

Non - Statutory Guidance

Section 1

Curriculum Planning

Religious Education for the Foundation Stage

The Foundation Stage begins when a child is three and continues to the end of Reception Year. Religious Education is not a statutory requirement until children are in the Reception Year but it can provide stimulating and relevant learning experiences for all young children, as well as laying firm foundations for work in Key Stage 1.

During the Foundation Stage children begin to explore the world of religion in terms of special people, books, times, places and objects, and by visiting places of worship. Children listen to and talk about religious stories. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

Knowledge, skills and understanding

Learning about religion:

1. Pupils should have learning opportunities to:
 - a. Talk about aspects of some religious stories, including stories from the Bible, e.g. about Christmas and Easter.
 - b. Recognise simple religious beliefs or teachings, e.g. love your neighbour.
 - c. Identify simple features of religious life and practices in a family context, e.g. naming a baby or celebrating a festival.
 - d. Recognise some religious words, e.g. God (in a religious context), religion, pray.
 - e. Name the cross as a Christian symbol and recognise some other religious symbols or symbolic clothes, e.g. Jewish kippah.
 - f. Recognise some Christian religious artefacts, including some in cultural use, e.g. Christmas cards, Easter eggs.

Learning from religion:

2. Pupils should have learning opportunities to:
 - a. Recognise aspects of their own experiences and feelings in religious stories and celebrations.

- b. Recognise there are both similarities and differences between their own lives and those of other children.
- c. Identify what they find interesting or puzzling about religious events.
- d. Ask questions about puzzling things in religious stories.
- e. Say what matters or is of value to them and talk about how to care for and respect things that people value.
- f. Talk about what concerns them about different ways of behaving e.g. being kind and helpful, or being unfair.

Breadth of study

During the Foundation Stage pupils should be taught the **knowledge, skills and understanding** through the following:

i. Religions

- a. Introducing **Christianity** as the 'heritage religion' of the country and the one that most influences schools and community life
- b. Building on **religions represented among the pupils**, either different Christian denominations or world faiths, so the experiences and interests of children can be used as starting points for learning and teaching
- c. Sampling from **major world religions**, outside the children's experience, in order to extend their knowledge and understanding.

ii. Areas of study

No areas of study are specified for the Foundation stage although teachers may wish to develop their own, around for example, special people, special times, special places, special objects, and special stories.

iii. Experiences and opportunities

- a. handling a variety of religious materials and artefacts that can be accessed through sight, touch, sound and smell
- b. using imaginative play activities that promote understanding of religious traditions and language, including the use of artefacts from different religions, as appropriate
- c. encountering positive images of different religions through stories, music, art etc

- d. meeting visitors from local Christian and other religious communities who can share a child's view of growing up in a religion
- e. making visits to churches, and other places of worship where possible, to meet people, hear stories and look at artefacts
- f. gaining an understanding of being part of a larger community by taking part in school events and celebrations
- g. participating in moments of quiet reflection and stillness.

The following activities are provided as guidance for Nursery teachers to support RE and promote children's spiritual, moral, social and cultural (SMSC) development. Each area of learning has a range of activities to enable children to learn about and from religion and religions ie. the two aims of the agreed syllabus. The activities are transferable to other areas and teachers should use this guidance flexibly and creatively plan learning which meets their own children's needs. Examples can and should be drawn from more than one religion.

When teachers report on children's progress to parents they should include RE but no formal assessment is required in the Foundation Stage. Teachers might find it useful to refer to the 'Pre' (P) levels identified in Section 3 of the syllabus.

Good RE and SMSC in the Foundation Stage will:

- begin with children's own experiences and build on them
- develop children's self-esteem and confidence
- affirm all children's religious and cultural backgrounds
- develop respect and sensitivity towards others and their beliefs and traditions
- include opportunities for talking about right and wrong and the effects of words and actions on others
- provide a wide range of learning experiences, including visits and visitors
- give children opportunities for oral work and asking questions
- involve active learning and play
- use story, not just to read but to talk about and to explore feelings, thoughts, situations and responses
- use the creative and expressive arts to enable children to explore feelings, thoughts, ideas and concepts
- provide opportunities for silence and reflection

- be cross-curricular, with strong links to Personal, Social and Health Education (PSHE) and Citizenship.

Some activities to promote learning experiences in RE within the areas of learning of the Foundation Stage are suggested below. In the case of each of the four areas to which religious education has a particularly important contribution to make, an extended and more detailed example of an activity is given. This and indeed all the activities suggested are indicative only and are included to exemplify particular ways in which Religious Education-related activities contribute to the early learning goals.

A Personal, social and emotional development

RE related experiences and opportunities:

- children use some stories from religious traditions as a stimulus to reflect on their own feelings and experiences and explore them in various ways
- using a story as a stimulus, children reflect on the words and actions of characters and decide what they would have done in a similar situation. They learn about the story and its meanings through activity and play
- using role-play as a stimulus, children talk about some of the ways that people show love and concern for others and why this is important
- children think about issues of right and wrong and how humans help one another

Examples

- remember and celebrate events from their own experiences eg. birthdays, Christmas presents, Easter eggs, and explore the 'special times' of other children
- recognise family events eg. baptisms, weddings and funerals
- learn about children from a variety of religious and cultural backgrounds eg. Jewish Home, Divali, and develop their interest in and awareness of different religious beliefs
- have times of quietness and stillness to encourage reflection and raise awareness.
- reflect, use their imagination and curiosity to develop a sense of awe, wonder, mystery, joy, peace etc
- use religious artefacts and visual images to raise questions and develop empathy

- hear religious stories which have consequences related to actions eg. Jonah
- talk about their own emotions in relation to religious stories eg. I was frightened when (Jonah)
- talk about simple rules and values in religions, eg. 'love God and love your neighbour as yourself'
- learn from values in religious stories, eg. Noah - obedience, keeping promises; Lost Sheep - saying sorry and being forgiven; Rama and Sita - good and evil;

B Communication, language and literacy

RE related experiences and opportunities :

- children have opportunities to respond creatively, imaginatively and meaningfully to memorable experiences
- using religious education as a stimulus, children talk about the special events associated with a celebration
- through artefacts, stories and music, children learn about important religious celebrations

Examples

- listen and respond to stories, eg Bible stories, stories about religious teachers and leaders, orally and in words/simple sentences
- talk about and make up their own stories, questions, songs, rhymes and poems in relation to visits and visitors, religious texts, artefacts etc. eg. shape poems
- play with sounds, words, texts from religious stimulus, eg religious music or chanting
- learn key elements of a religious story and sequence it, eg. the Lost Sheep; Rama and Sita
- display common religious symbols and talk about them with children
- display a chart of key religious words eg. names of festivals, names of buildings for worship, beliefs and concepts such as love and forgiveness
- in circle time - talk about thoughts and feelings

C Mathematical development

Examples

- talk about, recognise and recreate simple patterns eg. mandala, mendhi, rangoli

- create mosaics from shapes as part of a display on Islam
- explore religious symbols, eg. cross, fish, stars and crescent moon, Star of David, Khanda
- look at story/picture books containing patterns, eg Jane Ray - 'Noah' and 'Creation'; Jataka stories; 'Circle of Days' - collage
- use shapes/jigsaws to create pictures or models of places of worship
- encourage reflection on the themes of order and pattern eg. in nature, the seasons etc
- talk with children about time, the passing of time and how we should use our time

D Knowledge and understanding of the world

RE related experiences and opportunities:

- children ask and answer questions about religion and culture, as they occur naturally within their everyday experiences
- children visit places of worship
- they listen to and respond to a wide range of religious and ethnic groups
- they handle artefacts with curiosity and respect
- having visited a local place of worship, children learn new words associated with it

Examples

- learn about religion in their own community, eg. visit the local church to role play an infant baptism or wedding; invite the minister, vicar or person from another faith tradition to share aspects of their faith and culture
- use senses and silence to explore the features, purpose and atmosphere of a place of worship
- experience festivals from the pattern of the Christian year eg. Christmas, Easter, Pentecost and Harvest
- use festivals from a variety of faiths to explore and experience the ways in which religions celebrate significant events and people, eg story, food, music, symbols, rituals, clothing etc, and help children to see connections, similarities and differences
- hear stories from religions about care of the natural world and spiritual responses to it, eg. Creation and our duty to care for the world, stories about endangered species
- experience festivals which celebrate creation and the natural world, eg saying thank you at Harvest, the changing year

- explore artefacts and other religious material through the senses, eg. touch artefacts, textures like cloth and stone; taste special foods; hear music, chants, bells; smell incense; see posters, pictures, places, videos, symbols
- set up an interactive table eg. shrine or display and encourage discussion
- explore variety and beauty in nature through visiting a local park or wood
- create a quiet area in the classroom and grounds for children to use

E Physical development

Examples

- talk with children about appropriate ways of moving and behaving in a religious building
- use visual images and the children's own experiences to explore symbolic religious actions eg. kneeling, praying with hands together
- use movement or dance and dressing up in response to a variety of religious music to develop body awareness, express feelings, re-tell stories
- reflect on the concept of well-being : physical, emotional and spiritual
- make and experience different sorts of foods eg. at festival times
- use materials to construct models of religious buildings or artefacts, and to respond imaginatively to stories eg making a junk model of Noah's Ark

F Creative development

RE related experiences and opportunities:

- using religious artefacts as a stimulus, children think about and express meanings associated with the artefact
- children share their own experiences and feelings and those of others and are supported in reflecting on them

Examples

- create displays with the children to show the connections between religion and colour, texture, shape and form
- give opportunities for children to express feelings, beliefs and responses eg. to stories and at festival times through a variety of media, including art, music, role play, drama and dance
- encourage expression of their sensual responses in a variety of ways to religious stimuli eg. paintings, artefacts, places

- encourage imagination by asking children to continue a story you begin with them
- create a 'home corner' for children's play that reflects religious or cultural traditions

Key Stage 1-3 Guidance

There are many ways to cover the Key Stages 1-3 requirements of the Kent Agreed Syllabus. Teachers may take a religion by religion approach or a thematic approach. Some may wish to build schemes of work around artefacts, or to utilise published schemes of work.

