

R.E. Curriculum

Intent:

With these aspirations, our INTENT for the R.E. curriculum is for pupils to:

Know, appreciate and respect a range of ideas, religions and worldviews.

Adopt an enquiry-based approach, beginning with the children's own life experiences before moving into learning about and from religion.

build their sense of identity and belonging, to help them flourish within their communities and as citizens in a diverse society.

be encouraged to explore their own beliefs (religious or non-religious), in the light of what they learn and to express their responses respectfully.

ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Know their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion.

Implementation

Planning

At Southway Junior School, we deliver a rich and engaging RE curriculum which follows the Jigsaw RE scheme of work. Children learn about Christianity, Judaism, Hinduism (specifically Santana Dharma), Islam and Humanism as informed by the religions within our catchment area. Each teaching units starts with a Big Question (the enquiry) and then each lesson follows a Four-Step Model which focuses on Engagement, Investigation, Evaluation and Reflection. One such question is, "Is the Christmas Story true?" Our scheme of work demonstrates clear progression in the children's knowledge, values, critical thinking skills, ability to make links and connections, personal reflection and understanding. The 'Connect Our Learning' section in each lesson, for example, engages the children by connecting the theme to their lives and providing plentiful opportunities for sharing ideas with their peers. The 'Pause Points' and 'Help Me Reflect' sections support the children's spiritual reflection.

The use of artefacts, visits to places of worship, visitors from other faiths and assemblies support knowledge acquired. The curriculum also develops the children's ability to discuss, listen to and respect the beliefs of others. As such, our curriculum fully aligns with both British Values and our school values of Respect, Teamwork, Resilience and Kindness.

Recording

Every child in Key Stage 2 has their own RE book. The date and enquiry questions are recorded.

Assessment

Jigsaw RE allows for assessment by both teachers and children. Teachers use their professional judgement based on both oral and written responses to the enquiry-based "Big Questions" and the Four Step Model. Teachers consider how well children apply this knowledge to the "Big Question", using critical thinking and evaluation skills? Teachers and the Subject Leader talk to the children about their learning to assess impact. The Subject Leader is responsible for monitoring assessments and discusses trends in gaps or misconceptions with teachers.

KS1

At the Gattons, children are taught RE skills, vocabulary and concepts from Reception to Year 2. In Reception, for example, the children learn that some people celebrate Diwali and know we all have things that are special to us. In Year 1, children learn that Christians follow God and that a Christian's Holy Book is the Bible. By Year 2, children explore the Islamic faith and begin to understand the 5 Pillars of Islam.

SEND

In Key Stage 2, Religious Education for children with Special Educational Needs and Disabilities (SEND) are guided by inclusive principles outlined in the West Sussex Ordinarily Available Inclusive Practice (OAIP) framework. This approach emphasises Quality First Teaching and the use of reasonable adjustments that are accessible within mainstream settings. In RE, teachers use a range of methods to support children with SEND, in line with their Individual Support Plans (ISP's) and whether or not they have an Education, Health and Care Plan (EHCP). Such adaptations include using word banks with pictures, widget symbols, breaking the activity up into chunks, providing writing frames and sentence starters to support cognition and learning. To support attention, adaption of activities to ensure they are as active as possible is of paramount importance, for example through drama or ordering and sequencing. Visual supports, simplified language, allowing additional time for processing, recapping and checking understanding, pre-teaching key vocabulary, alternative methods of recording such as using an iPad, a scribe or working in a group are all beneficial and facilitate inclusion and access to the RE curriculum.

Impact

By the end of Key Stage 2, children will be able to:

- ✓ Respectfully discuss and present their own and other's views on challenging questions about belonging, meaning, purpose and truth.
- ✓ Consider ways in which diverse communities can live together for the well-being of all and how these might be applied.
- ✓ Respond thoughtfully to ideas about community, values, and respect.
- ✓ Describe and make connections between religions and world views.
- ✓ Talk about celebrations, worship, pilgrimages and the rituals which mark important points in life.
- ✓ Reflect upon their own ideas and make a personal response.
- ✓ Describe and make links between stories and communities, whilst responding thoughtfully to beliefs and teachings that arise from different communities.
- ✓ Explore and describe the meaning of a range of beliefs, symbols and practices, whilst understanding their importance and significance.
- ✓ Draw upon a variety of creative means to further their knowledge and understanding of key religious concepts.
- ✓ Discuss and apply their own, and other's ideas about ethical questions, including ideas about what is right or wrong and what is just and fair.

R.E. Curriculum



Religions Studied

- Christianity
- Humanism
- Judaism
- Islam
- Santana Dharma (Hinduism)

