are there many examples? Today, there are many people who believe in a caring God but also many who don't. Make two lists, one for and one against a caring God. Share ideas with others sensitively. Note: This is a big question. Respect everyone's opinions and be aware that there may be many different responses.	
Assessment week	Evaluation questions 1. How does the story of the Exodus show believers that God is powerful? 2. How does sharing the Passover meal create a sense of belonging? 3. Is freedom important to you? 4. Are rights more important than responsibilities? 5. Why do people celebrate or commemorate events from the past? 6. Why is it important to talk about 'big questions' like 'Does God care?' 7. In what ways does the story of the Exodus make a difference to the lives of practising Jews?	

Cycle A Year 5/ 6 – RE Scheme of Work
Spring Term 2 - Ramadan and Eid al-Fitr (Islam)

Overview:
Muslims fast from dawn to dusk during the holy month of Ramadan. After each day of fasting, many families share iftar, their evening meal, together. All Muslims who are old enough and well enough are expected to fast. School and work life carries on as normal, even though no food or drink is consumed during daylight hours. Eid al-Fitr comes at the end of the fast and is an important religious holiday celebrated by Muslims worldwide. During Eid al-Fitr, Muslims spend time with their families, eat together, celebrate as a community and thank Allah for the help, strength and self-control he gave them throughout Ramadan.

Ideas and insights:
Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.

Gain and deploy skills:
Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.

Knowledge and understanding:
Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Vocabulary:
Allah, Eid al-Fitr, fasting, gratitude, Hijri calendar, iftar, Jibreel, mosque, Muslim, new moon, Qur'an, Ramadan, religious, Sawm, secular, worship

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Knowledge and understanding Skill In this lesson children will: • Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	The 'go without' challenge A week before teaching this project, set the children the challenge of spending Saturday or Sunday 'going without' something that is important to them such as TV, internet access, toys or sweet food. The challenge should start at sunrise on the chosen day and end as the sun sets. Ask them to record what they did and how they felt. They could write a diary, make a presentation or produce a short film about their challenge. After the challenge, ask the children to work in small groups to share their experiences and write down any common thoughts and feelings.	
Gaining and deploying skills Skill In this lesson children will: • Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.	When is Ramadan? Explore the Islamic Hijri calendar. Compare the lengths of the months with the Gregorian calendar (the most widely used calendar in the world) and encourage the children to find out when each new month starts. Ask them to find important dates in the Islamic year including the Hajj, Eid ul-Adha and Ramadan and decide how and why the dates of Ramadan on the Gregorian calendar change every year. Note: The Islamic Hijri calendar is a lunar calendar. Each month in the Hijri calendar begins when the new moon is seen. Months are between 29 and 30 days long and the whole year is 354 or 355 days long. Ramadan starts on the first sighting of the new moon in the ninth month of the Islamic year. To enhance this session you could ask the children to create their own lunar calendar at home. Provide a set of 30 circles and ask the children to record the shape and size of the Moon in each circle. Encourage them to label the	• Computers or tablets

	full and new moons and decide which day would be the first day of the new Islamic month on their lunar calendar. If the Moon is difficult to see, encourage them to use a website, such as Moongiant, which will show the current phases of the Moon.	
Knowledge and understanding Skill In this lesson children will: • Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	What happens during Ramadan? Set up small investigation groups to research one part of Ramadan, such as how long the daily fast would be that year, the effects of lack of food and water on the body, the meaning of the word 'iftar' or Ramadan around the world. Encourage the children to share their learning with others then read the story *Ramadan Moon* by Na'ima B Robert at the end of the session. Note: The children could record their findings from this session as television news reporters. Film them delivering their reports then share them with the children later.	• Computers or tablets
Knowledge and understanding Skill In this lesson children will: • Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	The 27th day of Ramadan Explain to the children that the story of the Night of Power is commemorated on the 27th day of Ramadan, then read The Night of Power fiction text. Ask questions as you read, such as 'Why was Muhammad surprised when the angel Jibreel ordered him to read? What do you think Muhammad did next? Why are the words of the Qur'an important to Muslims?' Show the children how the Qur'an is stored and read to show respect, then provide the Verses from the Qur'an poster for the children to read. Ask the children to describe what the verses mean and explain how they could apply to everyday life. At the end of the session ask 'Have you learned or thought about something new after reading the verses from the Qur'an?' Note: You could extend this lesson by reading and comparing verses from other holy texts. Ask questions, such as 'Are the ideas similar or different? How do different faiths view important life issues? How might believers and non-believers view the same text?'	
Expressing ideas and insights Skill In this lesson children will: • Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.	Why is Ramadan important to Muslims? Invite a teacher, parent or member of the local Muslim community to talk about their experiences of Ramadan. Encourage the visitor to explain their reasons behind fasting and the positive aspects of Ramadan then ask the children to use the visit as a stimulus for creative writing. They could write a series of texts from the viewpoint of someone who is fasting for the first time or create two blogs, one for the beginning and one for the end of Ramadan, from your visitor's point of view. Note: The children may see fasting as negative, however, many Muslims see Ramadan as a positive time. Fasting may help them to feel empathy for people with little food, allow them to read the Qur'an more closely, spend more time on prayer or encourage them to give their time or money to others. Ramadan may also make Muslims feel thankful that Allah has given them the strength to complete the fast. Fasting, known as Sawm, is also one of the Five Pillars of Islam. Link this session to the 'go without' challenge from the memorable experience and encourage the children to think of the positive aspects of their challenge.	
Expressing ideas and insights Skill In this lesson children will: • Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.	Exploring gratitude Many Muslims feel a sense of gratitude during Ramadan. They are grateful for the food they enjoy, share what they have with others and give thanks for Allah's strength which helps them when they fast. Now it's your turn to think about gratitude. 1. What does the word gratitude mean? 2. When have you shown gratitude for something? 3. Are you always grateful for what you have? 4. How does it feel if someone doesn't show gratitude for what you have done? 5. Why might religious believers show gratitude towards God? 6. How can you show gratitude?	

	Your task Work in small groups to plan and act out two real-life drama scenarios. Make both scenarios similar but show the characters acting with gratitude in one scene and without gratitude in the other. Share and discuss the scenarios with others.	
Knowledge and understanding Skill In this lesson children will: • Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.	Eid al-Fitr Ask the children to use a variety of resources to find out about Eid al-Fitr celebrations, which happen at the end of Ramadan. Areas for the children to research include special foods, worship, gifts, decorations, community celebrations in the UK, celebrations around the world and family time. Note: Why not use the children's research from this session to plan other cross-curricular learning experiences? The children could try out any Eid recipes they have found, write an email to the local mosque to ask about future Eid al-Fitr celebrations or create decorations to use on a Ramadan and Eid al-Fitr display.	• Resources about Eid al-Fitr celebrations
Expressing ideas and insights Skill In this lesson children will: • Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views	Comparing celebrations Ask small groups of children to research a different celebration and then encourage them to write the key features of their celebration on separate pieces of card labelled who, what, when, where, how and why. When they have finished, ask them to sort their answers into hoops labelled with the same question stems and then assign each group to a hoop. Encourage the children to add a card about Eid al-Fitr to their hoop then let them read all the cards and compare them. Ask questions, such as 'Are there any similarities between the people who celebrate different festivals? Are there different reasons why people celebrate? Is there anything that all the celebrations have in common?' Note: Provide the children with non-fiction books or ICT resources to use to research different celebrations during this session or encourage the children to share their knowledge of different celebrations from their own cultural backgrounds. Remember that celebrations can be religious or secular.	• Hoops • Non-fiction books or ICT resources for researching different celebrations
Assessment week	Evaluation questions 1. What happens during Ramadan? 2. How might the story of The Night of Power affect believers? 3. Why do Muslims believe that the Qur'an is a holy book? 4. Why is Ramadan such an important time for Muslims? 5. How and why is Eid al-Fitr celebrated? 6. Are all Eid al-Fitr celebrations the same? 7. How do Ramadan and Eid al-Fitr give Muslims a sense of belonging to a community and to a faith? 8. How are Ramadan and Eid al-Fitr celebrations different to other religious or secular celebrations?	