This guidance is not a statutory part of the Kent Agreed Syllabus. Its purpose is to help teachers provide a scheme of work suited to their own pupils and their school situation. This means ensuring that their schemes match Kent Agreed Syllabus requirements whether they are:

- writing a scheme of work from scratch
- adapting one already in use
- adopting a published scheme

There are a number of different models included as illustrations of possible approaches. Teachers should develop the statutory Programmes of Study, as outlined in the 'Kent Agreed Syllabus for Religious Education 2012', into schemes of work that meet the needs of individual schools. Schools need to ensure that all parts of the statutory requirements are fully covered, in order to meet the entitlement to Religious Education for all pupils.

Curriculum Models and exemplars

The following pages contain a number of suggestions and examples to illustrate how teachers could use the Programmes of Study, as outlined in the Kent Agreed Syllabus, to develop Schemes of Work for Religious Education in their own school.

It is not necessary to teach each religion or theme as a separate entity, as many schools are developing a curriculum that is based on a project or topic based approach. Care has been taken to ensure that the Programmes of Study are built around appropriate skills, learning processes and assessment activities that reflect the learning and developmental needs of children and young people at different ages and stages of growth. In section 3 of this 'Non-statutory guidance', the attainment levels have been rewritten in pupil friendly language, and linked to appropriate skills. The examples include suggestions for activities to assess both attainment targets.

Teachers are advised to ensure that the Programmes of Study are covered across appropriate key stages to ensure that there is progression of learning, and to avoid undue duplication and repetition. The Programmes of Study represent the statutory entitlement of all pupils for Religious Education within each key stage.

Blank planning matrices and grids for teachers to use for developing their own Schemes of Work and detailed units of study are provided on the following pages. They are to be adapted for individual use.

Planning for RE through project-based / integrated learning

Recommendations to ensure challenge, continuity and progression:

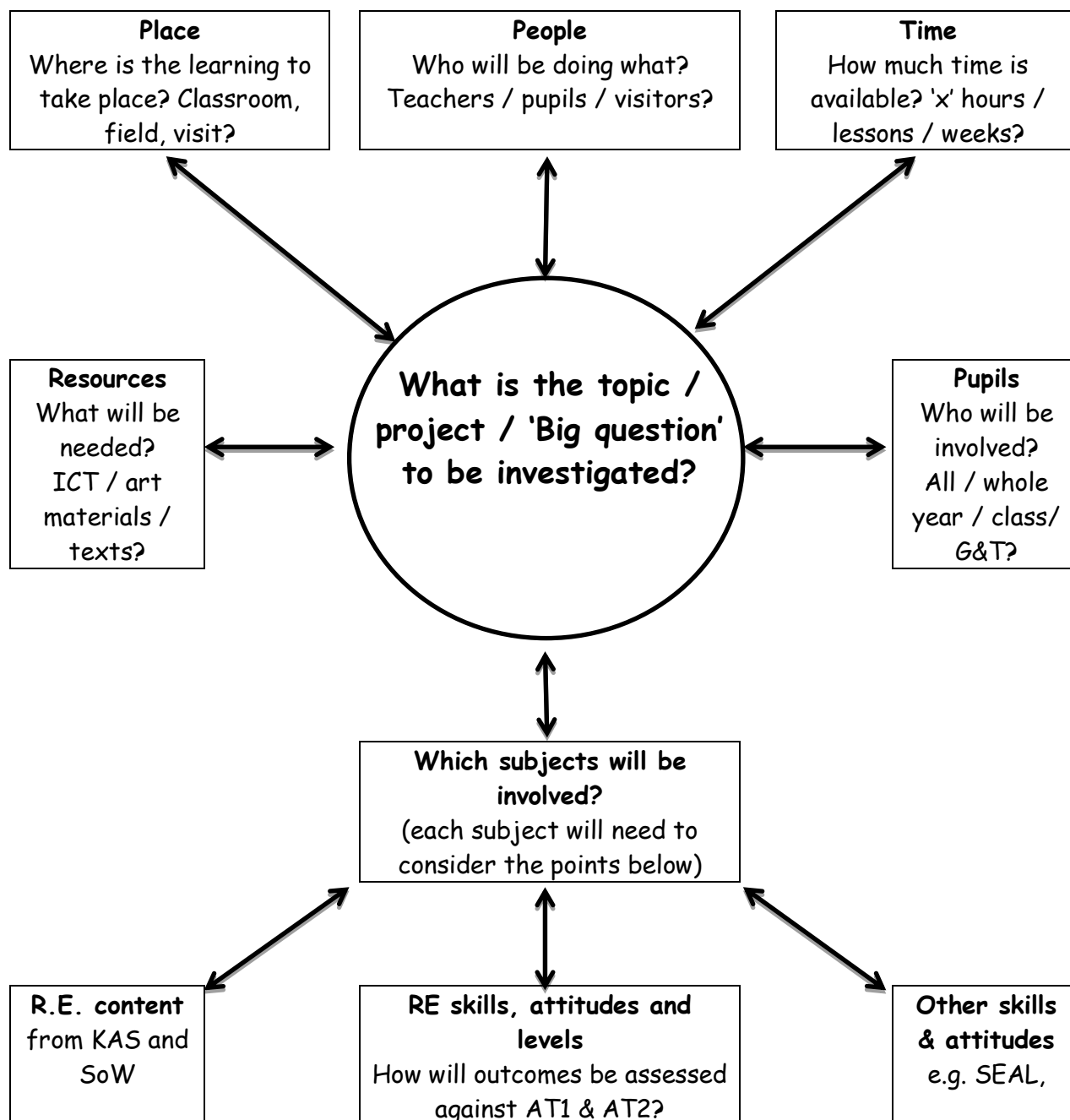
If a school decides to incorporate RE into project-based / integrated learning it needs to be able to ensure that the requirements of the Kent Agreed Syllabus are met - in terms of both content and concepts as well as through skill development.

The school needs to make sure that the time allocation for RE (approximately 5% time) and the amount of time studying Christianity and other religions reflect the expectations of the Kent Agreed Syllabus. Some aspects of the RE curriculum may need to be taught discretely in order to meet these requirements.

The school also needs to be sure that clear RE learning objectives/outcomes are planned for. These need to be at an appropriate level for those involved - to provide sufficient support and challenge. The statutory level descriptors can help teachers here. Appropriate tasks that enthuse and engage pupils in their learning need to be set in order to allow for the learning objectives/outcomes to be met.

The diagram below will assist schools in their planning:

Each of the questions in these issues will need to be carefully addressed to ensure that pupil entitlement, compliance with the requirements of the Kent Agreed Syllabus, and high quality provision and pupil experiences are enabled.



A model for a scheme of work for RE for Key Stage 1

Year 1

| Judaism | Judaism | Christianity | Christianity | Christianity | Hinduism |
|---|--|---|--|--|--|
| BELIEVING <ul style="list-style-type: none"> One God Creator God God's promise to Abraham (God's people/Promised Land) CELEBRATIONS <ul style="list-style-type: none"> Sukkot LEADERS AND TEACHERS <ul style="list-style-type: none"> Abraham, Moses, David STORY <ul style="list-style-type: none"> Abraham journeyed to the Promised Land. Moses in the bulrushes David and Goliath Esther | CELEBRATIONS <ul style="list-style-type: none"> Shabbat Hanukkah SYMBOLS <ul style="list-style-type: none"> mezuzah (Jewish home) candles hands on children's head in blessing bread and wine Havdalah symbols (Shabbat) Star of David Chanukiah BELONGING/MYSELF <ul style="list-style-type: none"> Jewish home Kashrut Shabbat Involvement of children in religious ceremonies Christianity CELEBRATIONS <ul style="list-style-type: none"> Christmas - Gifts and gift bringers | LEADERS AND TEACHERS <ul style="list-style-type: none"> Specialness of Jesus BELONGING AND MYSELF <ul style="list-style-type: none"> Jesus' family and Jewish upbringing STORY <ul style="list-style-type: none"> Stories about Jesus childhood baptism wedding at Cana man lowered through the roof | BELIEVING <ul style="list-style-type: none"> God as Creator, loving Father/parent STORY <ul style="list-style-type: none"> Specialness of the Bible Stories about Jesus eg Jesus stills a storm Zacchaeus feeding of 5000 Jesus heals a blind man 10 lepers Christianity CELEBRATIONS <ul style="list-style-type: none"> Easter <p>new life and changes</p> | CELEBRATIONS <ul style="list-style-type: none"> Sunday SYMBOLS <ul style="list-style-type: none"> special buildings ie churches symbols eg cross, candle, water BELONGING/MYSELF <ul style="list-style-type: none"> baptism marriage | BELONGING/MYSELF <ul style="list-style-type: none"> birth ceremonies a Hindu home and extended family including worship (puja) at home shrine. SYMBOLS <ul style="list-style-type: none"> symbolism of murtis Om |

A model for a scheme of work for RE for Key Stage 1

Year 2

| Hinduism | Hinduism | Hinduism | Christianity | Christianity | Christianity |
|--|---|--|---|--|--|
| BELIEVING Introducing Hinduism <ul style="list-style-type: none"> One God (Brahman) <ul style="list-style-type: none"> - different names and images, including Ganesh, Krishna, Rama, Lakshmi. Story of blind men and the elephant. | STORY <ul style="list-style-type: none"> Stories from Scriptures, eg how Ganesh got his elephant head and broken tusk. how Krishna was saved at birth other stories from the childhood of Krishna Christianity CELEBRATIONS <ul style="list-style-type: none"> Christmas <ul style="list-style-type: none"> - good news and news bringers | CELEBRATIONS <ul style="list-style-type: none"> Raksha Bandhan Holi Divali | CELEBRATION Saints' days eg <ul style="list-style-type: none"> St David St Patrick St Andrew St George Christianity CELEBRATIONS <ul style="list-style-type: none"> Easter <ul style="list-style-type: none"> - celebrations and symbols | STORY Stories Jesus told eg <ul style="list-style-type: none"> The Good Samaritan The Lost Coin The Prodigal Son The Great Feast | BELONGING AND MYSELF <ul style="list-style-type: none"> love and forgiveness church = one big family, community caring for others and the world around you |