Disciplinary Concepts

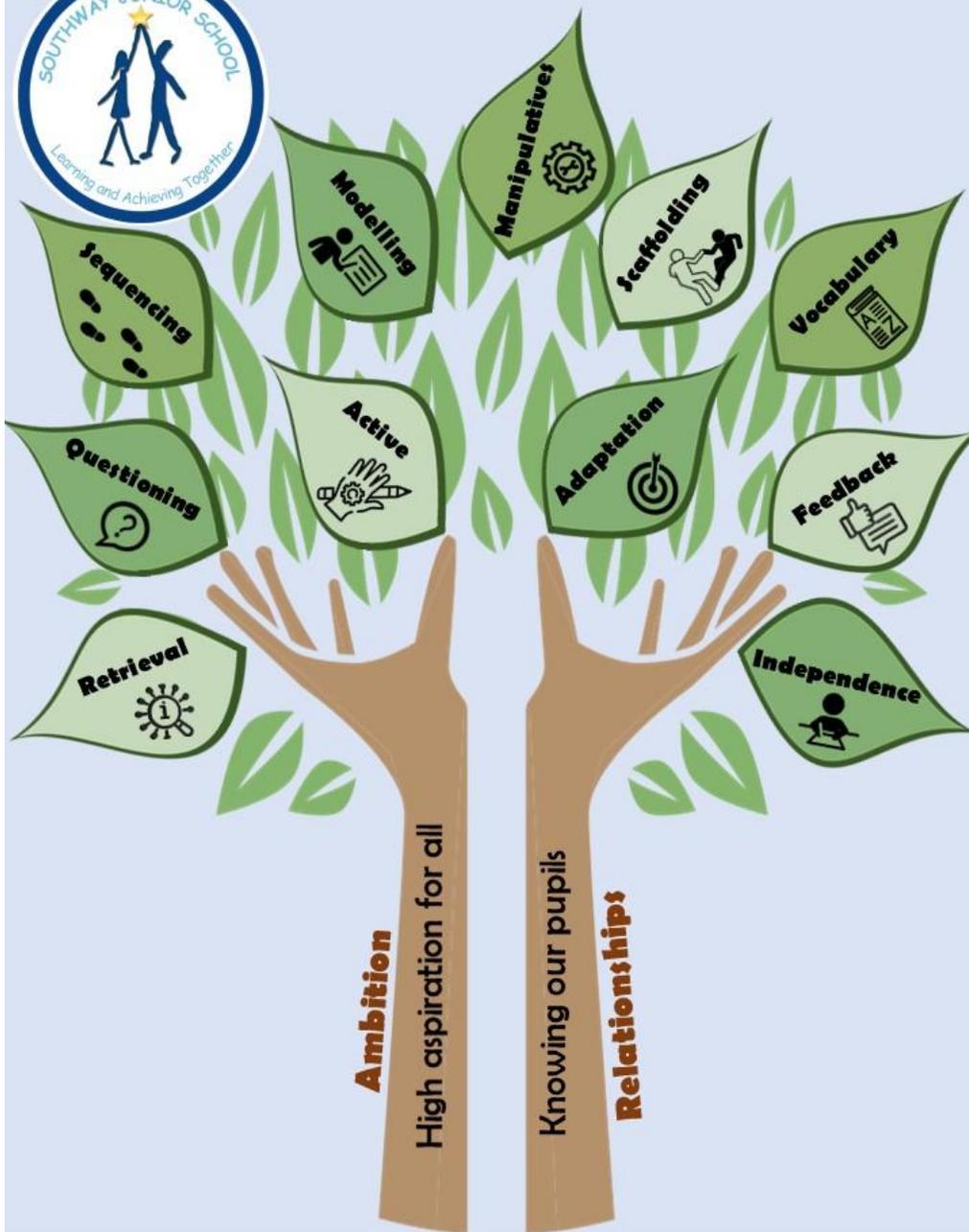
- Enquiry Skills and interpreting evidence
- Skills of analysis, evaluation and dialogue
- Theology
- Philosophy
- Human / Social Sciences

Substantive Concepts

- Systematic knowledge of religions and worldviews
- Practices and ways of living
- Concepts and teachings
- The impact and significance of beliefs
- Narratives and sacred stories

The Four Step Enquiry Method

Engagement	Investigation	Evaluation	Expression
How children are making connections between their world and the world of religion.	What children need to learn about the religion in order to answer the "Big Question".	How well can children apply this knowledge to the "Big Question", using critical thinking and evaluation skills?	Can the children express what difference the enquiry has made to them, their thinking and their starting point?



Ambition - high aspiration for all...

Relationships - knowing our pupils....

Sequencing Carefully planned, building on prior learning towards endpoints

Retrieval Revisiting prior learning and make connections...

- Benefits of retrieval practice include:
- Identify gaps in knowledge
- Make connections
- Check for understanding
- Address misconceptions
- Strengthen connections
- Get ready for new knowledge!

Modelling - Demonstrating and showing linked to learning.... When planning our lessons, it is important that we not only plan for what our pupils should do but also plan for the errors that our pupils could make (**I do, we do and you do**)

Vocabulary - Explicit teaching of new vocabulary, which can be a huge barrier to understanding, should be a fundamental part of our teaching. To ensure inclusiveness, even pre-taught to some learners so that their understanding during a lesson will be greater – use dual coding

Questioning Checking pupils' understanding

- Only ask one question at a time. Think about your question – should it be 'open' or 'closed'? Include thinking time – up to 10 seconds.
- If needed, consider clueing rather than giving the final answer.
- Build on prior knowledge by asking: "What do you already know that may be helpful?"
- Focus questions particularly on the learning objective and key vocabulary

Small Steps Chunking new and complex learning...According to [cognitive load theory](#), because of the limits of working memory it is very difficult for young children to juggle more than around 4 items in their working memory at any one time.

Adaptation Adjusting to meet needs...

Active Pupils busy and engaged...avoid too many slides – teach some lessons without – go outside!

Hands-on Across the curriculum, resources bring lessons and learning to life, for example in maths using concrete, pictorial, and abstract manipulatives to understand mathematical concepts

Scaffolding Temporary prompts, support sentence starters, word banks task plans, writing frames/cartoon strips/ graphic organisers 'Concrete' resources, visuals, modelling examples (**I do, we do, you do**)

Independence Time given for practice to develop confidence in knowledge and skills

Feedback Giving advice and celebrating success... praise is specific and targeted
Encourage reflection and monitor progress and adapt.

Quality First Teaching

Quality First Teaching



RELIGIOUS EDUCATION curriculum map

Year group	Autumn	Spring	Summer
3	<p><u>Christianity:</u> Has Christmas lost its meaning?</p>	<p><u>Humanism:</u> What motivates Humanists to lead good lives?</p> <p style="text-align: center;">&</p> <p><u>Christianity:</u> Could Jesus heal people?</p>	<p><u>Judaism:</u> How do Jewish beliefs, teachings and stories impact daily life?</p>
4	<p><u>Christianity:</u> Do people need to go to church to show they are Christians?</p>	<p><u>Santa Dharma:</u> Does visiting the River Ganges make a person a better Santani?</p> <p style="text-align: center;">&</p> <p><u>Christianity:</u> Is forgiveness always possible for Christians?</p>	<p><u>Islam:</u> Does praying at regular intervals help a Muslim in their everyday lives? & What is the best way for a Muslim to lead a good life?</p>
5	<p><u>Christianity:</u> Is the Christmas story true?</p>	<p><u>Judaism:</u> What is the best way for a Jew to show commitment to God?</p> <p style="text-align: center;">&</p> <p><u>Christianity:</u> What is the best way for Christian to show commitment to God?</p>	<p><u>Humanism:</u> How do inspiration people impact on how Humanists live today?</p>
6	<p><u>Christianity:</u> Is anything ever eternal?</p>	<p><u>Santa Dharma:</u> How can Braham be everywhere and in everything?</p> <p style="text-align: center;">&</p> <p><u>Christianity:</u> Is Christianity still a strong religion over 2,000 years after Jesus was on Earth?</p>	<p><u>Islam:</u> How is the Qur'an vital to Muslims today?</p>

Jigsaw RE Lessons, WALTs and Outcomes

Year 3

AUTUMN TERM

Has Christmas lost its true meaning?