Cycle A Year 5/ 6 – RE Scheme of Work
Summer Term 1 - Hajj

Overview:
The Hajj is a pilgrimage Muslims make to the holy city of Mecca. Pilgrims spend five days praying and worshipping both in Mecca and the surrounding desert. It is a spiritual pilgrimage that every adult Muslim must perform at least once in their lives if they are physically able and can afford it. During the Hajj, pilgrims wear simple clothes and try not to argue. The pilgrims walk around the Kaaba, drink water from the Zamzam well and stone the pillars at Mina. The Hajj is one of the Five Pillars of Islam.

Ideas and insights:
Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.

Gain and deploy skills:
Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, art and poetry.

Knowledge and understanding:
Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Vocabulary:
Faith, Hajj, Ihram, Mecca, pilgrimage, prayer mat, Qur'an, Salat, Sawm, Shahadah, Five Pillars of Islam, Zakat

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Concepts/Aspects **Issues, evidence and ideas** **Knowledge and understanding** Skills **In this lesson children will:** Demonstrate ways to resolve differences. Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance. Core knowledge **By the end of this lesson children should know:** There are many ways to resolve differences with others. These include looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.	Before the lesson, cut out the Mystery suitcases sorting cards. Put each card into a separate envelope labelled from one to five to correspond with the wording on the card. At the start of the lesson, give the children the Mystery suitcases picture cards. Let the children examine the items inside each suitcase and ask them to suggest who might own the cases, where the owners might be going, and why they are taking particular items. When everyone has shared their ideas, open the envelopes to reveal the answers. Discuss if the children guessed correctly, then focus on Amara, who is travelling to Mecca for the Hajj. Ask the children to talk about Amara's journey and generate questions they would like to answer about this special pilgrimage. Record their questions and revisit them throughout the project.	

Concept/Aspect **Knowledge and understanding** Skill **In this lesson children will:** Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Share the book *Going to Mecca* by Na'ima B Robert. Allow time for the children to ask questions and share their ideas and opinions. Prepare a table display of items for the Hajj, including a Qur'an, prayer mat, map, Ihram (white robes), trainers, white umbrella, scissors, cracked heel cream, passport, sunglasses, sleeping bag, stones and water bottles. Let the children explore the items and encourage them to relate the items to the Hajj. Ask 'How do these items reflect what happens at the Hajj?' Working in pairs, ask the children to write down what they think they would see, hear, smell, taste and touch during the Hajj. Note: Going to Mecca tells the story of the Hajj and the origins of its rituals in a simple, yet poetic way. It highlights the many sights, sounds and feelings Muslims experience during the Hajj. Begin a Hajj classroom display using the items from this session and add photos, labels and examples of children's work.	• Display items, such as a Qur'an, prayer mat, map, Ihram (white robes), trainers, white umbrella, scissors, cracked heel cream, passport, sunglasses, sleeping bag, stones and water bottles
Concept/Aspect **Knowledge and understanding** Skill **In this lesson children will:** Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Invite a visitor to school who has been on the Hajj to talk about their experience. Encourage the children to prepare questions to ask before the visit. Remind them to ask their questions clearly and listen carefully to the visitor's answers. Film the question and answer session if possible. After the visit, play the video of the question and answer session and ask the children to list 10 words that best describe the Hajj. Note: Ask your visitor to talk about the rules of the Hajj, the rituals they performed, the clothes they wore and their thoughts and feelings during the pilgrimage. If you are unable to invite a visitor to school, you could watch the British Museum's four-minute film, Hajj stories, where Muslims talk about their experiences of the Hajj.	• Tablet or camera with video-recording capability
Concept/Aspect **Knowledge and understanding** Skill **In this lesson children will:** Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Show the children photographs of Hajj customs with captions. Include circling the Kaaba, walking between the hills of Safa and Marwa, drinking water from the Zamzam well, visiting Arafat and stoning the pillars in Mina. Allow the children time to look carefully at the images and talk to others about what they can see. Place them into research groups to find out facts and information about one of the customs. Ask them to create a page of an information book about their Hajj custom then bind all the pages together to make a large class book. Note: Allow the children time to share their findings with others. The book, *Hajj Stories* by Anita Ganeri contains the stories behind the Hajj. Encourage the children to make links between the photographs and the stories during this session.	• Photographs of the Hajj with captions
Concept/Aspect **Knowledge and understanding** Skill **In this lesson children will:** Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.	The Hajj is the most important journey a Muslim will make in their lifetime. Now it's your chance to think about special journeys. 25. What is a journey? 26. Why do people go on special journeys? 27. What might happen on a journey? 28. Where might a journey lead to? 29. What makes a journey special? 30. Do you think you would ever go on a special journey of your own? Your task Plan a special journey. You could research the destination, pack a suitcase, draw a map or write a postcard. Share your plans with others and explain why your journey is so special.	
Concept/Aspect **Gaining and deploying skills** Skill	Display The Five Pillars of Islam picture card. Explain each one carefully and allow time for discussion. To give a visual image of the importance of the Five Pillars, label each block in a Jenga set with one of the Five Pillars of Islam. Let the children build the Jenga tower, then ask them to remove the blocks one by one until all the blocks fall. Explain that Muslims believe that their faith will be	• Cameras or tablets

In this lesson children will: Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.	strong if they follow the Five Pillars of Islam and weak if they don't just as the Jenga tower was strong when all the blocks were there but weak when blocks were taken away. Ask the class to draw a Jenga tower labelled with the things they believe make a good life. Ideas could include being kind, doing the right thing, material possessions, going to a place of worship, friendships or spending time with family. Note: The Five Pillars of Islam are Shahadah (professing the faith), Salat (prayers), Zakat (charity), Sawm (fasting) and Hajj (pilgrimage). They are obligations that every Muslim must fulfil in order to live a good and responsible life. Why not give the children cameras or tablets during this session? They could take photos of the Jenga activity as they work to record their experiences.	• Jenga, wooden block stacking game
Concept/Aspect **Expressing ideas and insights** Skill **In this lesson children will:** Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.	Ask the children to use the internet and a good range of non-fiction books to find out about another spiritual journey from a different faith. Let them create a classroom display about the pilgrimage studied and encourage them to compare their display to the Hajj display from the Develop stage. Discuss and record any similarities and differences between the pilgrimages then ask 'Are all religious journeys the same?' Note: The children could research places of pilgrimage in their own locality, or around the world. Famous pilgrimages include Lourdes, France; Camino de Santiago, Spain; Walsingham, UK; Mount Kailash, Tibet; Char Dham, India; Kumbh Mela, India; Jerusalem, the Holy Land.	• Computers or tablets • Non-fiction books about spiritual journeys
Evaluation questions	• Why is the Hajj a special journey for Muslims? • How important was the Hajj experience for your visitor? • Name the places and activities associated with the Hajj? • Which destination did you choose for your special journey and why? • Can you name the Five Pillars of Islam and explain how important they are to Muslims? • In what ways is the Hajj similar to other spiritual journeys?	

Cycle A Year 5/ 6 – RE Scheme of Work
Summer Term 2- Dharma Day (Buddhism)

Overview:
Dharma Day, or Asalha Puja, is celebrated in July by Buddhists around the world. The word Dharma means teaching and Dharma Day commemorates Buddha's first sermon in the Deer Park in Varanasi, India, over 2500 years ago. Buddhists celebrate Dharma Day by studying Buddha's teachings and feeling graduate for what they have learned

Ideas and insights:
Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.

Gain and deploy skills:
Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.