Key Stage 1 = 12 terms

Core 1 = Christianity (6) Core 2 = Hinduism (4)

Core 3 = Judaism (2)

MODEL SCHEME OF WORK - CHRISTIANITY KS1 - STORIES ABOUT JESUS

| Key Skills & Processes | Learning Objectives | Key words/ concepts | Content | Activities including VAK | Assessment AT1/AT2 | Other considerations (including cross-curricular links) |
|------------------------|---|---|--|---|---|---|
| Express Empathise | AT1 Know that the Bible describes how Jesus was baptised, & that Christians continue to follow this example AT2 Explore the feeling that baptism marks a new beginning for the baptised person & whether pupils think that marking new beginnings is important | Jesus God baptism Bible new beginning | The baptism of Jesus (Mark 1 v 9-11) What happened when Jesus was baptised by John the Baptist? Why is baptism so important for Christians? How do you feel when you begin a club or activity or school for the first time? | Story sequencing What people might have said (speech bubbles) Class book of feelings associated with new beginnings | AT1 I can remember some stories and celebrations I have been taught (L1) I can give examples of ways different people show religion is important to them (L2) AT2 I can recognise & describe things that are special to me and other people (L1) I can describe the feelings I have about things that are important to me (L2) | Literacy Speaking & Listening PSHE |

MODEL SCHEME OF WORK - CHRISTIANITY KS1 - STORIES ABOUT JESUS

| Key Skills & Processes | Learning Objectives | Key words/ concepts | Content | Activities including VAK | Assessment AT1/AT2 | Other considerations (including cross-curricular links) |
|------------------------|--|---|--|--|---|--|
| Respond Evaluate | AT1 Know that the Bible describes how Jesus chose twelve special friends AT2 Explore the importance of friends in pupils' lives | Jesus disciples friends Bible faith | Calling of the Disciples (Mark 1 v 14-20) Who did Jesus choose to be his friends? Who are your special friends and why are they so important to you? | Drama - re-enacting the choosing of the 12 friends. Discussion about friends. Draw your partner, labelling with words describing their friendship qualities. | Assess according to observation of understanding of stories by listening to their comments; contributions to class book, and analysing of pictures. | Drama Speaking & Listening Art Literacy PSHE |

MODEL SCHEME OF WORK - CHRISTIANITY KS1 - STORIES ABOUT JESUS

| Key Skills & Processes | Learning Objectives | Key words/ concepts | Content | * Activities including VAK | Assessment AT1/AT2 | Other considerations (including cross-curricular links) |
|-----------------------------------|--|---|---|--|---|--|
| Interpret Empathise | AT1 Know that Christians believe that Jesus did special things because of his relationship with God. AT2 Discuss feelings at special occasions. | Jesus wedding miracle Bible special occasion | Wedding at Cana (John 2 v 1-12) What happened when Jesus went to the wedding? Why do you think Mary asked Jesus to help? How do you feel at special occasions? | Drama - Simple hot seating of the various characters. Retell the story in a story circle. Role play special occasions. | AT1 I can remember some of the stories and celebrations I have been taught (L1) AT2 I can recognise and describe things that are special to me and other people (L1) | Literacy Speaking & Listening PSHE Drama |
| Respond Empathise | AT1 Know that Christians believe that Jesus did special things because of his relationship with God AT2 Begin to develop empathy with those whose lives were changed and discuss changes in pupils' lives | Jesus friends healing miracle faith relationship | The Man Lowered Through the Roof (Mark 2 v 1-12) Why were the friends so eager to make sure that their special friend reached Jesus? How does it feel to be ill and what difference does it make when you are feeling better? | Drama focussing on characters' feelings. Video this and write a shared text using ICT. Discuss the friends' faith in action. | I can describe the feelings I have about things that are important to me (L2) Assess according to observation of drama participation, ideas in discussion and ability to retell story. | Literacy Drama ICT |

MODEL SCHEME OF WORK - CHRISTIANITY KS1 - STORIES ABOUT JESUS

| Key Skills & Processes | Learning Objectives | Key words/ concepts | Content | * Activities including VAK | Assessment AT1/AT2 | Other considerations (including cross-curricular links) |
|-----------------------------------|---|---|--|--|---|--|
| Express Evaluate | AT1 Know the events in the story of The Centurion's Servant. AT2 Begin to develop empathy with those whose lives were changed, and discuss changes in pupils' lives, | Jesus healing miracle Bible faith centurion servant Roman separation important | The Centurion's Servant (Luke 7 v 1-10) Why did the Roman centurion want to speak to Jesus? What is it like to be separated from someone who is important to you and what is it like when they come back? | Improvise what might have happened before and after the story, as well as the story itself. Talk about those who are important to the pupils and why. Make a display about these people. | AT1 I can remember some of the stories and celebrations I have been taught AT2 I can recognise and describe things that are special to me and other people (L1) I can describe the feelings I have about things that are important to me (L2) | Drama Speaking & Listening Art |
| Analyse Reflect | AT1 Describe what happened when Jesus stilled the storm. AT2 Discuss emotions in difficult situations. | Jesus miracle Bible | Jesus stills the storm (Matthew 8 v 23-27) What happened when Jesus and his friends went out in the boat? Have you ever been in a storm or in a stormy situation? What is important to you at times like this? | Re-enact the story using music and dance. Use masks to show disciples' changing emotions. Compare with own emotions. | Assess according to observation of drama participation, ideas in discussion and ability to retell story. | Drama Music PE Art |

* By the end of each unit of work, a balance of AT1 and AT2 activities should be selected and completed. Some of these activities should be planned so as to form an opportunity to formally assess pupils by observing drama, listening to discussion ideas, analysing pictorial recording and considering their ability to retell the story.

MODEL SCHEME OF WORK - HINDUISM KS1 - CELEBRATIONS

| Key skills & processes | Learning Objectives | Key words/ concepts | Content | * Activities including VAK | Assessment AT1/AT2 | Other considerations (including cross-curricular links) |
|------------------------|--|--|--|--|--|---|
| Respond Express | AT1 Retell the main events in the story of Rama & Sita. AT2 Talk about other good and evil characters they know in stories. | good & evil Divali Rama Sita Hanuman Ravana Lakshman | Story from the Ramayana about Rama & Sita & the defeat of Ravana | Drama using sounds (music) Masks Puppets Make a class story book | AT1 I can use some simple words correctly when talking about religion(L2) AT2 I can talk about the feelings I have about important symbols (L1) I can talk about the meaning of an important symbol like water, light or fire (L2) | Drama Music DT Art |
| Observe Reflect | AT1 Recognise and use some key words associated with Divali. AT2 Talk about the feelings which pupils have about important symbols & reflect on symbolic objects in their own lives | festival celebration celebrate light | Celebrations of Divali Look at a lighted Divali Lamp. How does light shining in a dark place make you feel? | A visitor to talk about Divali Videos Lamps Cards Reflect on light using lamps | During this Divali unit, assess the degree to which the above ATs have been achieved in small targeted groups, using oral questioning techniques. | Speaking and Listening DT Art |

* By the end of each unit of work, a balance of AT1 and AT2 activities should be selected and completed. Some of these activities should be planned so as to form an opportunity to formally assess pupils by observing drama, listening to discussion ideas, analysing pictorial recording and considering their ability to retell the story.

MODEL SCHEME OF WORK - HINDUISM KS1 - CELEBRATIONS

| Key skills & processes | Learning Objectives | Key words/ concepts | Content | * Activities including VAK | Assessment AT1/AT2 | Other considerations (including cross-curricular links) |
|------------------------|---|--|---|--|--|---|
| Analyse Interpret | AT1 Explain how Prahlada was rescued. AT2 Predict what might happen in a story. | good & evil Holi Prahlada Holika Vishnu | Story of Prahlada & his rescue from danger by Vishnu | Allow prediction when telling the story. Pictures from stories - different groups to focus on different parts of the story. Interview story characters. Draw own symbolic objects & explain their significance. | AT1 I can use some simple words correctly when talking about religion(L2) AT2 I can talk about the feelings I have about important symbols (L1) I can talk about the meaning of an important symbol like water, light or fire (L2) | Speaking and Listening Art Literacy |
| Question Empathise | AT1 Describe some Holi celebrations. AT2 Talk about celebrations when special food was made. | festival celebration right wrong coloured paint | Celebrations of Holi Have there been times when you could have chosen to do something bad instead of something good (like Prahlada)? | Visitors Videos Make food connected with festival, eg coconut ice. | During this Holi unit, assess the degree to which the above ATs have been achieved in small targeted groups, using oral questioning techniques; by listening to their interviews and studying their drawings. | Speaking and Listening DT |

* By the end of each unit of work, a balance of AT1 and AT2 activities should be selected and completed. Some of these activities should be planned so as to form an opportunity to formally assess pupils by observing drama, listening to discussion ideas, analysing pictorial recording and considering their ability to retell the story.

MODEL SCHEME OF WORK - HINDUISM KS1 - CELEBRATIONS

| Key skills & processes | Learning Objectives | Key words/ concepts | Content | * Activities including VAK | Assessment AT1/AT2 | Other considerations (including cross-curricular links) |
|------------------------|--|--|---|---|---|---|
| Apply Interpret | AT1 Listen carefully to a Hindu story. AT2 Talk about the feelings which pupils have about important symbols & reflect on symbolic objects in their own lives | good & evil Raksha Bandhan Bali Indra Sachi Vishnu | Story associated with Raksha Bandhan about Bali, Indra, Sachi & Vishnu | Retell story using story circle. Create a collage of the story. | AT1 I can use some simple words correctly when talking about religion(L2) AT2 I can talk about the feelings I have about important symbols (L1) I can talk about the meaning of an important symbol like water, light or fire (L2) | Literacy Speaking & Listening Art |
| Apply Interpret | AT1 Understand why Hindu children wear a bracelet. AT2 Discuss similar items that people wear and their meanings. | festival celebration brothers sisters care protection | Why do the children think it is important for brothers & sisters to look after each other? How does the bracelet act as a symbol of this? | Make "friendship" bracelets to include words which are important for family relationships. Role play scenarios involving brothers and sisters. | During this Raksha Bandhan unit, assess the degree to which the above ATs have been achieved in small targeted groups, using oral questioning techniques; by listening to their ideas in the story circle and studying their collage contributions. | DT Literacy Drama |

* By the end of each unit of work, a balance of AT1 and AT2 activities should be selected and completed. Some of these activities should be planned so as to form an opportunity to formally assess pupils through oral questioning; observation of role-play and analysing of written and pictorial recording.