(Theme: Christmas (Incarnation, God the Son))

#	WALT & success criteria	VOCABULARY	MAIN ACTIVITY / OUTCOME(s)	RESOURCES
1 (L2 Jigsaw)	<p><u>Explain why certain Christmas items or symbols might be meaningful to Christians</u></p> <p>Success steps:</p> <ul style="list-style-type: none"> Understand what Christians use for Christmas Explain why they are meaningful 	<ul style="list-style-type: none"> Christmas means meaning stable incarnation Bethlehem Christian 	<p>Children to have pictures (not actual object unless possible) of advent calendars, Christmas tree, nativity scene, stars/angels and carol singers.</p> <p>Children to hypothesise what they think, wonder and know using activity sheet about the objects and why they are to do with Christmas/Christianity in RE books.</p>	<p>Activity sheet</p> <p>Printed pictures per table group of Christmas objects</p>
2 (L3 Jigsaw)	<p><u>Explain why kindness might be meaningful to Christians at Christmas</u></p> <p>Success steps:</p> <ul style="list-style-type: none"> Know what Christians do at Christmas Recognise where kindness is shown and why 	<ul style="list-style-type: none"> Christian Incarnation 	<p>Non-visitor option- read aloud and discuss kindness at Christmas.</p> <p>Children to use activity sheet to write and draw on the outlines how kindness is shown at Christmas. Create class flipchart of them.</p>	<p>Nativity sorting cards per group (chopped)</p> <p>Activity sheet (enough for each child)</p>
3 (L4 Jigsaw)	<p><u>Synthesis how a Christian might explain why Jesus was sent to Earth</u></p> <p>Success steps:</p>	<ul style="list-style-type: none"> Prince of Glory Lord of love 	<p>Reflect back on previous flipchart (rather than crib) of kindness.</p>	<p>Calypso Carol (printed for children to see) and ready on youtube</p> <p>A4/A5 paper for bday card</p>

	<ul style="list-style-type: none"> • Know who Jesus is • Know why carols are sung at Christmas • Understand that Jesus was called different names 	<ul style="list-style-type: none"> • Saviour of the world 	<p>Children to apply knowledge of what Jesus was called and create a 'birthday card' to him using the language learnt. Stick into RE book</p>	
4 (L5 Jigsaw)	<p><u>Explain what Christmas means to Christians and me</u></p> <p>Success steps:</p> <ul style="list-style-type: none"> • explain what Christmas means to me • start to explain that Christians believe Jesus was God in human form 	<ul style="list-style-type: none"> • Bethlehem • Christian • Christmas • Prince of Glory • Lord of love • Saviour of the World • incarnation • means • meaning 	<p>In R.E. books, children split a page in half 1 side has a Christian cross 1 side they draw themselves</p> <p>In each column they bullet point: What Christmas means to Christians What Christmas means to 'me' (them)</p> <p>Children sort cut-up cards into Christian / not-Christian, using reasoning and discussion with peers. What makes the card/image Christian or not?</p>	Christian/not Christian sorting cards (per group)

Humanism Enquiry- What motivates Humanists to lead good lives? (Theme: Humanist actions and reasoning behind them) Ages 7-9- Humanism- Enquiry 1

	WALT	VOCABULARY	MAIN ACTIVITY/ LESSON OUTCOME(S)	RESOURCES
1 (L1 Jigsaw)	<p><u>Explain what a good life is</u></p> <ul style="list-style-type: none"> • know what being good means • know what actions could be taken to have a good life • compare actions and choices 	<ul style="list-style-type: none"> • Actions • Choices • Consequences 	<p>Children to post-it note what a good life looks like (thinking about actions, link to school values) in groups create 9 Make a diamond of 9 with these and discuss as a group./whole class which ones are important and why</p>	<p>Post-it notes (9 per group)</p>
2 (L2 Jigsaw)	<p><u>Demonstrate an understanding why Humanists choose to live a good life</u></p> <ul style="list-style-type: none"> • Understand what a Humanist believes • Know the golden rule • Apply to decide what actions follow the rule 	<ul style="list-style-type: none"> • Humanism • Humanist • Golden Rule • Non-religious 	<p>Children to have activity sheet per pair. Discuss what Sam has done wrong with whole class discussion afterwards.</p> <p>Children to write the golden rule definition into RE books (to refer back to throughout the next lessons)</p>	<p>Activity sheet per pair</p>
3 (L4 Jigsaw)	<p><u>Explain what actions a Humanist may take to live a good life</u></p> <ul style="list-style-type: none"> • Recall the golden rule humanists live by • Understand global warming • Explain why humanists want to stop global warming 	<ul style="list-style-type: none"> • Climate • Global warming • freedom 	<p>SKIP RECAP AT THE BEGINNING</p> <p>Children to have pictures of drought/storms/wildfires ect and discuss what caused it (linking to their topic of climate change) Children to create a poster in RE books advertising why humanists believe we should plant a tree</p>	<p>Pictures of climate change</p>
3 (Jigsaw L5)	<p><u>Identify the humanist symbol and explain what actions humanist can take</u></p> <ul style="list-style-type: none"> • know the golden rule • understand what happiness looks like 	<ul style="list-style-type: none"> • Symbol • Humanist • Happiness 	<p>Children to stick activity sheet into RE books and complete (complete while talking as a class)</p>	<p>Activity sheet per child</p>

4 (Jigsaw L6)	<u>Explain what would motivate me to live a good life</u> <ul style="list-style-type: none"> Understand what a good life is Understand how our actions can impact others 	<ul style="list-style-type: none"> Environment Food bank Wildlife resources 	Children to think of a 'special skill' that they can use to help others/create happiness. Making links to the environment/wildlife/charity or the values in school. Children to draw in RE books the special skill and explain what it will do/how it will help them live a good life	
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SPRING 2

Christianity: Could Jesus heal people? Did he perform miracles or was there some other explanation?