Knowledge and understanding:
Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Vocabulary:
Buddha, compassion, evil, Four Noble Truths, Golden Rule, Jataka Tales, Middle Way, Nirvana, Noble Eightfold Path, Pabbhassara, quotes, truth, Wheel of Dharma, wisdom

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Buddhist flag Knowledge and understanding Skill In this lesson children will: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Ask the children to research the Buddhist flag and present their findings as an information text, piece of artwork or presentation. Set a time limit for the task and give the children the opportunity to share what they have learned. At the end of the session, explain that they are going to learn more about the meaning of each colour on the flag during this project about Dharma Day, which celebrates Buddha's teaching.	
White – the Four Noble Truths and the Noble Eightfold Path Expressing ideas and insights Skill In this lesson children will: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.	Read *Whom to Teach?* and *The First Teaching* from *Prince Siddhartha: The Story of Buddha* by Jonathan Landaw and Janet Brooke then show the children the Wheel of Dharma diagram and discuss each spoke. Hand out real-life situation cards, such as 'I don't want to do my homework because it's too hard!' and ask the children to decide how each spoke on the Wheel of Dharma could be used in each situation. For example 'Ask for help with your homework before the deadline' (right speech) or 'Spend time researching the subject on the internet, so you understand it' (right effort). At the end of the task, ask 'What did Buddha teach in the Deer Park? Do you think Buddha's teachings make life easier or harder? How might Buddhists use his teaching today?' Note: The Wheel of Dharma is a famous Buddhist symbol. It has eight spokes, each one representing a step on the Noble Eightfold Path. The eight steps are right understanding, right awareness, right speech, right action, right livelihood, right effort, right thought and right concentration.	• Real-life situation cards
Yellow – the Middle Way Gaining and deploying skills Skill In this lesson children will: Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.	Explain the concept of the Middle Way then ask the children to draw the outline of a person on a large piece of paper and fill it with ideas about how that person could follow the Middle Way. Share the diagrams at the end of the session then ask 'What is Buddha's Middle Way? What would the world be like if everyone followed the Middle Way? Can you think of a time when you have chosen the Middle Way? Can you think of a time when you should have chosen the Middle Way?' Note: Buddha decided that the Middle Way, enough but not too much, was the right way to live after discovering that his life of luxury as a prince and then his life of hardship as a holy man had not led him to enlightenment. If some children find it difficult to understand the concept of the Middle Way, ask them questions, such as 'How might your person react when they disagree with someone if they follow the Middle Way?' and encourage them to record their answers.	• Large sheets of paper

Orange – the Jataka Tales Knowledge and understanding Skill In this lesson children will: Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	Ask the children to read a story from the *Jataka Tales*. Encourage them to create a short drama of the story and add a moral to the end. Let the children share their work then ask them to write a wisdom story to teach a lesson that they feel is important. Provide opportunities for the children to read their stories to others and ask and answer questions about the wisdom in their work. Note: Find a selection of *Jataka Tales* at buddhanet or use the book *I Once Was a Monkey: Stories Buddha Told* by Jeanne M Lee.	
Red – Buddha's teaching Gaining and deploying skills Skill In this lesson children will: Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	Ask the children to discuss this quote 'To cease from evil, to do good and to purify the mind yourself, this is the teaching of all the Buddhas.' Work together to create two word collages, one labelled evil and one labelled good. Encourage the children to add words to both collages using colour, size and font to emphasise their meaning. Look at the results and ask the children 'What do the words in Buddha's quote mean? How might Buddha's words affect the lives of Buddhists? How easy would it be to follow Buddha's words?' Note: Explain that Buddhists believe people have the ability to choose to do good. Buddhists are encouraged to practise giving to promote generosity and use meditation to calm their minds and develop loving-kindness and compassion for others. Why not link this session to PSHE by exploring questions, such as 'How might Buddha's teaching about good and evil affect ethical and moral situations in today's world?'	• Drawing materials
Blue – compassion Concept/Aspect Knowledge and understanding Skill In this lesson children will: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	The first stripe in the Buddhist flag is compassion. Now it's your turn to think about compassion. 1. What does the word compassion mean? 2. How do people show compassion? 3. When have people been compassionate to you? 4. When have you shown compassion? 5. What happens when people aren't compassionate to each other? 6. Is compassion important? Your task You are the headteacher of 'The School of Compassion' and you need to come up with a lesson idea to introduce others to the idea of compassion. How would you do it? Write your lesson plan and share it with the class.	
Orange – words of wisdom Gaining and deploying skills Skill In this lesson children will: Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry	Ask the children if they know any phrases or sayings that are words of wisdom. Provide Buddha's words of wisdom poster that shows quotes from Buddha, such as 'What we think, we become.' Discuss the meaning of the quotes and ask for real-life situations where that quote might apply. Provide nine quotes from Buddha for the children to sort independently into a diamond ranking. Talk about each quote then share the rankings and the reasons behind their choices. Note: A diamond ranking will let the children sort the quotes in order of importance. Leave the children to choose their own criteria. They may want to choose their personal favourites, decide which they feel would be the most important to practising Buddhists today or even which are the most important to follow to reach Nirvana.	
Pabbhassara – the essence of light Gaining and deploying skills	Provide quotes about the Golden Rule from different religions, cultures and philosophies. Ask the children to work out what the quotes mean and decide if they contain a universal truth. Ask 'Why do you think each culture has a version of the Golden Rule? Do all people	

Skill In this lesson children will: Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.	follow the Golden Rule? Are there any other truths that you feel all people share?' Ask the children to create a poster of universal truths that they feel all people should follow. Note: Many people see the Golden Rule, 'Treat other people as you wish to be treated yourself', as a universal truth because it spans all people, places and times. This session is a great opportunity to talk about the similarities and differences between religions and cultures and decide why conflicts arise and how they might be overcome.	
Evaluation	Evaluation questions 1. Why do Buddhists celebrate Buddha's teaching? 2. What are the Four Noble Truths and the Noble Eightfold Path? 3. Why do you think the Wheel of Dharma is such an important Buddhist symbol? 4. How might the Middle Way affect the lives of Buddhists? 5. How easy is it to choose good over evil? 6. How do people show that compassion is important? 7. Why might 'Treat other people as you wish to be treated yourself' be seen as a universal truth? 8. In your opinion, are there any other universal truths?	

Overview:
Parinirvana is celebrated on the 15th of February and commemorates the death of Buddha and his passing into Nirvana.During Parinirvana, Buddhists share the story of Buddha's death and think about their own lives. A key teaching of Buddhism is that everything is impermanent so many Buddhists think about changes in their lives, their own deaths and rebirth into a different life. Many Buddhists also think about loved ones who have recently died. Buddhists may also visit temples to share food and give gifts to the monks during Parinirvana.

Ideas and insights:
Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.

Gain and deploy skills:
Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.

Knowledge and understanding:
Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Vocabulary:
Buddha, cremated, death, funerals, hell realm, hungry ghosts, karma, legacy, memorials, monks, monuments, Nirvana, obituary, realms, Wheel of Life,

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Cemetery visit Knowledge and understanding Skill In this lesson children will: Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.	Take a walk through a local cemetery. Before the visit, talk to the children about why a cemetery is a special place and how to respect the graves and visitors there. During the visit, encourage the children to read the stones, sketch the memorials and jot down interesting eulogies. Back in the classroom, ask 'Which graves interested you? Were there any religious phrases or sayings included? Why do people bury the dead in special places and add memorials to graves?'	• Drawing materials • Clipboards
Death of Buddha Knowledge and understanding Skill In this lesson children will: Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	Remind the children of Buddha's life and teaching then share The death of Buddha fiction text. Look closely at his actions and words and ask 'How did Buddha approach death? How did this approach show his beliefs about the impermanence of life? Why did he ask the gathered monks if they had any questions? Why were his followers so upset? What did his last words mean? Did his death reflect his teachings? How do you think Buddhism carried on after Buddha died?' Encourage the children to write their answers to each question then share them, asking them to consider different points of view. Note: The story of Buddha's death is told in the Parinirvana Sutta, a holy text which is usually read during Parinirvana.	
Wheel of life Knowledge and understanding Skill In this lesson children will:	Explain the concept of karma and explore The Wheel of Life diagram. Ask 'Why do you think Buddha is outside the circle of life? Why is he pointing to the Moon? How does this diagram show Buddhists' belief in what happens after death?' Note: Buddhists believe that, when they die, they are reborn into a new life depending on the karma they have created in their previous life. Karma means 'deed' so good karma may mean rebirth as a human, diva (god) or asura (angry god). Cruel, thoughtless or greedy	

Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	behaviour may mean rebirth into the realm of animals, the realm of the hungry ghosts or the hell realm. Buddhists believe Buddha escaped this cycle and achieved Nirvana, a state of perfect peace, when he died, by freeing himself of all jealousy, greed, hatred and attachment to things. Buddha taught that all Buddhists can escape this cycle of rebirth if they follow his teaching.	
Life after death? Expressing ideas and insights Skill In this lesson children will: Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.	Compare the beliefs of Christians, Hindus, Sikhs, Jews, Muslims and Humanists to Buddhist beliefs about life after death. Are there any similarities and differences? Do all religions believe in heaven? Does life on Earth affect life after death for people with faith? Do you think people's beliefs affect their actions? Give time for the children to discuss their ideas then ask questions, such as 'Have you ever thought about what happens when someone dies?' and 'Are your ideas similar or different to the ones you have heard?' Provide art materials for the children to represent their ideas about what happens after death and let them share their work if they want to. Note: During Parinirvana, Buddhists think about their own death and about friends and family who have recently died. Remember to handle this session sensitively and ensure you are aware of individual children's experiences and sensitivities.	• Art materials
After Buddha's death Expressing ideas and insights Skill In this lesson children will: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.	Talk about what happened after Buddha died then discuss why funerals, celebrations and rituals are so important to people when someone has died. Provide the Funerals around the world picture cards and suitable online resources to find out about different funeral rites around the world. Ask the children to present their findings as an information text. At the end of the session, ask 'Why do many different cultures and religions honour the dead? Are all funerals the same? How do funerals reflect belief?' Note: After Buddha had died, his body lay in state for six days. It was then honoured with perfume and garlands of flowers and cremated. His ashes were shared among eight kingdoms and stored in memorials called stupas.	• Online resources about funeral rites from around the world
Thinking about change Setting goals Skill In this lesson children will: Understand the importance of facing new challenges to achieve a goal or an aspiration and how to manage setbacks and reframe unhelpful thinking. Core knowledge By the end of this lesson children should know: Facing new challenges is a positive choice and can help individuals to achieve a goal or an aspiration. New challenges might include overcoming a fear of heights, spending time away from family members, asking for further help or taking part in a new activity.	Buddhists recognise that everything in life is impermanent and believe change is an inevitable part of life. Now it's your turn to think about change. 1. What sort of things change? 2. Why do things change? 3. Why are people afraid of change? 4. Can change be positive? 5. What would the world be like if things stayed the same? 6. How can you embrace change? Your task Imagine your friend has experienced a big change or challenge in their life, such as going to a different school, moving house or losing a loved one. Decide what effect this change might have on their lives and what you could say or do to help them through the period of change. Share your ideas with others. Remind the children of the memorials and monuments they saw during the memorable experience then study pictures of Buddhist stupas in Asia. Ask the children 'Why do you think the stupas were designed in that way? Why are Buddha's remains treated with such honour? How might they help Buddhists remember Buddha?' Let the children explore photos of different memorials for people and events around the world. Encourage them to understand why and how the memorial was made then ask them to design a memorial for a person or event that they have studied at school. At the end of the session ask 'Why do people want to remember others who have died? Do you think it is important to remember? How do memorials help people to remember?' Note: A stupa is a dome-shaped monument that holds some of the remains of the Buddha. Buddha's remains were initially split into eight but then divided again so they could be stored in 84,000 stupas that can be seen across Asia.	

Memorials and monuments Knowledge and understanding Skill In this lesson children will: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Talk about the Buddha, his life, teaching, personality and legacy. Read some of the entries from *100 People Who Made History* by DK to find out more about the lives and achievements of different, notable people and ask the children if they feel their actions and legacies are worth remembering. Encourage the children to decide what their future achievements, lifestyle and actions might be and let them write a 'People who made history' page. Note: Obituaries are written in newspapers after someone has died to list their achievements and legacy. Why not share a recent obituary with the class at the end of the session? The Telegraph website has a range of obituaries of notable people. You may need an account to read this article.	
Evaluation	Evaluation questions 1. How did Buddha's death reflect his teaching? 2. What is Nirvana? 3. How does the Wheel of Life represent Buddhist belief about life after death? 4. What is karma? 5. How are people's views about death similar or different across different religions and belief systems? 6. Why are funerals important to many people? 7. How do funerals reflect belief? 8. How do people 'live on' when they have died?	

Cycle B Year 5/ 6 – RE Scheme of Work
Autumn Term 2 - Sunday (Christianity)

Overview:
In most Western countries, Sunday is part of the weekend and most Christians see it as a day of worship and rest. Practising Christians worship in many different ways and have different traditions but most will go to church, sign hymns, listen to Bible readings, say prayers and spend time together. Worshippers from other faiths and cultures also celebrate holy days, but at different time of the week. Friday is a day for Muslims to gather in the mosque for prayers and Saturday (Shabbat) is a day of rest for Jewish people.

Ideas and insights:
Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.

Gain and deploy skills:
Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.

Knowledge and understanding:
Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Vocabulary:
anthem, altar, belief, Bible, church, faith, Gurdwara, hymn, lectern, message, mosque, symbol, synagogue, Taizé chant, temple, worship

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Is Sunday a special day? Knowledge and understanding Skill In this lesson children will: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Ask the children to create a survey to find out what Sunday means to people in school. How do they spend their time on a Sunday? Is Sunday a special day for them? Do they worship on a Sunday? Help the children to use ICT to collate and present the results of their survey and provide time for feedback. At the end of the session, explain that the children will learn more about the meaning of Sunday for Christians.	• Computers or tablets
Who do Christians worship? Gaining and deploying skills Skill In this lesson children will: Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.	Discuss the BBC Teach clip The Holy Bible. Provide pairs of children with a Bible story and ask them to find out answers to the questions, 'What is God like in this Bible story? What messages are in this story? How might this Bible story increase a Christian's belief in God?' Let the children share their findings. Note: Recommended Bible stories for this session include: Noah's Ark, Moses and the burning bush, God calls Samuel, Elijah fed by ravens, Daniel in the lion's den, Jesus calms the storm, Jesus heals the blind man, the story of Pentecost and Saul on the road to Damascus. Christians believe that God can be understood as the Father, the Son Jesus and the Holy Spirit so the actions of all three in the Bible show Christians what God is like.	