A MODEL SCHEME OF WORK FOR RE AT KEY STAGE TWO

Year 3

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|--|---|
| CHRISTIANITY | CHRISTIANITY | ISLAM | ISLAM/CHRISTIANITY | JUDAISM | CHRISTIANITY |
| <p>JOURNEY OF LIFE</p> <ul style="list-style-type: none"> Why we mark special moments in life Naming ceremonies Baptism <p>INSPIRATIONAL PEOPLE</p> <ul style="list-style-type: none"> Jesus' baptism | <p>JOURNEY OF LIFE</p> <ul style="list-style-type: none"> Initiation ceremonies: confirmation <p>INSPIRATIONAL PEOPLE</p> <ul style="list-style-type: none"> Jesus' life: birth and childhood <p>SYMBOLS & RELIGIOUS EXPRESSION</p> <ul style="list-style-type: none"> Christmas (Advent) | <p>INSPIRATIONAL PEOPLE</p> <ul style="list-style-type: none"> Life of Muhammad - revelation <p>BELIEFS & QUESTIONS</p> <ul style="list-style-type: none"> Belief in One God (Allah) as Creator, Guide & Provider Belief in human nature and angels <p>WORSHIP</p> <ul style="list-style-type: none"> Prayer Mosques as centres for worship and teaching <p>SYMBOLS</p> <ul style="list-style-type: none"> Symbols - star and crescent | <p>JOURNEY OF LIFE</p> <ul style="list-style-type: none"> Ceremonies to mark stages in a person's life, eg. birth <p>RELIGION, FAMILY & COMMUNITY</p> <ul style="list-style-type: none"> Home, family & extended family life, eg. responsibilities & duties of parent & child Importance of honesty, greeting, visiting, respect to guests, hospitality, code of hygiene <p>BELIEFS IN ACTION</p> <ul style="list-style-type: none"> Importance of community <p>SYMBOLS & RELIGIOUS EXPRESSION</p> <ul style="list-style-type: none"> Easter: joy, sadness, joy | <p>BELIEFS & QUESTIONS</p> <ul style="list-style-type: none"> One God (monotheism) <p>JOURNEY OF LIFE</p> <ul style="list-style-type: none"> Brit Milah (circumcision) Bar/Bat Mitzvah <p>RELIGION & THE INDIVIDUAL</p> <ul style="list-style-type: none"> Aids to prayer - tefillin, tallith, prayer-book | <p>SYMBOLS & RELIGIOUS EXPRESSION</p> <ul style="list-style-type: none"> Ascension Pentecost <p>INSPIRATIONAL PEOPLE</p> <ul style="list-style-type: none"> Jesus the Teacher: parables <p>eg. Parable of Lost Son</p> <p>RELIGION, FAMILY & COMMUNITY</p> <ul style="list-style-type: none"> Marriage (promises) |

A MODEL SCHEME OF WORK FOR RE AT KEY STAGE TWO

Year 4

| 1 | 2 | 3 | 4 | 5 | 6 |
|--|--|---|---|---|---|
| Judaism / Christianity | Christianity | Christianity | Judaism / Christianity | Islam | Islam |
| <p>WORSHIP</p> <ul style="list-style-type: none"> • Rosh Hashanah • Yom Kippur <p>BELIEFS & QUESTIONS</p> <ul style="list-style-type: none"> • God: Creator, loving, just • God: Trinity, Father, Son and Holy Spirit. | <p>PILGRIMAGE</p> <ul style="list-style-type: none"> • Pilgrimage: • Life as a Journey • Canterbury • Rome • Lourdes • The Holy Land <p>RELIGIOUS EXPRESSION</p> <ul style="list-style-type: none"> • Festivals: • Christmas (Light) | <p>RELIGIOUS EXPRESSION</p> <ul style="list-style-type: none"> • Festivals: Epiphany • Lent: Shrove Tuesday • Ash Wednesday <p>INSPIRATIONAL PEOPLE</p> <ul style="list-style-type: none"> • Jesus' Temptations | <p>SYMBOLS & RELIGIOUS EXPRESSION</p> <ul style="list-style-type: none"> • Pesach and Seder Plate • Moses and Exodus from Egypt • Easter (Betrayal and Trust) | <p>TEACHINGS & AUTHORITY</p> <ul style="list-style-type: none"> • Traditions about Muhammad • Guidance from the Qur'an • Qur'an as the word of God, its study and treatment <p>WORSHIP</p> <ul style="list-style-type: none"> • 5 Pillars of Islam: • Shahadah (faith) • Salah (prayer) | <p>WORSHIP</p> <ul style="list-style-type: none"> • 5 Pillars of Islam: • zakah (almsgiving) • sawm (fasting in month of Ramadan) • Hajj (pilgrimage) • Status of Ka'bah <p>RELIGIOUS EXPRESSION</p> <ul style="list-style-type: none"> • Festivals: Id-ul-Fitr • Id-ul-Adha |

A MODEL SCHEME OF WORK FOR RE AT KEY STAGE TWO

Year 5

| 1 | 2 | 3 | 4 | 5 | 6 |
|--|---|--|---|---|---|
| Christianity | Christianity | Judaism | Judaism/ Christianity | Christianity | Islam |
| <p>WORSHIP & SACRED PLACES</p> <ul style="list-style-type: none"> Worship at church different styles of worship: Anglican <p>SYMBOLS & RELIGIOUS EXPRESSION</p> <ul style="list-style-type: none"> Eucharist <p>RELIGION & COMMUNITY</p> <ul style="list-style-type: none"> The local church and its work in the community | <p>WORSHIP & SACRED PLACES</p> <ul style="list-style-type: none"> Methodist <p>WORSHIP</p> <ul style="list-style-type: none"> Worship - at home <p>INSPIRATIONAL PEOPLE</p> <ul style="list-style-type: none"> Local Christians, eg. someone who works for local charities, Christian Aid, local hospice <p>BELIEFS IN ACTION</p> <ul style="list-style-type: none"> Improving our local environment Christmas (Journeys) | <p>WORSHIP & SACRED PLACES</p> <ul style="list-style-type: none"> Synagogue worship, including role of rabbi <p>RELIGION & THE INDIVIDUAL</p> <ul style="list-style-type: none"> Revise - aids to prayer - tefillin, tallith, prayer-book | <p>INSPIRATIONAL PEOPLE</p> <ul style="list-style-type: none"> Moses and the giving of the Law <p>TEACHINGS & AUTHORITY</p> <ul style="list-style-type: none"> Torah, especially the Shema and the 10 Commandments <p>SYMBOLS & RELIGIOUS EXPRESSION</p> <ul style="list-style-type: none"> Easter - Good & Evil | <p>JOURNEY OF LIFE AND DEATH</p> <ul style="list-style-type: none"> Handling loss/ change / grief Funerals and what people think about life after death | <p>RELIGION & THE INDIVIDUAL</p> <ul style="list-style-type: none"> Terms: Islam and Muslim <p>WORSHIP & SACRED PLACES</p> <ul style="list-style-type: none"> Worship in the mosque <p>(importance of Friday)</p> <p>RELIGION & THE INDIVIDUAL</p> <ul style="list-style-type: none"> Role of imam <p>JOURNEY OF LIFE AND DEATH</p> <ul style="list-style-type: none"> Death ceremonies |

A MODEL SCHEME OF WORK FOR RE AT KEY STAGE TWO

Year 6

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|--|---|---|---|--|
| Christianity | Christianity | Christianity | Christianity | Sikhism* | Sikhism* |
| TEACHINGS & AUTHORITY <ul style="list-style-type: none"> The Bible Old & New Testaments: different books and genres, eg. history, law, poems, proverbs, gospels, letters Different translations Mary Jones Source of beliefs and teachings for Christians Jesus the Teacher: Sermon on the Mount; Two Great Commandments | TEACHINGS & AUTHORITY <ul style="list-style-type: none"> Jesus the Teacher: Parables, eg. The Unforgiving Servant, The Good Samaritan, Workers in the Vineyard Parables of the Kingdom, eg. The Pearl of Great Price, The Treasure Field, The Mustard Seed SYMBOLS & RELIGIOUS EXPRESSION <ul style="list-style-type: none"> Christmas (accounts in Matthew & Luke) | TEACHINGS & AUTHORITY <ul style="list-style-type: none"> Jesus' friends and disciples Jesus' teaching about forgiveness Jesus as Healer: miracles of Blind Bartimaeus, Jairus' daughter, Healing of 10 Lepers Famous Christians (use ICT) eg. St. Francis, Mother Teresa Missionaries and famous Christian workers today | RELIGION, FAMILY & COMMUNITY <ul style="list-style-type: none"> Faith in action, i.e. Christian teachings encourage people to act in certain ways BELIEFS IN ACTION IN THE WORLD <ul style="list-style-type: none"> Church - worldwide community. Work of Christian charities, eg. Tear Fund, CAFOD, Christian Aid, SYMBOLS & RELIGIOUS EXPRESSION <ul style="list-style-type: none"> Easter (Who was Jesus?) | TEACHINGS & AUTHORITY <ul style="list-style-type: none"> Guru Nanak Guru Gobind Singh SYMBOLS & RELIGIOUS EXPRESSION <ul style="list-style-type: none"> 5 Ks The turban Nishan Sahib Ik Onkar Khanda WORSHIP & SACRED PLACES <ul style="list-style-type: none"> Gurdwara - worship / centre of community The role of the Guru Granth Sahib The Akhand Path | BELIEFS & QUESTIONS <ul style="list-style-type: none"> Beliefs about the nature of God: God as One God: Creator, Sustainer Mool Mantar WORSHIP & SACRED PLACES <ul style="list-style-type: none"> Granthi Prasad Golden Temple of Amritsar (use ICT) RELIGION & INDIVIDUAL <ul style="list-style-type: none"> Commitment - Khalsa Service - sewa RELIGION & COMMUNITY <ul style="list-style-type: none"> Marriage Equality |