	WALT	VOCABULARY	MAIN ACTIVITY/ LESSON OUTCOME(S)	RESOURCES
1 (L1 Jigsaw)	<u>Explain what a miracle is</u> <ul style="list-style-type: none"> know what a miracle is 	<ul style="list-style-type: none"> Health Injury Miracle Operation Sickness 	Huey Owl injured and children discuss how they can help him Children to have newspapers in groups, discuss whether it is a miracle In R.E. books , children to write what the term 'miracle' means	Activity Sheet
2 (L2 Jigsaw)	<u>Demonstrate understanding of one Christian viewpoint of Jesus' healing miracles</u> <ul style="list-style-type: none"> Understand what a miracle is Know what a leper is Understand that Christians believed Jesus performed Miracles 	<ul style="list-style-type: none"> Healing Leper Leprosy Miracle incarnation 	Children to stick in enquiry card into RE books and write what they think a Christian might believed had happened	Sorting activity Enquiry question activity sheet
3 (L3 Jigsaw)	<u>Explain one Christian viewpoint about one of Jesus' healing miracles</u> <ul style="list-style-type: none"> Understand what a Miracle is Use teamwork to perform a miracle 	<ul style="list-style-type: none"> Blindness Miracle saliva 	Children to act out healing blind man miracle using the character cards.	Character cards per group (4 main characters and extra neighbours for larger groups)

<p>4 (Jigsaw L5)</p>	<p><u>Recall some of the things in the world that people think of as a miracle and whether there might be another explanation</u></p> <ul style="list-style-type: none"> • know what a miracle is • understand that Christians believe Jesus performed miracles 	<ul style="list-style-type: none"> • Healing • Incarnation • Miracle 	<p>Children to complete activity sheet 1 and recall previous learning to complete questions on miracles and what they think happened in RE books</p>	<p>Activity sheet per child</p>
<p>5 (Jigsaw L6) EXTRA IF TIME</p>	<p><u>Reason why a miracle should be performed today</u></p> <ul style="list-style-type: none"> • Know what world issues we face today • Understand what might help prevent these issues 	<ul style="list-style-type: none"> • Issues • Miracles 	<p>Children to draw and label/write a sentence depending on ability of a miracle they would like to see happen today in RE books (looking at world issues today or something that needs to be fixed)</p>	<p>None needed</p>

SUMMER

Judaism: How do Jewish beliefs, teachings and stories impact on daily life? (Theme: Belief in action) Ages 7-9 – Judaism – Enquiry 2

	WALT	VOCABULARY	MAIN ACTIVITY/ LESSON OUTCOME(S)	RESOURCES
1 (L2 Jigsaw)	<u>Demonstrate an understanding of some of the foods Jews would choose to eat and why</u>	<ul style="list-style-type: none"> • Kashrut • Kosher • Mitzvot • Parev • treif 	<p>In groups children use the food cards to group into 3 groups (Kosher, parev and treif)</p> <p>Use the glossary of words to have on tables for children to refer to</p> <p>Copy into RE books, split page into 3 and write the foods in the correct group</p>	Glossary word bank Sorting cards per pair
2 (L3 Jigsaw)	<u>Explain why the story of Passover is important to Jews</u> <ul style="list-style-type: none"> • Know who Moses is • Understand why Moses is important for Jews 	<ul style="list-style-type: none"> • rules • Passover • Seder meal • plagues 	<p>Read and act out the story of Moses as a class (on slides) https://www.youtube.com/watch?v=RdSQT7DSIII extra story of Moses video</p> <p>Children to have a story card per group and create a freeze-frame for their part of the story</p> <p>Take photos of freeze-frame for RE books and children to explain, in a sentence, why it is important to Jews</p>	Activity sheet 1- chopped to give 1 section per group
3 (L4 Jigsaw)	<u>Demonstrate an understanding of the Jewish festival Passover</u> <ul style="list-style-type: none"> • Understand why Jews have Passover • Know the rules they follow at Passover 	<ul style="list-style-type: none"> • Passover • Matzah • pescah • unleavened 	<p>Children to create Seder plate and role play the Passover festival</p> <p>Discuss questions at the end</p>	<p>Activity sheet (per child)</p> <p>(Don't need to bring in food- can use the images from activity sheet to role play)</p>
4 (Jigsaw L5)	<u>I can explain what it important to Jews and why</u> <ul style="list-style-type: none"> • know Jewish laws • Justify which law and event is important to Jews 	<ul style="list-style-type: none"> • Rules • Passover • Kashrut rules 	<p>Either A3 paper or split flipchart into 3 questions (linking to previous learning)</p> <p>Diamond 9 with words for Jewish lives today</p> <p>Children to complete activity sheet in RE books</p>	Activity sheet to print and chop for groups
5 (Jigsaw L6)	<u>Demonstrate an understanding of how people choose to show respect for the rules</u> <ul style="list-style-type: none"> • Understand the Jewish rules • Reflect on rules we follow • Explain which rule is important to respect 	<ul style="list-style-type: none"> • Authority • Respect • rights 	<p>Children to discuss united nations convention and circle time discussing which right they think is important</p> <p>Link to values/authority</p> <p>Children to draw in RE books a right or one they feel should be included that is important to them</p>	Activity sheet 1 per pair

Year 4

AUTUMN TERM

Do people need to go to church to show they are Christians? Ages 7-9- Christianity- 8-9- Summer 2

#	WALT & success criteria	VOCABULARY	MAIN ACTIVITY / OUTCOME(s)	RESOURCES
1 (L1 Jigsaw)	<u>Describe the feelings associated with a special place</u> <ul style="list-style-type: none"> Understand what a special place is Recognise what feelings can come from a special place 	<ul style="list-style-type: none"> Associate Special Feelings impact 	Children to discuss and complete activity sheet on their own special place and why with a drawing in RE books	Activity sheet per child
2 (L3 Jigsaw)	<u>Explain what happens at services in Church</u> <ul style="list-style-type: none"> understand what communion is understand what happens at communion understand why Christians go to communion 	<ul style="list-style-type: none"> Holy Communion Rite of passage Bible Last supper 	Make links with L1 of their special place and that this is the same with Christians special place as a Church! Children to complete activity sheet in RE books , relating back to their own experiences	Activity sheet per child
3 (Jigsaw L4)	<u>Demonstrate an understanding of how the church supports a Christian with prayer and worship</u> <ul style="list-style-type: none"> Understand why a Christian would pray in a church Know why the Bible is important for Christians 	<ul style="list-style-type: none"> Prayer Worship Denomination 	In groups, children to have both activity sheets and discuss and work together which ones fit with the teachings of the Bible No RE book outcome	Activity sheet 1 and 2 A3 for groups of 3