Where do Christians worship? Expressing ideas and insights Skill In this lesson children will: Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.	Visit churches in the local area. Ask the children to take photographs, explore and ask questions about how the buildings, furniture and objects help Christians worship. After the visit, discuss the similarities and differences between the buildings then ask the children to use design software to design a church and encourage them to explain their choices. Note: Provide the Plan of a church diagram and Church picture cards for this lesson. The children's church designs may include an altar, seating, decoration, a pulpit, a lectern, musical instruments, symbols, technology and facilities. After the session, compare the church buildings they have designed with other places of worship that the children are familiar with, such as a mosque, Gurdwara, temple or synagogue. Are places of worship similar or different to each other?	• Cameras • Computers or tablets
How do Christians worship? Knowledge and understanding Skill In this lesson children will: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Tell the children that the Bible is full of songs and references to music and Christians have used music to worship God for 2000 years. Play three different pieces of Christian worship music and ask them to spot the themes and mood of each one as they listen. Encourage them to share their ideas then ask 'Why do you think Christians use music to worship God on a Sunday? Why are there different types of Christian music? How might music affect belief?' Note: Music suggestions include: the Taizé chant *Bless the Lord, my Soul* by the Taizé community and Jaques Berthier, the anthem *For the Beauty of the Earth* by John Rutter, the hymn *To God be the Glory* by Fanny Crosby and William Howard Doane, the worship song *Sing, Sing, Sing* by Chris Tomlin and the orthodox Church's *Cherubic Hymn*.	
Why do Christians worship? Expressing ideas and insights Skill In this lesson children will: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.	Invite members and leaders of local Christian communities to school and ask the children to prepare questions to find out about their church community, beliefs and Sunday worship. Ask the children to craft their questions carefully, speak clearly, record the answers and behave respectfully. After the session, encourage the children to think about the impact of faith on the Christians they have met and talk about their own beliefs and feelings. Ask 'Why do you think Christians worship on a Sunday?' and 'What impact does Christianity have on the lives of believers?' Ask the children to fill in an imaginary weekly diary for one of the visitors they have met. Let them use the information gathered to decide what would be happening on each day of the week, who they might meet, the work they would do and their thoughts and feelings about each activity. Note: Encourage the children to find out how Christians their own age worship on a Sunday. Why not invite a church youth leader to explain their work and beliefs?	
Thinking about worship Expressing ideas and insights Skill In this lesson children will: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.	Christians worship on a Sunday. Now it's your turn to think about worship. 1. What does the word worship mean? 2. When do people worship? 3. Why do people worship? 4. How can worship bring people together? 5. Can worship separate people? 6. Is all worship the same? Your task Compare Christian worship to worship in another faith, such as Buddhism, Judaism, Hinduism, Islam or Sikhism. Carry out some research using books and ICT, then complete a simple comparison chart with headings, such as prayer, special days, music, offerings, actions and beliefs. Share what you have found out with others.	
Is Christianity just for Sunday? Gaining and deploying skills Skill In this lesson children will: Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	Explore a local church website to see what activities take place during the week. Ask the children to list and categorise the activities then ask 'What activities did you find? What do the activities aim to do? How does faith affect the actions of Christians in your local area? Do you have to go to church to help others?' Note: Categories for this activity include worship, children, study, healing, prayer, helping others and friendship. To extend this session, why not compare the work of religious and secular charities, such as Christian Aid, Islamic Aid and Oxfam.	• Computers or tablets

Religion in England and Wales Gaining and deploying skills Skill In this lesson children will: Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.	Use the Office for National Statistics webpage or the Religious affiliation in England and Wales 2011 diagram to find out about the beliefs of people in the UK. Ask 'What do these survey results tell you? Do you think all people in the UK rest and worship on a Sunday? Are different days of the week special for different people?' Write an imaginary 'special day' diary entry for a Christian and for a person of a different faith or no faith and compare them. Are they similar or different? Note: The children should have knowledge of the beliefs and practises of at least two other world faiths but provide books and internet access for research if needed.	
Evaluation	Evaluation questions 1. How does the Bible help Christians to understand God? 2. True worship can only happen in a religious building – do you agree or disagree? 3. In what ways are churches similar or different to other places of worship? 4. How is music used in Christian worship? 5. What reasons would a Christian give to explain why worship is important? 6. What types of activities happen in churches during the rest of the week? 7. Why do people help others? 8. What did you learn from your research about Sundays? 9. How does belief affect the lives of people of different faiths and no faith?	

Cycle B Year 5/ 6 – RE Scheme of Work

Spring Term 1 - Rosh Hashanah and Yom Kippur (Judaism)

Overview:

Rosh Hashanah is the Jewish New Year and it begins with the sound of a shofar (ram's horn). Sweet foods are eaten in the hope of a sweet New Year and the ritual of Tashlich is performed. The Days of Repentance follow, when Jews think back over the past year and make amends for their sins. Yom Kippur, the holiest day in the Jewish calendar, is know as the Day of Atonement. It is celebrated 10 days after Rosh Hashanah and ends when a shofar is heard. These high holy days are a time to right wrongs, reflect upon the previous year, fast and visit the synagogue.

Ideas and insights:

Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.

Gain and deploy skills:

Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Knowledge and understanding:

Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Vocabulary:

ark, bimah, forgiveness, kippah, Kol Nidre, mezuzah, ner tamid, reflection, repentance, shofar, siddur, synagogue, tallit, Tashlich, tefillin, Torah, Yad

Assessment outcomes:

Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Guess the sound Knowledge and understanding Skill In this lesson children will: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Play a 'Guess the sound game' using clips from BBC Sound Effects. Play a good quality recording of a shofar (ram's horn) as the last sound in the quiz. Ask questions, such as 'What is making the sound? Where might you hear it? Can you hear different rhythms?' If possible, provide a shofar for the children to try to play. Explain that the sound of the shofar signals the beginning of Rosh Hashanah and the end of Yom Kippur.	• Shofar (ram's horn)
Sweet new year Expressing ideas and insights Skill In this lesson children will: Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.	Taste apples dipped in honey, a traditional Rosh Hashanah food. Describe the taste and link it to the Rosh Hashanah saying 'Have a sweet New Year'. Ask the children to mind map their ideas and wishes for a 'sweet New Year'. Learn the Jewish greeting 'Shanah Tovah' meaning 'Good Year'. This is a great session to teach at the start of the autumn term. Note: Why not make other traditional Rosh Hashanah foods? Tzimmes is a sweet stew made from carrots and sweet potatoes which symbolises the sweet New Year. Round Challah bread represents the circle of life or the crown of God. Remember to check for allergies before tasting.	• Apples and honey

Days of repentance Gaining and deploying skills Skill In this lesson children will: Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	Ask the children 'Is apologising important? Can you make up for past mistakes by doing something good? Is it easy to say sorry?' Read *New Year at the Pier* by April Halprin Wayland and discuss why Jews perform Tashlich. Ask the children to decide what they are sorry for and how they could make amends. They could design a card, take a photograph of themselves with a message board, design a promise voucher, make a gift or write a letter. Revisit this session in the coming weeks. Did any of the children make amends? What response did they get? Was it worth it? Note: Jews believe that their names are written in the Book of Life during Rosh Hashanah and the book will be sealed at Yom Kippur. Between Rosh Hashanah and Yom Kippur, Jews admit what they have done wrong in the past year, apologise to the people they have hurt, perform Tashlich, carry out charitable acts (Tzedakah) and pray (Tefilah).	• Range of art and craft materials
Yom Kippur – focusing on God on the Holiest day Knowledge and understanding Skill In this lesson children will: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Jews believe that the book of life is sealed for another year at Yom Kippur. Read *On Rosh Hashanah and Yom Kippur* by Cathy Goldberg Fishman and list the activities linked to Yom Kippur. Ask 'How do these activities help Jews to focus on God?' Share ideas then ask the children to list what helps them focus. They might listen to music, sit still, close their eyes or doodle. Try out a few ideas in lessons. Did they work? Note: The Torah states that Jews should 'afflict their souls' on Yom Kippur to help them focus on God and seek his forgiveness. Jews fast, refrain from washing or wearing perfume, attend five services in the synagogue, listen to the Kol Nidre, hear the sound of the shofar and pray. Why not listen to a recording of the Kol Nidre prayer and let the children describe the mood and atmosphere the prayer creates.	
Synagogue visit Expressing ideas and insights Skill In this lesson children will: Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.	Learn about the building (the ner tamid, bimah and ark) the objects (the shofar, the Torah scrolls, the siddur, yad and mezuzah) and special clothing (kippah, tallit and tefillin). Ask carefully planned questions to find out about worship during Rosh Hashanah and Yom Kippur and record the questions and answers on speech bubbles. Display the speech bubbles with photographs taken during the visit. Note: After the visit, compare the synagogue to another place of worship. Are there any similarities or differences? If a visit is not possible, use Inside the Synagogue on the BBC Teach website.	• Blank speech bubbles
Exploring forgiveness Knowledge and understanding Skill In this lesson children will: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Forgive and forget. Jews seek forgiveness during Rosh Hashanah and Yom Kippur. Now it's your turn to think about forgiveness. 1. What is true forgiveness? 2. Why can it be difficult to say sorry? 3. Why do Jews perform Tashlich at Yom Kippur? 4. Are there different ways to say sorry? 5. Is anything impossible to forgive? 6. How does it feel to be forgiven? Your task Dear Agony Aunt and Uncle, Please help me! I didn't invite my best friend, Izzy, to my birthday party. My other friends don't like her much, so they persuaded me to leave her out. I'm starting to regret what I did. How can I sort it out? I miss her and feel so bad! Yours sincerely, Zac Reply to this letter with some useful advice.	