Key Stage 2 = 24 terms Core 1 = Christianity (12) Core 2 = Judaism (5) Core 3 = Islam (5) Subsidiary * = Sikhism (2)

* SACRE recommends that this Subsidiary religion is the transition between Key Stage 2 & 3

MODEL SCHEME OF WORK - CHRISTIANITY KS2 - THE PARABLES OF JESUS THE TEACHER (1)

| Key skills & processes | Learning Objectives | Key words/ concepts | Content | * Activities including VAK | Assessment AT1/AT2 | Other considerations (including cross-curricular links) |
|-----------------------------------|--|---|---|---|---|---|
| Question Apply | AT1 Know that Christians believe that Jesus was an inspirational teacher. Know that Jesus told parables to convey his message. AT2 Reflect on the importance of learning in ways which help us to discuss different ideas | parable story with a meaning message teacher God Jesus | What makes a good teacher? Why did Jesus use parables to teach his followers? eg the parable of the Lost Coin/Lost Sheep (Luke 15 v 1-10) What have you learned from discussing these parables? | Write a version of the story for younger children clearly explaining the meaning possibly using ICT to create a big book. Write a contemporary version of the story expressing what you would value so much that you would not rest until you found it | During this unit on parables, assess according to their ability to think of a contemporary valuable object. | Literacy ICT Are pupils going to share parables with younger pupils in school - where/when? |
| Analyse Empathise | AT1 Retell the parable of the Unforgiving Servant. AT2 Reflect on the concepts of injustice and forgiveness. Consider whether they have been treated unjustly. | parable injustice forgiveness | The parable of the Unforgiving Servant (Matthew 18 v 21-35) What might the parable mean? How easy is it to forgive someone who has treated you unjustly? | "Interview" the various characters. Role play everyday situations where injustice may occur. Act as an agony aunt to "unjust" scenarios | During this unit on parables, assess according to their ability to explain clearly. | Literacy Drama PSHE |

MODEL SCHEME OF WORK - CHRISTIANITY KS2 - THE PARABLES OF JESUS THE TEACHER (2)

| Key skills & processes | Learning Objectives | Key words/ concepts | Content | * Activities including VAK | Assessment AT1/AT2 | Other considerations (including cross-curricular links) |
|------------------------|--|---------------------------|---|--|---|---|
| Interpret Evaluate | AT1 Explain at least one parable which Jesus told about the Kingdom of God. AT2 Reflect on the values contained in Jesus' teaching in some of the parables and upon the value of these in pupils' own lives | parable Kingdom of God | The parable of the Pearl of Great Price (Matthew 13 v 45-46) The parable of the Treasure Field (Matthew 13 v 44) The parable of the Mustard Seed (Matthew 13 v 31-32) What might the parables mean? What are the important features of God's kingdom according to these three parables? Can people help to extend the Kingdom of God? | Story swapping between groups given different parables. Collage/poster work to express ideas about the Kingdom of God Write a short personal response to the "Kingdom" parables. | AT1 I can describe some of the beliefs and teachings of Christianity (L3) AT2 I can discuss my own and other people's ideas about things which we value (L3) | Literacy Art |

MODEL SCHEME OF WORK - CHRISTIANITY KS2 - THE PARABLES OF JESUS THE TEACHER (3)

| Key skills & processes | Learning Objectives | Key words/ concepts | Content | * Activities including VAK | Assessment AT1/AT2 | Other considerations (including cross-curricular links) |
|------------------------|---|---|--|--|---|---|
| Question Apply | AT1 Retell the parable of the Workers in the Vineyard to someone else. AT2 Reflect on the values of fairness, honesty & generosity. Think of similar situations today. | parable fairness honesty generosity justice equality | The parable of the Workers in the Vineyard (Matthew 20 v 1-16) What might the parable mean? What does this parable say to pupils about fairness, honesty & generosity? | Drama/Role play with focus on workers' responses. Petition explaining why the owner is not being fair. Describe the owner's response. Reflect on personal situations where similar responses have been experienced by pupils. | AT1 I can explain some of the ways in which Christianity can influence a person's life (L4) AT2 I can discuss my own and other people's ideas about things which we value (L3) | Literacy Drama PSHE |

MODEL SCHEME OF WORK - CHRISTIANITY KS2 - THE PARABLES OF JESUS THE TEACHER (4)

| Key skills & processes | Learning Objectives | Key words/ concepts | Content | * Activities including VAK | Assessment AT1/AT2 | Other considerations (including cross-curricular links) |
|------------------------|--|---|--|--|--|---|
| Apply Empathise | AT1 Know the meaning of the Parable of the Sower. AT2 Explain why being a good listener is important. | parable Word of God a good listener personal quality | The Parable of the Sower (Luke 8 v 4-15) What might the parable mean? Are you a good listener? Is this an important personal quality or characteristic in a friend? | Prepare a drama for worship/assembly. Write poems based on the parable or on the idea of listening. Work in groups to write a contemporary version of the parable. | Assess according to their ideas for drama or the content of their poem or contemporary parable. | Literacy Drama PSHE Worship/ assembly |
| Analyse Reflect | AT1 Retell the parable of the Prodigal Son. AT2 Reflect on similarities with relationships within pupils' families. | parable repentance forgiveness relationship | The parable of the Prodigal Son(Luke 15 v 11-32) What might the parable mean? What important lessons about relationships can you learn from this parable? | Group work discussion about relationships eg. father/younger son or father/elder son or two brothers. Hot seat the characters. | Overall assessment of unit by mind mapping about parables, focussing on what parables say about God and to the pupils. | Speaking and Listening Literacy Drama PSHE |

* By the end of each unit of work, a balance of AT1 and AT2 activities should be selected and completed. Some of these activities should be planned so as to form an opportunity to formally assess pupils through oral questioning; observation of role-play and analysing of written and pictorial recording.

MODEL SCHEME OF WORK - ISLAM KS2 - MUHAMMAD, QUR'AN, PRAYER (Year 4) (1)

| Key skills & processes | Learning Objectives | Key words/ concepts | Content | * Activities including VAK | Assessment AT1/AT2 | Other considerations (including cross-curricular links) |
|------------------------|--|---|---|--|---|---|
| Question Reflect | AT1 Understand why Muslims call Muhammad the Messenger of God. AT2 Compare their own experience of quietness for reflection, with those of religious people such as Muhammad. | Arabia Messenger Islam Muslim submission revelation p.b.u.h. = 'peace be upon him' The Night of Power reflection a life-changing experience. | Traditions about Muhammad Can you find Arabia on a map? Read story of "The Night of Power". Discuss ideas of a messenger and revelation. | Discussion about life changing experiences. Reflect why many people feel the need for a place and time of quiet, then allow pupils time to reflect, looking at mountain poster or a candle. Describe Muhammad's experiences on the mountain. Less able - order a set of pictures showing the life of Muhammad. With help, write short captions. | AT1 I can describe some of the ways in which people show that religion is important eg. when I described why the revelations of Muhammad were so important to him and to Muslims today (L3) AT2 I can describe how special times, places or experiences are important or sacred to some people eg. when I was asked to describe why Muhammad needed time to reflect (L3) | Geography SMSC Literacy Art. It should be explained to children why they should not attempt to draw Muhammad. |

* By the end of each unit of work, a balance of AT1 and AT2 activities should be selected and completed. Some of these activities should be planned so as to form an opportunity to formally assess pupils through oral questioning; observation of role-play and analysing of written and pictorial recording.

MODEL SCHEME OF WORK - ISLAM KS2 - MUHAMMAD, QUR'AN, PRAYER (Year 4) (2)

| Key skills & processes | Learning Objectives | Key words/ concepts | Content | * Activities including VAK | Assessment AT1/AT2 | Other considerations (including cross-curricular links) |
|-----------------------------------|--|---|---|--|--|--|
| Analyse Empathise | AT1 Understand that the Qur'an is fundamental to Muslims because it is the 'word of God', and thus it is treated with great respect. AT2 Discuss own special books. | Qur'an Arabic Allah revelation word of God respect | Qur'an as the word of God, its study & treatment. After washing hands, show a Qur'an, then place it on a stand. Look at examples of illuminated sections of the Qur'an. | Video clip showing the respect shown to the Qur'an. Write something very neatly that you would like to remember, and give it an illuminated border. Learn part of a beautiful poem by heart. Compare this with Muslims learning the Qur'an by heart. | AT1 I am beginning to explain simply some of the links between different features of a religion eg. when I compared Muslim children learning Arabic with Jewish children learning Hebrew. (L3) AT2 I can discuss my own and other people's ideas about things which we value eg. when I chose something to write out beautifully (L3) | Design Technology Art Literacy It should be explained to children why Muslims keep the Qur'an covered and higher than any other book, and why hands must be washed before touching it. |

* By the end of each unit of work, a balance of AT1 and AT2 activities should be selected and completed. Some of these activities should be planned so as to form an opportunity to formally assess pupils through oral questioning; observation of role-play and analysing of written and pictorial recording.

MODEL SCHEME OF WORK - ISLAM KS2 - MUHAMMAD, QUR'AN, PRAYER (Year 4) (3)

| Key skills & processes | Learning Objectives | Key words/ concepts | Content | * Activities including VAK | Assessment AT1/AT2 | Other considerations (including cross-curricular links) |
|------------------------|--|---|---|--|---|---|
| Analyse Reflect | AT1 Recognize that Muslim beliefs and practices are rooted in the Qur'an. AT2 Discuss their own responsibilities. | Qur'an Arabic Allah responsibility beliefs actions role model | Guidance from the Qur'an Discuss concept of responsibility → Muhammad's responsibility as God's Messenger. Read some stories and sayings of Muhammad. | Reflect on what responsible role they might like to be chosen for. Who are their role models? Share ideas with a partner. Discuss in a group how Muhammad lived his life, and reflect on what they can learn from The Hadith stories. | AT1 I can describe some of the ways in which people show that religion is important eg. when I describe why the Qur'an is important to Muslims in their daily lives (L3) AT2 I can discuss my own and other people's ideas about things which we value eg. when I thought about what Muhammad found important (L3) | Citizenship Discuss how beliefs affect actions. |

* By the end of each unit of work, a balance of AT1 and AT2 activities should be selected and completed. Some of these activities should be planned so as to form an opportunity to formally assess pupils through oral questioning; observation of role-play and analysing of written and pictorial recording.