4 (L5 Jigsaw)	<u>Summarise the importance of church to a Christian</u> <ul style="list-style-type: none"> Understand what happens in Church Know why a church is important to a Christian 	<ul style="list-style-type: none"> Baptism Holy communion Prayer 	(Task 1) Children to write a letter back to the church explaining why the church is important to Christians, reflecting back on prior knowledge of events and teachings that happen, in RE books	
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SPRING 1

Santana Dharma (Hindu) Does visiting the River Ganges make a person a better Sanatani? Ages 7-9- Santana Dharma- Enquiry 1

#	WALT & success criteria	VOCABULARY	MAIN ACTIVITY / OUTCOME(s)	RESOURCES
1 (L1 Jigsaw)	<u>Demonstrate an understanding of the importance of water</u> <ul style="list-style-type: none"> Understand what water is used for Know why water is important 	<ul style="list-style-type: none"> Dehydrated Vital source 	In RE books, children to create a mindmap with drawings of the 'importance of water' Optional- children to create a diamond of 9 with post-it notes in groups of where water is more/less important	
2 (L2 Jigsaw)	<u>Explain the Sanatani belief that Braham is a supreme deity</u> <ul style="list-style-type: none"> know what a Sanatani is 	<ul style="list-style-type: none"> Atman Brahman 	Teacher to demonstrate salt in water Get Atlas/ipads out for children to look at the River Ganges	Ipads/atlas Water and salt

	<ul style="list-style-type: none"> • know who Braham is • know that Brahman is everywhere and in everything 	<ul style="list-style-type: none"> • Deity • Supreme • God 	No RE book outcome	
3 (L3 Jigsaw)	<u>Explain the actions Sanatanis might carry out in the River Ganges</u> <ul style="list-style-type: none"> • Know where the River Ganges is • Understand the importance of water • Know what happens at the River Ganges 	<ul style="list-style-type: none"> • Pilgrimage • Purifying • impurity 	Children to stick in 1 chosen small picture of what they do at the River Ganges and write a sentence explaining what happens there in RE books	Use activity sheet from Lesson 4 Jigsaw and chop out pictures of what they do at the river for books
4 (L6 Jigsaw)	Summarise why the River Ganges needs to be protected <ul style="list-style-type: none"> • understand why the River Ganges is important • explain why we need to protect it 	<ul style="list-style-type: none"> • pollutant • toxins 	Children to create a poster to raise awareness to companies/people to respect the River Ganges more as it is harming the dolphins and people in RE books (can do on A4 plain paper and stick in)	

SPRING 2

Christianity- Is forgiveness always possible for Christians? (Easter, Salvation) Ages 7-9- Christianity- 8-9- Spring 2

#	WALT & success criteria	VOCABULARY	MAIN ACTIVITY / OUTCOME(s)	RESOURCES
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1 (L1 Jigsaw)	<u>Demonstrate an understanding of what forgiveness is and why it might be difficult in some situations</u>	<ul style="list-style-type: none"> • forgive/ness • deliberate • resentment 	Children to be in groups with the scenario cards and act out (in order) what happens. Use freeze frames to pause and question what will happen next as a class. No RE Book outcome	Activity sheet 2
2 (L2 Jigsaw)	<u>Explain what a Christian might learn about forgiveness from a Bible story</u> <ul style="list-style-type: none"> • know what forgiveness is • understand that forgiveness can be difficult 	<ul style="list-style-type: none"> • Forgiveness • Teaching • enemy 	Children to be in 5 different groups with a Bible story. Children to complete activity sheet in RE books based on their Bible story and present to the class afterwards	Activity sheet per child X10 bible stories
3 (L4 Jigsaw)	<u>Summarise how some Christians might feel about forgiveness</u> <ul style="list-style-type: none"> • explain why Christians show forgiveness • understand how Christians feel about forgiveness 	<ul style="list-style-type: none"> • salvation • sins • forgiveness 	Non visitor option (unless Christian visitor is doable) In groups children to match up quote to scenario In RE books children to write why Christians show forgiveness and how they might show it (they can draw as well)	Activity sheet scenarios and quotes X10 (groups) Keep quotes activity sheet for next lesson!
4 (L6 Jigsaw)	<u>Explain what forgiveness might mean to me</u> <ul style="list-style-type: none"> • apply learning to describe what forgiveness means to others 	<ul style="list-style-type: none"> • significant • abstract • symbol 	Children to use quotes to help, in RE books write a poem/draw what forgiveness means to them. Could show friendship, holding hands after a break, breaking of chain ect	Quotes from previous lesson

Islam- Ages 7-9- Islam- Enquiry 1 and 2

#	WALT & success criteria	VOCABULARY	MAIN ACTIVITY / OUTCOME(S)	RESOURCES
1 Enquiry 1: (L2 jigsaw)	<u>Demonstrate an understanding why Muslims might pray</u> <ul style="list-style-type: none"> know who Allah is understand Muslims beliefs know how Muslims pray 	<ul style="list-style-type: none"> Prayer Allah Muslims 	Children to complete activity sheet (second page) in RE book	Activity sheet Story of the night journey X15
2 Enquiry 1 (L4 jigsaw)	<u>Explain why Muslims might want to pray in a Mosque</u> <ul style="list-style-type: none"> Understand why Muslims pray Know what a Mosque is Explain why it may be important to pray in a Mosque 	<ul style="list-style-type: none"> Mosque Allah Dome, Minaret 	Children to discuss activity sheet and work as a group to fill it in. Use google maps to show some real Mosques such as: -Sheikh Zayed Grand Mosque -Burgess Hill Mosque	Activity sheet per child
3 Enquiry 3 (jigsaw L2)	<u>Synthesise actions a Muslim might take to lead a good life</u> <ul style="list-style-type: none"> Understand why a Muslim wants to lead a good life Use pictures to understand what actions they can take 	<ul style="list-style-type: none"> Ramadan Muhammad Qur'an 	Children to write in groups on post-it notes ways to lead a good life and do diamond 9 in groups Activity sheet in groups and cut out statement (if time) In RE books children to write one way a Muslim leads a good life with a drawing	Activity sheet per group
4 Enquiry 3 (jigsaw L4)	<u>Explain how fasting might help a Muslim lead a good life</u> <ul style="list-style-type: none"> Recap why Muslims want to lead a good life Know what fasting means Explain why Muslims fast 	<ul style="list-style-type: none"> Sawm Fasting Ramadan 	In RE books children to write down definition of Fasting and Ramadan and reasons why Muslims do it	Activity sheet per groups to cut and put in order

Year 5

AUTUMN TERM

Is the Christmas story true? Ages 9-10- Christianity- 9-10 Autumn 2- Is the Christmas story true?