Reflection Expressing ideas and insights Skill In this lesson children will: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.	Ask the children 'What does the word reflection mean to you?' Discuss the different definitions then ask 'How do believers reflect during Rosh Hashanah and Yom Kippur?' Light a candle or play a piece of calming music to aid thinking then ask the children to reflect on three positive things and three negative things from last year. Let them record their reflections in a variety of ways then ask 'How did it feel to reflect on your life? Why is it important? Should all people take time to reflect on their lives?' Note: This would be a good lesson to do at the start of the new school year.	
Lives of believers Expressing ideas and insights Skill In this lesson children will: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.	Set the question 'What impact do Rosh Hashanah, the Days of Repentance and Yom Kippur have on the lives of believers?' Use books and online resources to find out more, then ask the children to list their ideas. Offer subheadings, such as work, family, community, closeness to God, rest, food and the Book of Life for support. Share answers at the end of the session. Note: Why not compare how different religions seek forgiveness? Are there any similarities and differences to Rosh Hashanah and Yom Kippur?	
Evaluation	Evaluation questions 1. If there was no such thing as repentance, how would that affect the world? 2. Why is asking for forgiveness a positive thing to do? 3. Can you describe the customs of Yom Kippur? 4. How are objects used in worship in a synagogue? 5. How does Yom Kippur create a sense of belonging in the Jewish community? 6. What is the impact of Rosh Hashanah and Yom Kippur on the lives of believers? 7. Can you compare how different religions ask for forgiveness?	

Cycle B Year 5/ 6 – RE Scheme of Work
Spring Term 2 - Lailat al Miraj (Islam)

Overview:
Lailat al Miraj celebrates the story of Muhammad's Night Journey. The angel Jibreel (Gabriel) is said to have visited Muhammad while he slept near the Kabah in Mecca and taken him on a 666 mile journey to the farthest mosque, the Al-Aqsa mosque in Jerusalem, on the back of a winged creature called Buraq. When he reached Jerusalem, Muhammad is said to have ascended into heaven, prayed with the prophets including Isa (Jesus) and Ibrahim (Abraham) and met with Allah. Allah gave Muhammad the instruction that all Muslims should pray five times a day, which is Salat, one of The Five Pillars of Islam. Muhammad travelled back to Mecca on Buraq that same night and began to tell others of his Night Journey. The Night Journey is celebrated by Muslims around the world. During the celebrations, the story is retold, special prayers are said and sweets and refreshments are shared.

Ideas and insights:
Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.

Gain and deploy skills:
Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.

Knowledge and understanding:
Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Vocabulary:
Adam, Allah, angel, faith, Five Pillars of Islam, Ibrahim, Jannah, Jibreel, Juseph, messenger, Muhammad, Musa, Night Journey, paradise, prophets, Qur'an, Salat

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Taking a journey Knowledge and understanding Skill In this lesson children will: Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.	Take the children on a brisk two mile walk using a pedometer or smart phone app to track the distance. After two miles, find a place to sit. Ask questions, such as 'How far do you think you have walked?' then 'How long has our journey taken?' Tell the children the answers then ask them to work out how long it would take to walk 100 miles, 200 miles or even 600 miles. At the end of the session, explain that they are going to find out about a story where Muhammad is said to have travelled over 600 miles in a single night. The story is celebrated during Lailat al Miraj.	• Pedometer or phone
Washing clean Gaining and deploying skills Skill In this lesson children will: Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right	Read the first part of The Night Journey fiction text. Ask the children 'Why do you think Jibreel washed Muhammad's heart clean at the beginning of the story?' Pose the questions 'What could be inside someone's heart?' and 'What might a clean heart look like?' Let the children use a word cloud program, such as Tagxedo to create heart-shaped word clouds to answer both questions. Share the ideas at the end of the session then ask 'Why do you think many religions talk about having a clean heart?' and 'What do you think might happen to Muhammad next?'	• Computers or tablets

and wrong and what is just and fair, and express their own ideas clearly in response.	Note: Why not translate the words the children have chosen into Arabic, the language of the Qur'an? Use Google Translate to find the Arabic words then either copy and paste them in Tagxedo to create Arabic word clouds or copy them onto heart-shaped templates using calligraphy pens and ink.	
Prophets Expressing ideas and insights Skill In this lesson children will: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.	Share the second part of The Night Journey fiction text. Ask the children to find a definition of the word 'prophet' then explain that Muslims believe Muhammad was the final prophet who received messages from Allah. Ask the children to read a story about Juseph (Joseph), Musa (Moses) or Ibrahim (Abraham) who Muhammad met on his journey. Encourage them to highlight any words and phrases that indicate they were prophets. Let the children share their story with others and explain why the word prophet is used to describe the person in the story. Note: A prophet is a person who is believed to communicate and interpret the words of a god. The prophets mentioned in The Night Journey are also important figures in Judaism and Christianity. However, the accounts of the lives of these prophets can differ in Islamic, Christian and Jewish texts. *The Greatest Stories from the Qur'an* by Saniyasnain Khan contains short stories about many of the prophets that could be used for this lesson.	• **Highlighters**
Jannah Expressing ideas and insights Skill In this lesson children will: Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.	Read the third part of The Night Journey fiction text. Ask the children to use a variety of art materials to create a piece of artwork based on the word 'paradise'. At the end of the session, share the artwork together with quotes and descriptions about the Muslim concept of a heavenly paradise, Jannah. Ask 'Were your ideas of a heaven or a paradise similar to Jannah?' and 'How might belief in Jannah affect how believers live on Earth?' Note: Muslims hope to spend eternity in Jannah with Allah when they die. Jannah is described as a beautiful garden, with flowing rivers and magnificent houses where angels speak of peace and there are no negative emotions.	• Art materials
Speaking with Allah Knowledge and understanding Skill In this lesson children will: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Share the fourth part of The Night Journey fiction text then explain that Allah gave Muhammad a command for all Muslims to follow. Ask the children 'What could that command be?' Share ideas then read the beginning of the fifth part of The Night Journey fiction text, which explains that Allah wanted all Muslims to pray 50 times a day. Talk about the pros and cons of the command then finish off the story and ask questions, such as 'Why did Musa suggest Muhammad returned to Allah? How powerful is Muhammad in this story? Why is Salat so important to Muslims?' Note: At the end of this part of The Night Journey, it is agreed that Muslims will pray to Allah five times a day. These prayers are known as Salat, which is one of the Five Pillars of Islam.	
Exploring faith Expressing ideas and insights Skill In this lesson children will: Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.	The story of Muhammad's journey may strengthen the faith of a Muslim believer because it describes how Muhammad completed a seemingly impossible journey, visited heaven and spoke to Allah, all in one night. Now it's your turn to think about faith. 1. What does the word faith mean? 2. What could a person have faith in? 3. How might someone show they have faith? 4. Why do some people have faith in religious leaders or teachings? 5. Can faith be lost and found? 6. Who or what do you have faith in? Your task Work together in groups to create a short video entitled 'Faith'. You might want to explore one religious faith, talk about the things you have faith in, interview different people about their faith or retell a faith story from a religious text.	• Video-recording equipment