MODEL SCHEME OF WORK - ISLAM KS2 - MUHAMMAD, QUR'AN, PRAYER (Year 4) (4)

| Key skills & processes | Learning Objectives | Key words/ concepts | Content | * Activities including VAK | Assessment AT1/AT2 | Other considerations (including cross-curricular links) |
|------------------------|---|--|--|--|---|---|
| Analyse Empathise | AT1 Learn about the 5 Pillars of Faith. AT2 Share their own ideas for the most important belief in their life. | belief prayer statement of faith Shahadah Salah submission to the will of Allah | 5 Pillars of Islam: Shahadah (faith) Salah (prayer) Part 1 Discuss the idea that just as pillars support a building, so the 5 Pillars help Muslims to be aware of Allah in all they do. Write brief notes about Shahadah & Salah in pillar outlines. | Discuss together the purpose of a statement of faith. Discuss in groups reasons for having rules, then as a class consider how the Qur'an contains rules for living, such as instructions for prayer. | AT1 I can describe some of the beliefs and teachings of a religion I have studied eg. when I describe how Muslims think about God (L3) AT2 I can recognise religious questions and talk about different people's ideas about these questions eg when I discussed the different ideas our class had about God (L3) | Art Citizenship |

* By the end of each unit of work, a balance of AT1 and AT2 activities should be selected and completed. Some of these activities should be planned so as to form an opportunity to formally assess pupils through oral questioning; observation of role-play and analysing of written and pictorial recording.

MODEL SCHEME OF WORK - ISLAM KS2 - MUHAMMAD, QUR'AN, PRAYER (Year 4) (5)

| Key skills & processes | Learning Objectives | Key words/ concepts | Content | * Activities including VAK | Assessment AT1/AT2 | Other considerations (including cross-curricular links) |
|------------------------|--|--|---|---|--|---|
| Interpret Apply | AT1 Learn how Muslims prepare their minds and bodies for prayer. AT2 Discuss routines in their day. | prayer mat outward sign of cleanliness inner preparation ritual washing wudu direction of Makkah the Ka'aba | Salah (prayer) (2) Use posters, books, short extracts of videos/DVDs, ICT website resources to show the ritual washing before prayer and the prayer positions. Show a prayer mat. | Design and colour a prayer mat. Record what has been learnt about prayer through writing, captions and drawings. | AT1 I can define some of the key words we use when I study religion eg prayer and worship (L3) AT2 I can describe what the word 'symbol' means eg. when I explained how Muslim ritual washing is symbolic of inner preparation (L3) | |

* By the end of each unit of work, a balance of AT1 and AT2 activities should be selected and completed. Some of these activities should be planned so as to form an opportunity to formally assess pupils through oral questioning; observation of participation in discussions and analysing of written and pictorial recording.

MODEL SCHEME OF WORK - JUDAISM KS2 - PRAYER AND BAR/BAT MITZVAH (1)

| Key skills & processes | Learning Objectives | Key words/ concepts | Content | Activities including VAK | Assessment AT1/AT2 | Other considerations (including cross-curricular links) |
|-----------------------------------|---|--------------------------------|---|---|--|--|
| Analyse Apply | AT1 Understand that Jews believe that prayer is a means of communication between people and God, and that Jews have three daily prayer times. AT2 Reflect on the importance of special experiences including times of prayer in pupils' own lives. | prayer God communication | Prayer Discuss the need that some people feel to pray , what they pray for and how this helps in their understanding of God. The three times for Jews to pray are:- Morning - because Abraham prayed early to meet with God before the business of the day. Afternoon - Isaac stopped his business to pray. Evening - Jacob stopped to thank God in the evening. | Discuss ways of communicating and how useful these might be. Talk about prayers which pupils might know/know about, & how helpful these are. Mind mapping activity on - Communication - Prayer - Routine to include pupils' own ideas about the importance of prayer/reflection | During this unit about prayer, assess according to their ability to discuss, remember and apply. | Speaking & Listening Literacy PSHE |

MODEL SCHEME OF WORK - JUDAISM KS2 - PRAYER AND BAR/BAT MITZVAH (2)

| Key skills & processes | Learning Objectives | Key words/ concepts | Content | Activities including VAK | Assessment AT1/AT2 | Other considerations (including cross-curricular links) |
|-----------------------------------|---|---|---|--|--|--|
| Research Reflect | AT1 Know some of the prayers which are prayed by Jewish people. AT2 Reflect on the meaning of total commitment (Shema) and thankfulness (Amidah) in their own lives. | prayer Siddur Shema Amidah total commitment thankfulness | Jewish prayers Explain:- Siddur - Jewish prayer book in Hebrew. Can be translated into language of people using it. Shema - Deuteronomy 6 v 4-9 Amidah - "Blessed are you O Lord our God Lord of the universe" | Discuss Shema and expectations on Jewish people. Decide when "blessings" might be used - focus on giving thanks. Group art work on total commitment and/or giving thanks within pupils' lives - possibly using ICT | AT1 I can describe some of the ways in which people show religion is important (L3) I can explain some of the ways in which religion can influence a person's life (L4) AT2 I can describe different ways in which people reflect - at special times or in special places (L3) I can explain why many people think it is important to reflect and how they use different things to help them (L4) | Speaking & Listening Art ICT |

MODEL SCHEME OF WORK - JUDAISM KS2 - PRAYER AND BAR/BAT MITZVAH (3)

| Key skills & processes | Learning Objectives | Key words/ concepts | Content | Activities including VAK | Assessment AT1/AT2 | Other considerations (including cross-curricular links) |
|------------------------|---|---|--|--|---|---|
| Question Interpret | <p>AT1 Know about the special artefacts worn by Jewish men when they pray, and the significance of these objects.</p> <p>AT2 Explain the importance for a Jewish man of using the kippah, tallit and tefillin as an aid to prayer and reflection, and explore the use of such objects in pupils' lives.</p> | <p>kippah tallit tefillin prayer artefacts Torah Shema sacred</p> | <p>Prayer aids:- Kippah - Jewish men must cover their heads when they pray, usually with a kippah, as a sign of respect in God's presence. Tallit - given at Bar Mitzvah - four cornered shawl with an eight stringed tassel at each corner. 613 threads = fringe. The Torah says this must be worn. Tefillin - two black leather boxes, one worn on the upper left arm by the heart, the other on the forehead - containing God's word and worn next to the head and heart.</p> | <p>In discussion, focus on:- Kind thoughts Kind feelings Kind actions How can one lead to the next - as in the case of tefillin? Design a small box/container into which to put own words about thoughts/ feelings/ actions.</p> | <p>During this unit about Jewish artefacts and special ceremonies, assess according to their ability to discuss, remember key words, put ideas into a design, prayer or poem and apply ideas learnt to their own experiences.</p> | <p>Speaking & Listening</p> <p>DT</p> <p>Art</p> |

MODEL SCHEME OF WORK - JUDAISM KS2 - PRAYER AND BAR/BAT MITZVAH (4)

| Key skills & processes | Learning Objectives | Key words/ concepts | Content | Activities including VAK | Assessment AT1/AT2 | Other considerations (including cross-curricular links) |
|------------------------|--|---|---|---|--|---|
| Research Reflect | AT1 As for previous lesson. AT2 As for previous lesson. | kippah tallit tefillin prayer artefacts Torah Shema | Identity Recap on:- kippah / tallit / tefillin. Explore ideas of how what is worn can define a person's identity. Discuss the significance of special or sacred objects in pupils' lives. | When discussing the kippah and tallit, focus on issues of identity, respect and remembering. Use ICT to illustrate these ideas within pupils' own experience. Write a poem/reflection/prayer which expresses these ideas. | AT1 I can explain the meaning of a range of terms used when studying religion (L4) AT2 I can explain how many people think it is important to reflect and how they use different things to help them (L4) | Speaking & Listening ICT Literacy |

MODEL SCHEME OF WORK - JUDAISM KS2 - PRAYER AND BAR/BAT MITZVAH (5)

| Key skills & processes | Learning Objectives | Key words/ concepts | Content | Activities including VAK | Assessment AT1/AT2 | Other considerations (including cross-curricular links) |
|-----------------------------------|--|--|---|---|---|--|
| Interpret Analyse | AT1 Know what happens at a Bar/Bat Mitzvah and what it means for those involved. AT2 Describe how a Bar/Bat Mitzvah is important and sacred to a Jewish young person, and reflect upon similar initiation occasions in own lives. | Bar Mitzvah Bat Mitzvah synagogue Shabbat Hebrew blessing bimah Torah tallit tefillin kippah Orthodox Reform | Discuss the significance of special times/places/rituals in pupil's lives - especially "coming of age". When is this? What might happen? Explain what happens at a Bar/Bat Mitzvah and its significance for a Jewish boy/girl. | Use videos/ICT to watch a ceremony Interview or hot seat a Jewish boy /girl about Bar/Bat Mitzvah Write an account of the obligations brought by Bar Mitzvah plus those brought by "coming of age" for pupils | AT1 I can explain some of the ways in which religion can influence a person's life (L4) I can describe simple ceremonies and differences within a religion (L4) AT2 I can explain why different people think some things are special or sacred (L4) | Speaking & Listening Literacy PSHE |

* By the end of each unit of work, a balance of AT1 and AT2 activities should be selected and completed. Some of these activities should be planned so as to form an opportunity to formally assess pupils through oral questioning; observation of discussion comments and analysing of written and pictorial recording