#	WALT & success criteria	VOCABULARY	MAIN ACTIVITY / OUTCOME(S)	RESOURCES
1 (jigsaw L1)	<u>Demonstrate an understanding how there might be different versions of the truth</u> <ul style="list-style-type: none"> Know what an eye-witness account is Know what truth means Identify what might not be true 	<ul style="list-style-type: none"> Account Eye-witness lenses Media Personal Scientific 	Children to use the news articles in groups to decide what is true and why Discuss as class No book outcome	Activity sheet- print all pages for groups
2 (jigsaw L2)	<u>Hypothesise the differences between two accounts of the Christmas story</u> <ul style="list-style-type: none"> Understand what happened in the Christmas story Know what the book of Matthew and Luke is Identify differences and similarities 	<ul style="list-style-type: none"> Source Scholar version 	In groups of 3 children to read Matthew and Luke's gospel. Make a group flipchart after of the differences in the Christmas story (use drama to act out to emphasis the differences in versions) Children in RE books to split page in half and write the similarities and differences between the versions	Print the 2 pieces of art (slides 12 and 13) Per pair Activity sheet X15 Matthew gospel and X15 Luke gospel
3 (jigsaw L4)	<u>Justify which events Christians might be more likely to believe from the Christmas story</u> <ul style="list-style-type: none"> know why Christians believe different accounts rank which events may be more believable 	<ul style="list-style-type: none"> aspects belief version 	Children to rank the cards in a diamond of 9 (writing the last one themselves) to what is most likely to be true and justify why No book outcome	Activity sheet per groups and chopped

4 (jigsaw L5)	<u>Explain how people can see truths in stories which may not be completely true</u> <ul style="list-style-type: none"> know why some stories may be not true Identify the meaning and teachings in stories 	<ul style="list-style-type: none"> personal truth scientific 	Children to draw/make a poster in RE books of a story (can be traditional or Religious) that might be made up but has aspects that are true/morals from the story	
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SPRING 1

Judaism, What is the best way for a Jew to show commitment to God? Themes: Rites of passage and Good works

Ages 9-12- Judaism- Enquiry 2

#	WALT & success criteria	VOCABULARY	MAIN ACTIVITY / OUTCOME(s)	RESOURCES
1 (jigsaw L1)	<u>Demonstrate an understanding of how people show commitments in their lives</u> <ul style="list-style-type: none"> understand what commitment means know ways that everyone shows commitment 	<ul style="list-style-type: none"> promise effort commitment 	Children to write down 'key ingredients when showing commitment' in RE books Children to do timeline of their milestone, using the slide example	Commitment cards activity sheet 1
2 (jigsaw L2)	<u>Explain the different ways Jews show commitment to God</u> <ul style="list-style-type: none"> understand that Jews show commitment to God know a few ways they show commitment use research effectively 	<ul style="list-style-type: none"> Ten commandments Worship Commitment 	Children to use ipads/any relevant books to research 1 of the Jewish ways they show commitment (list on ppt) in groups and create a 'fact poster' to present to class Children to stick a photocopy of poster into RE books	Activity sheet to support research

3 (jigsaw L3)	<u>Demonstrate an understanding of how Bar and Bat Mitzvah enables Jews to show their commitment to God</u> <ul style="list-style-type: none"> Understand how Jews show commitment to God Know what happens in a Bar and Bat Mitzvah 	<ul style="list-style-type: none"> Mitzvah Bar Mitzvah Bat Mitzvah Ceremony 	Children to discuss Mitzvah and discuss how it shows commitment to God No Book outcome	No activity sheets (discussion only)
4 (jigsaw L6)	<u>Justify why different people show commitment</u> <ul style="list-style-type: none"> understand how Jews show commitment understand ways in which different beliefs show commitment 	<ul style="list-style-type: none"> commitment promise effort responsibility 	Children to use the stem sentence 'I think people show commitment in different ways because...' In RE books Linking back to key ingredients in L1	

SPRING 2

Christianity: What is the best way for a Christian to show commitment to God? 9-12- Christianity- 9-10- Summer 2

#	WALT & success criteria	VOCABULARY	MAIN ACTIVITY / OUTCOME(s)	RESOURCES
1 (jigsaw L2)	<u>Evaluate which commandment shows the most commitment to God, from a Christian point of view</u> <ul style="list-style-type: none"> understand what commitment means know the 10 commandments decide and justify the most important 	<ul style="list-style-type: none"> commandments promises commitment 	Children to rank 10 commandments and write a sentence on why they believe that is the most important in RE books	Activity sheet

2 (Jigsaw L3)	<u>Explain how teachings enable a Christian to show commitment to God</u> <ul style="list-style-type: none"> know the 10 commandments understand that Christians follow teachings 	<ul style="list-style-type: none"> Trinity commandment 	Ensure qualities of a Christian are on a flipchart Children to have a different biography per group and highlight/discuss where it represents the qualities of a Christian (emphasis on 'Love their neighbour') In RE books children to make a list of qualities and how Christians show them.	Activity sheet per groups
3 (Jigsaw L4)	Demonstrate an understanding of what Christians do to show commitment to God <ul style="list-style-type: none"> know that Christians show commitment to God know what Christians celebrations there are 	<ul style="list-style-type: none"> communion Rites of passage confirmation 	Children to complete activity sheet in RE books after whole class discussion	Activity sheet per child
4 (Jigsaw L6)	Apply knowledge of how a Christian shows commitment to how everybody can show commitment in society <ul style="list-style-type: none"> understand how a Christian shows commitment understand that we can show commitment in different ways 	<ul style="list-style-type: none"> commitment 	Children to write and draw a picture in RE books of how they show commitment (relate to school values ect, not just religion)	

SUMMER

Humanism: How do inspirational people impact on how Humanists live today? 9-12- Humanism- Enquiry 1