Muhammad's journey Gaining and deploying skills Skill In this lesson children will: Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.	Read the sixth part of The Night Journey fiction text then provide each child with a shawl or blanket. Take the class outside and explain that when anyone wears a shawl or picks up a blanket they are in role as a villager who has just heard Muhammad's story. Before you start the drama, ask each child to choose a name, age and back story for their role play character. To start the drama, put on your shawl and say 'I've just met Muhammad on the road and he has told me all about his journey from Mecca to Jerusalem. It's an incredible story, but I don't know what to make of it. Has anybody else heard anything?' Encourage the children to put on their shawls and blankets and carry on the conversation. Note: Muhammad's journey split opinion when he told others about it. Some people jeered at him for making up an improbable story and others were convinced that it was true. Abu Bakar, Muhammad's great friend, declared 'If he says such a thing, it cannot be but true!' Visit the Drama resource website for more information about using role play in the classroom and other drama techniques.	• Shawls or blankets
Importance of sacred stories Knowledge and understanding Skill In this lesson children will: Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	Ask the children to work in groups to answer the question 'Why are sacred stories so important to believers?' Encourage them to use The Night Journey and other sacred stories they have studied to back up their ideas. Ask the children to share their ideas and decide if they agree or disagree with the points raised. Come back to the original question and ask the children to write an answer, using the ideas discussed. Note: Sacred stories can teach and guide believers, strengthen faith, highlight responsibilities and describe God. Muhammad's journey highlights many important aspects of Islamic belief, such as the Five Pillars of Islam, the belief that Muhammad was a prophet who received messages from Allah and that following the teachings of Muhammad will mean entrance into Jannah after death. The Real Reads book series contain stories from the lives of different faith leaders. Titles that could be used during this session include *Muhammad: The Life of the Prophet*, *Jesus of Nazareth* and *Siddhartha Gautama: The Life of the Buddha*.	• Range of sacred stories
Evaluation	Evaluation questions 1. Why did Jibreel wash Muhammad's heart clean? 2. What is a prophet? 3. What do Muslims believe Jannah is like? 4. Do you think belief in Jannah could affect life on Earth? 5. Why is Salat one of the Five Pillars of Islam? 6. What is faith? 7. Why do you think people had different opinions about Muhammad's journey? 8. Why are stories in holy texts important to believers?	

Cycle B Year 5/ 6 – RE Scheme of Work
Summer Term 1 - Kumbh Mela (Hinduism)

Overview:
The Kumbh Mela is the largest gathering of people on Earth. Four Kumbh Mela pilgrimages take place at four sacred sites, Haridwar, Allahabad, Nasik and Ujjain, over a period of 12 years. Washing in holy river water is at the centre of the Kumbh Mela as Hindus believe this cleanses them of bad karma. The 2013 Kumbh Mela, held at Allahabad on the confluence of the Yamuna and Ganges Rivers, attracted around 120 million pilgrims, nearly twice the population of the UK.

Ideas and insights:
Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.

Gain and deploy skills:
Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.

Knowledge and understanding:
Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

Vocabulary:
devotion, elixir, guru, karma, Kumbh Mela, moksha, Naga Sadhu, pilgrimage, pitcher, reincarnation

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Making elixirs Gaining and deploying skills Skill In this lesson children will: Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.	Challenge the children to a thesaurus race to find as many synonyms for the word 'elixir' as they can. Let the children share their findings, comparing their views, then ask 'What is an elixir?' Ask them to use air drying clay to make a small clay pitcher (jug) to hold an elixir that has special powers. When dry, the children can use paints to decorate their pitcher. Display the children's finished pitchers and ask each child to make a label to describe the elixir they are made to contain.	
Churning of the Ocean of Milk	Read the children the Hindu myth, The Churning of the Ocean of Milk fiction text then study The Churning of the Ocean of Milk picture card. Spot the images associated with the story then let the children share their feelings and opinions about the characters and events. Ask the children to map the story and create a dramatised retelling to share with another class. At the end of the session, explain that Hindus believe this story describes the origins of the Kumbh Mela festival. Note: In some versions of the story, the elixir of immortality is dropped at the four places (Haridwar, Allahabad, Nasik and Ujjain) where the Kumbh Mela pilgrimages take place. Hindus believe that the river water at these locations turns into the elixir at Kumbh Mela and will cleanse them of bad karma.	

Pilgrimage Knowledge and understanding Skill In this lesson children will: Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.	Ask the children to find Haridwar, Allahabad, Nasik and Ujjain on Google Maps and look for the names of the rivers that run nearby. Use the Pilgrimage sites diagram to see if they were right. Explain that these are the locations of the four Kumbh Mela pilgrimages that each happen once every 12 years. Provide images of the Kumbh Mela and let the children discuss what they can see with a partner. Provide a range of non-fiction books which contain information about the Kumbh Mela for children to investigate the pilgrimage further. Ask them to present their findings as a poster, information text or diary entry. Answer any questions the children have, then watch the short BBC Teach clip A Hindu pilgrimage. Note: Include images of Naga Sadhus (holy men), the tented city in the day and at night, bathing in the sacred river, collecting river water, temporary bridges, saffron clothes and marigolds, offerings, crowds and officials. The pilgrimage is vast. During the 2013 Kumbh Mela at Allahabad 14 temporary hospitals were opened, 40,000 toilets were built and over 100 million pilgrims visited. Remember to choose pictures carefully to make sure they are appropriate.	• Computers or tablets • Pictures of the Kumbh Mela • Non-fiction books about the Kumbh Mela
Cycle of birth and rebirth Expressing ideas and insights Skill In this lesson children will: Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.	Watch the BBC Teach clip The cycle of birth, death and rebirth. Discuss the concept of karma then give each child some smooth stones. Ask them to write good or bad karma actions on the stones with a felt tip pen. Encourage the children to swap their stones with others and then sort the stones into two groups: good karma and bad karma. Explain that Hindus believe washing in holy river water, especially during the Kumbh Mela, washes away bad karma and helps them get closer to achieving moksha. Let the children wash away the bad karma messages on the stones then ask 'How might a Hindu feel if they believed their bad karma had been washed away?' and 'Why is it important for Hindus to attend a Kumbh Mela?' Note: Many Hindus believe that achieving moksha will free them from the cycle of death and rebirth and make them one with Brahman, the supreme spirit. The children may want to talk about death, life after death and reincarnation during this session. Give them the opportunity to talk about their beliefs in a supportive environment. Warning: The BBC Teach clip contains references to death and images of ashes.	• Smooth pebbles
Life of a Naga Sadhu Expressing ideas and insights Skill In this lesson children will: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.	Provide an appropriate picture of a Naga Sadhu (holy man) from the Kumbh Mela, then give children The life of a Naga Sadhu poster. Introduce the debating motion 'This house believes it would be easy to live as a Naga Sadhu'. Before the debate, ask the children to vote for or against the motion and record the results. Encourage them to debate the motion then ask the children to vote again. Did the children's feelings change after they had heard other people's ideas and different points of view? Note: Naga Sadhus give up everything to concentrate on their faith. They have no contact with their family, no money, no possessions, always obey their guru, sleep on the floor, wear nothing, eat one meal a day, carry out difficult physical tasks and live away from other people.	
Exploring devotion Expressing ideas and insights Skill In this lesson children will: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.	Hindus show devotion to their religion by travelling to the Kumbh Mela and bathing in the water of the Ganges at least once in their lifetime, if possible. But what is devotion? 1. What does the word devotion mean? 2. Are you devoted to anything? 3. How might you show devotion? 4. Can devotion affect a person's life? 5. Is devotion a good thing? 6. Are there any consequences to devotion? Your task Totally devoted to...? Choose something new to devote your time to over the next week. You could read a book, learn a new skill, help at home, visit your grandma every day or choose something else! Write your devotion plan, carry it out then feed back to the class. Was your devotion divine or difficult?	
Evaluation	Evaluation questions 1. What is the story behind the Kumbh Mela? 2. Why are there four different pilgrimage sites? 3. What happens at the Kumbh Mela?	

	4. What are your thoughts about karma? 5. Why do Hindus bathe in river water during the Kumbh Mela? 6. What challenges are faced by Naga Sadhus and why do they choose this lifestyle? 7. Can you explain the way the Ganges is used in everyday and religious life? 8. How is the Kumbh Mela similar to other religious pilgrimages?	