MODEL 'A' SCHEME OF WORK FOR RE AT KEY STAGE THREE

(In this model either Islam, Judaism or Hinduism is revisited each year, not all three)

| | 1 Autumn | 2 | 3 Spring | 4 | 5 Summer | 6 |
|------------------|--|---|---|---|---|--|
| Year 7 AT 4-6 | Sikhism (1) <ul style="list-style-type: none"> • God as one - the nature of God. (Niguna) • The life of Guru Nanak. • Nanaks' religious experience and its significance. • The role of the Gurdwara. e.g. design, decoration, features. | Christianity (1) <ul style="list-style-type: none"> • God - The Trinity • Existence/believing in God. • Different denominations. • Church leaders • Synods and Councils | Islam (1) <ul style="list-style-type: none"> • Allah - attributes. • God as one, • Creator, Guide, Provider. • Muhammad as the final prophet. • Qur'an as a source of authority. | Buddhism (1) <ul style="list-style-type: none"> • Belief in no God. • The life of Siddhartha Guatama. • Enlightenment • 4 Noble truths • 8 Fold Path • Relevance of meditation. e.g. stillness and reflection. | Christianity (2) <ul style="list-style-type: none"> • Bible - use and influence of the Bible today. • Interpretations of the Bible. • The Church as a source of authority • Church Architecture and Design. • Styles of Church worship. | Christianity (3) <ul style="list-style-type: none"> • Prayer, retreats. • Communities. • Denominational differences in celebrating festivals, e.g. Easter, Rites of Passage. |
| | | | Hinduism (1) <ul style="list-style-type: none"> • God in diverse forms. e.g. Brahman, Trimurti, Avatars of Vishnu. • Worship in the Mandir. • Puja, Arti. • Gandhi - an influential person | | | |
| | | | Judaism (1) <ul style="list-style-type: none"> • Monotheism • The Torah • The Covenant and Chosen People | | | |

MODEL 'A' SCHEME OF WORK FOR RE AT KEY STAGE THREE

| | 1 Autumn | 2 | 3 Spring | 4 | 5 Summer | 6 |
|----------------------------------|--|---|--|--|---|--|
| Year 8 AT 5 - 7 | Islam (2) <ul style="list-style-type: none"> • Expressions of spirituality • Prayer • Recap Pillars of Islam • The Mosque and its importance. • The Arts, Poetry, Architecture, Calligraphy, Music. • Islam in Britain. | Sikhism (2) <ul style="list-style-type: none"> • The Mool Mantar • The Guru Granth Sahib. • Kurahit and Prohibitions. • Festivals, e.g. Baisakhi. Holi, Hola Mohalia • Principles of Honest Work, e.g. Kirit Karna. Generosity. • Vand Chakraa, Daswandh | Christianity (4) <ul style="list-style-type: none"> • Life & teachings of Jesus. • Overview of Christmas • Miracles & Parables • Relevance for Christians today • Jesus as a historical figure • Last week of Jesus' life. • The Bible and synoptic issues | Christianity (5) <ul style="list-style-type: none"> • Inspirational Christians, e.g. Mother Teresa, Martin Luther King, Oscar Romero. • Protesting and speaking out. • Injustice in Society. | Buddhism (2) <ul style="list-style-type: none"> • 5 Precepts as a way of life • Moral attitudes • Tipitaka and Dhammapada • Spirituality and Symbolism. • Lotus • Decoration & design • Pogoda • Thai style temple • Wheel of Life. • 3 Marks of Existence | Christianity (5) <ul style="list-style-type: none"> • How do we make ethical decisions? • What influences us? • Conscience as a source of authority • Who am I? Meaning and purpose in life. • Good and Evil. • Origins of free will and suffering. |
| | Hinduism (2) <ul style="list-style-type: none"> • 4 Stages of Life. • Reincarnation, • Atman, • Samsara, • Karma, Moksha. • Way of Dharma • Caste system | | | | | |
| | Judaism (2) <ul style="list-style-type: none"> • Shabbat • Festival-Pesach • The Synagogue • Prayer • The different forms of Judaism | | | | | |

MODEL 'A' SCHEME OF WORK FOR RE AT KEY STAGE THREE

| | 1 Autumn | 2 | 3 Spring | 4 | 5 Summer | 6 |
|-----------------------------------|--|--|---|--|---|---|
| Year 9 AT 6 - EP | Christianity (7) Moral choices • Crime. • Social injustice • Inequality. • Racism. • Sexism. • Marriage • Abortion • Euthanasia. • Wealth and Poverty. • War. • Animal Rights. • Family life | Islam (2) • Obedience to Allah. • Judgement Day, Life after death (akhira) • Courtship. • Marriage. Home & Family life. • Food rules. • Rights and roles of women. • Issues of service and sacrifice. • Jihad • The Environment. | Sikhism (2) Moral code Rights & responsibilities Global issues • Sewa - Langar. • Marriage & family life • Relationships • Abortion • Political and Social Action. | Buddhism (3) • Worship. • Festivals, i.e. Dhamma Day. • Respect for life • Moral choices: - Animal Rights. - Marriage & family life - Global issues - War and Peace | Interfaith Unit (For details please see pages 70-71) | |
| | | Hinduism (3) • Arranged marriages. • Vegetarianism. • Caste System. • Women's Rights | | | | |
| | | Judaism (3) • How Jews make ethical decisions and what influences them • Marriage • Bat/Bar mitzvah • War and Peace • Shoah and Zionism | | | | |
| | | | | | | |

A THEMATIC APPROACH TO PLANNING KEY STAGE 3

| | 1 Autumn | 2 | 3 Spring | 4 | 5 Summer | 6 |
|-------------------|--|--|--|--|---|---|
| Year 7 AT 4-6 | Sikhism (Transition Unit) | Ideas about God - What is God like? (Christianity, Sikhism, Buddhism, Islam/Hinduism/Judaism) Jesus (inc art, film) Sources of authority - Life of Buddha (inc enlightenment, 3 marks of existence, 4 Noble Truths, 8 Fold Path) Bible, Guru Granth Sahib, Torah | | Expressions of spirituality (Christianity, Sikhism, Buddhism, Islam/Hinduism/Judaism) - special places, buildings, worship | What influences me? How do I make decisions? (Christianity, Sikhism, Buddhism, Islam/Hinduism/Judaism) Should I care for the environment? Animal rights | Interfaith - Interfaith World Council on the future of the planet (environment focus) |
| Year 8 AT 5-7 | Does God exist? (Christianity/Judaism and Buddhism) Proof & probability Gen 1-3 interpretation here | Expressions of spirituality (Christianity, Sikhism, Buddhism, Islam/Hinduism/Judaism) Prayer, meditation Retreats & communities e.g. monks/nuns | Personal Relationships Marriage Family life e.g. roles, values (Christianity, Sikhism, Buddhism, Islam/Hinduism/Judaism) Agape love Forgiveness (Christianity) | Rights & Responsibilities Idea of service & self-sacrifice, community Protest & speaking out Key people / charities Indep. Project - Issues of injustice & what to do about it -possible link to The holocaust | Interfaith Working together on issues of local concern | |
| Year 9 AT 6-EP | Life After Death (Christianity, Sikhism, Buddhism, Islam/Hinduism/Judaism) Is there life after death? What's it like? Do I have a soul? Does this belief make a difference to a person's life? | Different denominations in Christianity (with focus on what this means in practice) Issues (Christianity, Sikhism, Buddhism, Islam/Hinduism/Judaism) (including denominational differences where appropriate) e.g. contraception war (inc. does religion solve or create conflicts?) racism drugs women's issues | | | A taste of philosophy (Christianity, Buddhism) Evil, suffering & free will | Life as a young Person Christianity, Sikhism, Buddhism, Islam/Hinduism/Judaism Independent research & problem solving |

*The emphasis in Yr 9 depends on what is taught at KS4 GCSE or whether GCSE is begun in Yr 9

Interfaith theme - Yr7 partly integrated through all units of work & a $\frac{1}{2}$ unit at the end of the year, Yr8 partly integrated through all units of work & a $\frac{1}{2}$ unit at the end of the year, Yr 9 fully integrated approach

A Systematic Approach for Key Stage 3

| | | 1 | Autumn | 2 | 1 | Spring | 2 | 1 | Summer | 2 |
|------------------|--|---|--------|--|---|--|---|---|--------|--|
| Year 7 AT 4-6 | <u>Sikhism</u> <u>(Transition Unit)</u> | <u>Sikhism</u> | | <u>Christianity</u> | | <u>Christianity</u> | | <u>Sikhism</u> | | <u>Christianity</u> |
| | <ul style="list-style-type: none"> Guru Nanak his life and his religious experience. The Guru Granth Sahib Worship centred on the Guru Granth Sahib. Meditation and worship at home. | <ul style="list-style-type: none"> The Nature of God as explained in the Mool Mantra. God as One -Niguna Service (Sewa) The Langar The Gurdwara, its place, contains and role Equality eg the place of women and other religions | | <ul style="list-style-type: none"> Jesus as a historical figure The last week of Jesus' life The denominational differences as illustrated by Easter Different styles of worship | | <ul style="list-style-type: none"> The Bible its use and influence Different interpretation eg a miracle of Jesus (Mark 2) | | <ul style="list-style-type: none"> Kurahit (prohibitions) Sikh ideas of service ie honest work A Sikh response to war and peace with reference to the Khalsa | | <ul style="list-style-type: none"> Tolerance of other faiths. Compare moral attitudes towards women, and or animals and the environment. |

A Systematic Approach for Key Stage 3

| | | 1 Autumn 2 | | 1 Spring 2 | | 1 Summer 2 | |
|------------------|--|--|---|--|--|--|--|
| Year 8 AT 5-7 | <u>Christianity</u> | <u>Islam/Hinduism/ Judaism</u> | <u>Islam/Hinduism/ Judaism</u> | <u>Islam/Hinduism/ Judaism</u> | <u>Christianity</u> | <u>Christianity</u> | |
| | <ul style="list-style-type: none">• Prayer, retreats and monastic communities• Churches as special places, their architecture and design.• Worship, the different styles and creative ways Christians worship. | <ul style="list-style-type: none">• Worship - Prayer/Meditation• Festival or pilgrimage• Art, calligraphy and poetry.• Holy books | <ul style="list-style-type: none">• Allah/G-d -nature or god in diverse forms (Muhammad)/Moses• Obedience to Allah/ the G-d's-scripture• Life after death• Judgement | <ul style="list-style-type: none">• Moral Issues from a Hindu/Islam/Judaism perspective ie crime, social injustice women's rights war• The origins of good and evil | <ul style="list-style-type: none">• Does God exist?• Proof and probability• The difference between 'to know' and 'to believe'• The Trinity• Christian beliefs about Jesus ie saviour | <ul style="list-style-type: none">• Comparing beliefs about God and important people ie Jesus with Gandhi or Muhammad or Moses.• Compare attitudes on a moral issue ie women or animals | |

* Please note that Islam, Judaism OR Hinduism should be revisited. This suggestion is based on Islam being the chosen option.