#	WALT & success criteria	VOCABULARY	MAIN ACTIVITY / OUTCOME(s)	RESOURCES
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1 (Jigsaw L1)	<u>Demonstrate an understanding of a role model</u> <ul style="list-style-type: none"> know what a role model is justify what qualities make a role model 	<ul style="list-style-type: none"> impact inspiration role model 	Children to use activity sheet, but copy into their RE books , 3 top qualities of a role model and why	Activity sheet for children to use a model for their books
2 (L2 Jigsaw)	<u>Justify why Albert Einstein might inspire a Humanist and why</u> <ul style="list-style-type: none"> know who Albert Einstein is know that Humanist is an atheist (non-religious) view 	<ul style="list-style-type: none"> Atheist Golden Rule Humanism Physics 	Children to complete activity sheet on Albert Einstein in RE books BBC Bitesize Video on what is a Humanist to support Children can have ipads on Einstein rather than teacher telling them to find out what he did	Activity sheet per child ipads for research
3 (L3 Jigsaw)	<u>Justify why Alice Roberts might inspire a Humanist and why</u> <ul style="list-style-type: none"> Know who Alice Roberts is Know that humanist is an atheist organisation 	<ul style="list-style-type: none"> Anatomist Archaeology skeleton 	Children to complete activity sheet in RE books Children can use ipads to research Alice Roberts rather than teaching telling them	Activity sheet per child Ipads for research
4 (L6 Jigsaw)	<u>Reach informed conclusions to what qualities make a good role model for humanists</u> <ul style="list-style-type: none"> know what a role model is know what humanists are 	<ul style="list-style-type: none"> criteria difference inspirational 	Children to compare Roberts and Einstein against their own criteria for a role model in Lesson 1. Children to draw in the middle of RE books a person and label around them what qualities they may have if they were a humanist/	

Year 6

AUTUMN TERM

Is anything ever eternal? (Beliefs and meanings/Salvation) Christianity- 10-11 Spring 1- Enquiry is anything ever eternal

#	WALT & success criteria	VOCABULARY	MAIN ACTIVITY / OUTCOME(s)	RESOURCES
1 (L1 Jigsaw)	<p><u>Make reasoned judgments why some things will last forever and what that means</u></p> <p>Success steps:</p> <ul style="list-style-type: none"> • Understand what eternity means • Compare what lasts forever and what changes 	<ul style="list-style-type: none"> • Eternal • Eternity • forever 	<p>Children to sort cards and discuss what images will last forever/which will not. Leading to discussion on what they would like to last forever.</p> <p>(No outcome in Books)</p>	<ul style="list-style-type: none"> • Images and picture cards
2 (L2 Jigsaw)	<p><u>Apply knowledge of eternal love to understand how it is represented in the Bible</u></p> <p>Success steps:</p> <ul style="list-style-type: none"> • Understand what unconditional love means • Interpret Bible stories 	<ul style="list-style-type: none"> • Unconditional • Promise • Consubstantial 	<p>Children to be in groups of 5 with a Bible passage (each group has different) and discuss and present to class what it means and how God shows love to the world (linking back to eternal)</p> <p>Children to choose their favourite Bible passage to write into RE books and a sentence on how it shows God loves the world.</p>	<ul style="list-style-type: none"> • Bible passages (resource 2) printed X2 per passage
3 (L3 Jigsaw)	<p><u>Justify and explain what actions a Christian might take to obtain eternal life</u></p> <p>Success steps:</p> <ul style="list-style-type: none"> • Understand what eternal life means • Understand what a Christian needs to do for an eternal life 	<ul style="list-style-type: none"> • Agape • Covenant • Eternal life 	<p>Children to read parable of sheep and goat in groups of 3 and make a list in RE books of what actions Christians need to do for eternal life</p>	<p>Parable of the Sheep and Goats (X15 for pair work)</p>
4 (L4 Jigsaw)	<p><u>Demonstrate an understanding on eternal life and evaluate how this might motivate a Christian to do good</u></p>	<ul style="list-style-type: none"> • Conditional • Unconditional 	<p>Children to read through stories of Christian beliefs (choose the non-Christian speaker option!)</p> <p>Children to discuss and create whole class flipchart ideas on what motivates Christians.</p>	<p>Christian belief stories</p>

	<p>Success steps:</p> <ul style="list-style-type: none"> • Understand Christian beliefs on eternal life • Apply knowledge to evaluate what motivates them 		(No book outcome)	
<p>5</p> <p>(L6 Jigsaw)</p> <p>EXTRA IF TIME</p>	<p><u>Explain our own beliefs about what it means to lead a good life</u></p> <p>Success steps:</p> <ul style="list-style-type: none"> • Understand what loving my neighbour as myself means • Explain what love would look like in the world 	<ul style="list-style-type: none"> • Agape 	<p>Children to discuss what love my neighbour as myself means (passage from the Bible)</p> <p>Children to discuss and then draw/write what the world would look like if we all loved our neighbours as ourselves in RE books</p> <p>(For example, helping your family friends, being kind, smiling- linking to school values)</p>	No resources needed!

SPRING 1

How can Brahman be everywhere and in everything (Sanatani Beliefs) Sanatana Dharma (Hinduism) 9-12, SD- Enquiry 2

(Called Santana Dharma as a more tradition name for Hindusim)