Cycle B Year 5/ 6 – RE Scheme of Work
Summer Term 2 - Bandi Chhor Divas (Sikhism)

Overview:
The Sikh celebration of Bandi Chhor Divas coincides with the Hindu festival of Diwali. During the festival, Sikhs celebrate Guru Hargobind, who released 52 Hindu princes from Gwalior Fort in 1619. The main themes of the festival are religious freedom and helping others who are weaker or in need. During the celebrations, Gurdwaras are lit with electric lights and candles as a reminder that the Golden Temple in Amritsar was lit to welcome Guru Hargobind home after he left for Gwalior Fort. There may also be a Nagar Kirtan, a parade of the Guru Granth Sahib and gatka martial arts displays as well as Akhand Path, a continuous reading of the whole Guru Granth Sahib, which takes two days and nights. Many Gurdwaras also hold a firework display in the evening. The use of lights during Bandi Chhor Divas seems similar to the Hindu festival of Diwali but the stories celebrated during the two festivals are different.

Ideas and insights:
Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.

Gain and deploy skills:
Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.

Knowledge and understanding:
Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

Vocabulary:
Bandi Chhor Divas, belief, Buddha, Buddhism, Christianity, community, defend, Diwali, freedom, Ganesh, gatka, Golden Temple, guru, Guru Granth Sahib, Islam, Jesus, Judaism, Khanda, Kirpan, moral, Moses, Muhammad, multicultural, Nagar Kirtan, Ramayana

Assessment outcomes:
Children to answer evaluation questions at the end of the lesson sequences.

Lesson objective(s)	Suggested activities and differentiation	Resources
Escape room Speaking, listening and sharing Skill In this lesson children will: Explain the benefits of giving and receiving constructive feedback and support. Core knowledge By the end of this lesson children should know: Constructive feedback is supportive guidance that is given to help people strengthen their areas for development. Strategies for providing constructive feedback include giving a 'feedback sandwich' (positive comment, area for improvement and positive comment), using the passive voice and giving specific areas for improvement.	Use the Escape room information pack to set up your an 'escape room' experience. At the end of the session ask 'How easy was it to decide what to do? In which ways was teamwork important? How did it feel to be released?' At the end of the session, explain that the children are going to learn about a Sikh festival called Bandi Chhor Divas, which means 'Prisoner Release Day' and is celebrated on the same day as the Hindu festival, Diwali.	

Clues Expressing ideas and insights Skill In this lesson children will: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.	Provide small groups of children with a clue about Guru Hargobind. Ask the children to use their clue to start a mind map about Guru Hargobind then ask the children to move round the room to another mind map. Encourage them to read the new mind map and add their own knowledge about Guru Hargobind to it. Let the children rotate round until they have read and added to all the mind maps then let them read the mind map that they first started. Ask questions, such as 'What do you think Guru Hargobind believed? How might the Guru's life experiences have affected his beliefs and actions? What leadership qualities did the Guru have?' At the end of the session, compare Guru Hargobind to other religious leaders the children are familiar with such as Jesus or Buddha. Ask 'What leadership qualities do these religious leaders have? Are the qualities of all religious leaders the same? How do religious leaders 'fight' for their beliefs?' Note: Guru Hargobind was a popular, powerful leader. His father, Guru Arjan, had been executed by Emperor Jahangir when Guru Hargobind was nine years old. This prompted the Guru to create a well-trained, powerful army to defend the Sikh community and fight for religious freedom. He wore two swords known as Kirpans, one representing the power of Waheguru and one the power of the Guru, which are now part of the Sikh symbol, the Khanda. Clues for this activity could include images, facts and stories.	
Hindu princes Knowledge and understanding Skill In this lesson children will: Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	Tell the first part of the Guru Hargobind and the Hindu Princes fiction text then ask 'What do you think Guru Hargobind did next?' Let them use drama techniques to show their responses then demonstrate the second part of the story by pinning long ribbons to the bottom of a jacket so all the children can walk through the doorway of the classroom together. At the end of the session, ask 'Why do you think it was so important for Guru Hargobind to help the Hindu princes?' Note: Emphasise that Guru Hargobind was a Sikh and the princes he freed were Hindu. A key Sikh belief is that all people should be free to follow their own religion and find their own path to God.	• Long ribbons
Fighting for freedom Gaining and deploying skills Skill In this lesson children will: Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.	Share the picture book *Dreams of Freedom* by Amnesty International and explore the meanings of the quotes and artwork. Talk about Guru Hargobind's belief in freedom then ask the children to decide 'What are your beliefs in freedom?' Give the children quiet time to jot down their ideas and make sketches, then provide a range of art materials for them to use to respond with images and words. Note: Use this opportunity to talk to the children about religious freedom and the benefits and challenges of living in a multicultural society.	• Art materials
Defending the weak Expressing ideas and insights Skill In this lesson children will: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.	Provide the Stories from different faiths fiction text, which teach about defending or helping people in need. Ask the children to read each story and write the moral for each one as a caption. At the end of the session, ask 'Who did the leader in the story defend? How did they help? Are the beliefs and actions of the religious leaders similar or different across different religions? How might these stories affect the lives of believers?'	
Thinking about defence Place in the world Skill In this lesson children will:	Guru Hargobind believed it was important to defend people in need. Now it's your turn to think about the word defence. 1. What does the word defence mean? 2. Have you ever defended someone? 3. Has someone ever defended you? 4. Why might some people need help to defend themselves?	

Explain the importance of having compassion and a shared responsibility towards others, all living things and in protecting the environment. Core knowledge By the end of this lesson children should know: It is a shared responsibility to protect all living things and the environment. People's everyday choices and spending decisions can affect others and the environment, for example, buying fair trade products or single-use plastics and shopping in charity shops.	5. Why might you choose to defend a person who needs help? 6. How could you defend someone? Your task A friend is having problems with a group of older children. What should you do? Decide as a small group on a plan of action, predict the consequences of your choices and compare your ideas with others. Use drama techniques to act out some of the scenarios then answer questions, such as 'Did you defend your friend? What were the consequences of your actions? Did you choose the right solution?'	
Celebrating Bandi Chhor Divas Knowledge and understanding Skill In this lesson children will: Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.	Show the children images and clips of Bandi Chhor Divas celebrations. Include pictures of the Golden Temple in Amritsar decorated with lights and clips of firework displays, Nagar Kirtan parades and celebrations in the Gurdwara. Ask the children to design a Bandi Chhor Divas postcard for the Golden Temple and encourage them to imagine they are a Sikh child visiting the Golden Temple as they write their postcard. Note: The Golden Temple was lit to welcome Guru Hargobind home after he and the 52 Hindu princes were freed from Gwalior Fort. Many Gurdwaras are decorated with lights during Bandi Chhor Divas. A Nagar Kirtan parade and demonstration of gatka (martial arts that Guru Hargobind encouraged his soldiers to practise to make them well trained and ready to fight) may take place on the streets and an Akhand Path, a reading of the whole Guru Granth Sahib may take place in the Gurdwara.	• Blank postcards
Similar celebrations Expressing ideas and insights Skill In this lesson children will: Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.	Ask the children to research the Hindu Diwali festival. Encourage them to find out about the Diwali story, worship, decorations and celebrations and compare Diwali to the Bandi Chhor Divas festival. Ask the children to decide why the stories from the two festivals are different and why they are important to believers of the two faiths. Ask 'Why do you think the celebrations are so similar even though the meaning of the festivals are different? What are the benefits of community celebrations? Do these celebrations help believers to strengthen their faith? Have you learned anything from these stories?' Note: The book *Prince of Fire: The Story of Diwali* by Jatinder Verma is the story of the Ramayana, which is celebrated during the Diwali festival. Why not read this story to the children, show some BBC Teach clip Diwali - The festival of light and provide a variety of Diwali images for the children to use for research?	
Evaluation	Evaluation questions 1. How do you think Guru Hargobind's life shaped his beliefs? 2. Do all religions share the same beliefs and express them in the same way? 3. What might believers learn from the story of Guru Hargobind and the Hindu princes? 4. What are the different ways people might describe freedom? 5. What does freedom mean to you? 6. Do the stories from other faiths contain any similarities? 7. What does the term 'defend the weak' mean to you? 8. What are the positive outcomes of community celebrations? Are there any negative outcomes?	