	WALT	VOCABULARY	MAIN ACTIVITIES AND OUTCOME(S)	RESOURCES
1 (L2 Jigsaw)	<p><u>Demonstrate an understanding why Sanatanis believe Brahman takes on many forms</u></p> <p>Success steps:</p> <ul style="list-style-type: none"> Understand why Brahman takes many forms Explain what forms Braham takes 	<ul style="list-style-type: none"> Deity Attributes Tri-murti Brahman 	<p>Children to write on whiteboard their attributes and other personality names they create for these, share with class</p> <p>Children to draw what it looks like using creativity on whiteboard (not using first 2 activity sheets)</p> <p>Children to write what the Trimurti is in their RE book.</p> <p>Children to split page into 3 with Brahma, Vishnu and Shiva headings in RE book. Draw what the Trimurti might represent now. Eg wars, planet or something helping the world.</p>	No activity sheets needed (whiteboards or sheets)
2 (Jigsaw L3)	<p><u>Explain some Sanatani teachings about God</u></p> <p>Success steps:</p> <ul style="list-style-type: none"> Know who Brahman is Understand what essence means Understand how the soul is represented in Sanatani teachings 	<ul style="list-style-type: none"> Essence Atman Soul 	<p>Lemon and glass of water activity- only do if possible if not skip!</p> <p>Children to have activity sheet 1 each and read through script. Discuss what it means and then stick in RE books and complete writing activity underneath.</p>	Activity sheet 1
3 (L4 Jigsaw)	<p><u>Explain how Brahman can be everywhere and in everything through different deities</u></p> <p>Success steps:</p> <ul style="list-style-type: none"> Know who Braham is Understand why Sanatanis believe in many deities 	<ul style="list-style-type: none"> Brahman- Aum Deity 	<p>Children to have chopped up picture cards with their name at the top. In groups of 4 have the cards faced down, one child picks it up and describes using the card and own words and the other children need to draw it (scrap paper). Swap every few cards and reveal each time.</p> <p>IF TIME: End of lesson children to choose favourite God and draw, label and explain why it is unique in RE book.</p>	Activity cards, chopped up X10 Scrap paper for drawings
4 (L6 Jigsaw)	<p><u>Apply knowledge of Sanatani belief to explain why believes is important for the world</u></p> <p>Success steps:</p> <ul style="list-style-type: none"> Understand that Brahman is everywhere Know that Brahmans presence makes the world important 	<ul style="list-style-type: none"> Essence Atman Brahman 	<p>Children to recap prior learning of Braham and many deities. Hindu beliefs of the soul and why everything is important.</p> <p>Complete window activity sheet, drawing in what they think matters/does not and then explaining why in RE book</p>	Activity sheet per child

SPRING 2

Is Christianity still a strong religion over 2000 years after Jesus was on Earth? Christianity- 10-11 Spring 2- Is Christianity still a strong religion?

	WALT	VOCABULARY	MAIN ACTIVITY/OUTCOME	RESOURCES
1 (Ji L1)	<p><u>Explain and justify who has been an influence or aspiration in my life</u></p> <p>Success steps:</p> <ul style="list-style-type: none">• Understand what influence means• Justify why someone may be an influence or inspiration	<ul style="list-style-type: none">• Influence• Inspiration	<p>Children to look at famous quotes (activity sheet) and rank in a diamond of nine (most to least inspirational) which ones are inspiration for them.</p> <p>Children to discuss what inspiration means and write in RE books with a picture of who inspires/influences them and a sentence explaining why</p>	<p>Activity sheet X15 for children to cut and place in diamond order</p>

2 (Ji L2)	<u>Demonstrate an understanding on Christian celebrations and how they demonstrate beliefs</u> Success steps <ul style="list-style-type: none"> • understand what Christian celebrations happen • understand why Christians still celebrate 	<ul style="list-style-type: none"> • festival • legacy 	Children to use posit-it notes for Christian festivals. Children to research and create poster in pairs on a Christian festival and how it influences Christians now Photocopy poster so children can stick in RE books	Post-it notes Ipads for research and A4 paper for posters
3 (Ji L4)	<u>Explain how Christianity has impacted people in our country</u> Success steps: <ul style="list-style-type: none"> • know the ways in which Christianity impacts the country • use prior knowledge of festivals and charity organisations 	<ul style="list-style-type: none"> • impact • prejudice • respect • British values 	Teacher to make a flipchart of how Christianity influences (swearing on Bible, judgment punishment of killing, God save king, hymns ect) Children to write a letter to an alien explaining how Christianity influences life in their country. Children may include prior learning of charities and festivals RE BOOKS	
4 (Ji 5)	<u>Evaluate whether Christianity is still a strong religion today</u> <ul style="list-style-type: none"> • Understand the influences Christianity has had • Justify our arguments 	<ul style="list-style-type: none"> • Influence • legacy 	Children to be split in half, one side argues that Christianity is still strong the other argues there are other factors (non-Christians, traditions ect) give 20 mins for groups to create arguments and then teacher leads debate and final vote RE books , children to write which side they believe and why	Paper for children to write notes for debate

SUMMER

How is the Qur'an vital to Muslims today? 9-12- Islam- Enquiry 2- How is the Qur'an vital to Muslims today?

	WALT	VOCABULARY	MAIN ACTIVITIES/OUTCOME(S)	RESOURCES
1 (Jigsaw L2)	<p>Reach informed conclusions to why some events were important during the Night of Power</p> <p>Success steps:</p> <ul style="list-style-type: none">• Know what the Qur'an is• Understand why the Qur'an is important to Muslims• Read a passage from the Qur'an	<ul style="list-style-type: none">• Qur'an• Muhammad• Night of Power• Jibr'ail	<p>Children to work in pairs to read through and highlight Night of Power text.</p> <p>Children to discuss and answer questions as a class.</p> <p>(No book outcome)</p>	X15 Night of Power text

<p>2 (L3 Jigsaw)</p>	<p><u>Explain some actions a Muslim might take to show respect to the Qur'an</u></p> <p>Success steps:</p> <ul style="list-style-type: none"> • Know what the Qur'an is and why it is important • Understand how Muslims show respect to the Qur'an 	<ul style="list-style-type: none"> • Allah • Qur'an 	<p>Children to stick activity sheet into RE book . Write reasons for the treatment of the Qur'an.</p>	<p>Activity sheet chopped per child and teacher to have answers</p>
<p>3 (L4 Jigsaw)</p>	<p><u>Hypothesise through interpretation some sayings from the Qur'an</u></p> <p>Success steps:</p> <ul style="list-style-type: none"> • Understand what the Qur'an is about • Understand who reads the Qur'an • Interpret and use dictionaries to understand quotes 	<ul style="list-style-type: none"> • Interpret • Merciful • Compassionate 	<p>Children to work in groups to interpret using dictionaries and discussions what each quote means from the Qur'an Stick sheet into RE book and complete as they go</p>	<p>Dictionaries Activity sheet 1 (per child) Activity sheet 2 teacher answers</p>
<p>4 (L6 Jigsaw)</p>	<p><u>Explain how I would like something important to me be respected and treated</u></p> <p>Success steps:</p> <ul style="list-style-type: none"> • Understand why the Qur'an needs to be treated with respect • Apply knowledge to justify how a special object can be treated with respect 	<ul style="list-style-type: none"> • Special • Respect 	<p>Children to create a poster in RE books on their own special object, answering the questions on slide of how it should be treated. Children to refer back to how the Qur'an is treated and make links.</p> <p>Teacher to ensure links are made back to the Qur'an at the end.</p>	<p>No resources needed</p>