A Systematic Approach for Key Stage 3

| | | 1 | Autumn | 2 | 1 | Spring | 2 | 1 | Summer | 2 |
|-------------------|---|--|--------|--|---|--|---|---|--------|---|
| Year 9 AT 6-EP | <u>Christianity</u> | <u>Christianity</u> | | <u>Buddhism</u> | | <u>Christianity</u> | | <u>Buddhism</u> | | <u>Buddhism</u> |
| | <ul style="list-style-type: none"> • Christian ideas of service and self-sacrifice • Inspirational Christians eg: Oscar Romero • Protesting and speaking out against justice and injustice in society. • A Global Issue ie Wealth and Poverty | <ul style="list-style-type: none"> • War or animal rights and the environment • Making moral choices eg euthanasia • The teachings of Jesus on love and forgiveness | | <ul style="list-style-type: none"> • The teachings of the Buddha • 4 Noble truths, • 8 fold path • 5 precepts • The up- bring of children • War and Peace or environment/animals | | <ul style="list-style-type: none"> • Good and evil- origins, free will and suffering • Racism or sexism • The environment animal rights | | <ul style="list-style-type: none"> • Scripture • Buddha and his enlightenment • The belief in no God • The importance of the 3 Jewels | | <ul style="list-style-type: none"> • The Buddhist attitude of tolerance and its relationship to Christianity • Compare Christian and Buddhist attitudes to suffering and a moral issue. |

SIKHISM KS3- SAMPLE UNIT OF WORK FOR YEAR 7 TRANSITION UNIT

| SKILLS & PROCESSES | LESSON OUTCOMES | KEY WORDS & CONCEPTS | CONTENT | SUGGESTED ACTIVITIES (VAK etc) | ASSESSMENT ACTIVITIES | OTHER CONSIDERATIONS |
|-------------------------|--|--|--|--|---|--|
| Analyse. Reflection. | <p>AT1: What are Sikh beliefs about God?</p> <p>AT2: How do Sikh beliefs about God influence their Daily life?</p> | <p>Monotheism Polytheism All Pervading Spirit.</p> | <p>God as One and monotheism.</p> <p>The Nature of God. All pervading spirit, eternal.</p> | <p>Study of the Mool Mantar.</p> <p>Discuss Mool Mantar and its importance for Sikhs.</p> <p>Write a paragraph about Sikh beliefs.</p> <p>Students to write there own 'Mantar' about someone important in their lives.</p> | <p>Quiz</p> <p>Student's written work.</p> <p>Own Mantar.</p> | <p>This opening lesson should also be used to re-cap what has been learnt from the KS2 Sikhism transition unit.</p> <p>Literacy: Reading, written paragraph, communication of own ideas and opinions.</p> |

SIKHISM KS3- SAMPLE UNIT OF WORK FOR YEAR 7 TRANSITION UNIT

| SKILLS & PROCESSES | LESSON OUTCOMES | KEY WORDS & CONCEPTS | CONTENT | SUGGESTED ACTIVITIES (VAK etc) | ASSESSMENT ACTIVITIES | OTHER CONSIDERATIONS |
|--|--|--|--|---|---|--|
| Expressing. Questioning. Application. Evaluation. | <p>AT1: Learn about Guru Nanak's Religious Experience.</p> <p>AT2: Learn how Guru Nanak's Religious Experience was significant for Guru Nanak and Sikhs today.</p> | <p>Religious Experience (Conversion, Mysticism, Revelation).</p> <p>Equality</p> | <p>The life of Guru Nanak (Recap and embed).</p> <p>Focus on Guru Nanak's Religious Experience and its significance.</p> | <p>Storyboard about Guru Nanak's Life.</p> <p>Discussion task What is a Religious Experience?</p> <p>Discussion about the effect of the religious experience on Guru Nanak, People at the time and the impact on Sikhs today.</p> <p>Card Sort about who would have wanted to join Sikhism.</p> | <p>Discussion of Religious Issues.</p> <p>Extended writing task: 'How important is God to Sikhism?'</p> | <p>Links to Indian caste system and social structure.</p> <p>Literacy: Extended writing assessment task. Glossary of Key Terms.</p> <p>Numeracy: Key Dates in Sikhism.</p> |

SIKHISM KS3- SAMPLE UNIT OF WORK FOR YEAR 7 TRANSITION UNIT

| SKILLS & PROCESSES | LESSON OUTCOMES | KEY WORDS & CONCEPTS | CONTENT | SUGGESTED ACTIVITIES (VAK etc) | ASSESSMENT ACTIVITIES | OTHER CONSIDERATIONS |
|--|--|--|---|--|--|--|
| Researching. Investigation. Evaluation. Reflection. | <p>AT1: Learning about the role of the Gurdwara and its design, decoration and features.</p> <p>AT2: Learn how the Gurdwara has an impact on the life of a Sikh. Reflection about places that are special to students.</p> | Langar Karah Parshad Granthi Chauri Guru Granth Sahib. | Role of the Gurdwara. Design, decoration and key features. | <p>Visit to a Gurdwara.</p> <p>Research using library resources.</p> <p>Produce presentation (Information Poster, PowerPoint presentation, Leaflet for visitors).</p> <p>Communicate Presentation to class.</p> <p>Make a model Gurdwara. Consider their own special place- Why is it special.</p> | <p>Research in own words.</p> <p>Presentation in pairs to the rest of the class.</p> | Links to P4C (Philosophy for Learning)- Group work, problem solving, community of enquiry, independent learning. |

Kent SACRE expects that Sikhism is used for transition purposes across Key Stages 2 and 3.

CHRISTIANITY KS3 - A SAMPLE UNIT FOR YEAR 9. Focus on moral issues

| SKILLS & PROCESSES | LESSON OUTCOMES | KEY WORDS & CONCEPTS | CONTENT | ACTIVITIES (VAK etc) | ASSESSMENT | OTHER CONSIDERATIONS |
|---|---|----------------------|---|---|---|---|
| Reflect Express Respond Apply Analyse | <ul style="list-style-type: none"> Understand & explain (using examples) that life is full of ethical dilemmas & choices made have consequences Comment on who/what influences their decision making Make a link between their responses & ethical theories & dilemmas | | <p>How do we make ethical decisions & who/what influences us</p> <p>More challenging - Ethical theories e.g. relative v. absolute, utilitarianism, predestination / predetermined</p> | <p>Write own dilemma & play a consequences game as mind map or flow chart as decisions made are worked through</p> <p>Discussion based around a 'zoom lens' (see A - Z Practical Learning Strategies)</p> | <p>Consequences games (AT2 L5-6)</p> <p>Understanding of & use of ethical theory applied to a dilemma (shown through written or discussion work) AT1 L6-7, AT2 L6-7</p> | <p>This opening lesson to the unit on ethics could be used regardless of what religion is being studied</p> |

CHRISTIANITY KS3 - A SAMPLE UNIT FOR YEAR 9. Focus on moral issues (Contd.)

| SKILLS & PROCESSES | LESSON OUTCOMES | KEY WORDS & CONCEPTS | CONTENT | ACTIVITIES (VAK etc) | ASSESSMENT | OTHER CONSIDERATIONS |
|--|---|--|--|---|---|--|
| Express Analyse Respond Question Apply Evaluate | <ul style="list-style-type: none"> Explain what Christians believe about the origins of good & evil Describe who / what different denominations use for help & explain why they are sources of authority Evaluate Genesis Ch 3 | Love (agape) Free will Suffering Good Evil Authority Myth Judgement Forgiveness Obedience | Christian understanding of free will → Consequences, good & evil (rejection of God) Who / what Christians use for advice on ethical dilemmas (inc. denominational differences) | ICT montage of pictures / newspaper headlines - decide if good, evil, right, wrong. Discuss how we define them, 'lesser evil' etc 'Snowball' discussion Learn about human nature? God? Who/what does the snake represent? Does it matter if a myth? Would the world be better if we obeyed God? | Extended writing task - Describe & explain what Christians believe about the origins of good & evil. AT1 L4 - 6 Evaluation extended writing task - Genesis 3 is outdated - it doesn't help explain why there's evil in the world'. How far do you agree? AT2 L4 - 8. Use a writing frame | Links to 'authority' unit ICT - montage & for pupil presentations Literacy - extended writing tasks Genesis ch3 - use different Bible translations e.g. The Street Bible alongside Good News Bible, NIV |

CHRISTIANITY KS3 - A SAMPLE UNIT FOR YEAR 9. Focus on moral issues (Contd.)

| SKILLS & PROCESSES | LESSON OUTCOMES | KEY WORDS & CONCEPTS | CONTENT | ACTIVITIES (VAK etc) | ASSESSMENT | OTHER CONSIDERATIONS |
|---|---|----------------------|--|--|---|---|
| Apply Reflect Express Synthesise Respond Evaluate Question Interpret | <ul style="list-style-type: none"> Understand being a Christian affects lifestyle choices Explain these choices using religious teachings Explain why not all Christians make the same lifestyle choices Compare across religions Evaluate whether Christians have the right attitude towards the use of contraception | | <p>Christian ethics in action -</p> <p>e.g. Contraception (including denominational differences)</p> | <p>Independent / pair research RC & Protestant attitudes</p> <p>Thinking skills focus - teacher provides the teachings. Pupils 'cut & stick' (K) or colour code (V) these to match factual statements e.g. RC prefer natural methods, no Christian likes IUD/coil</p> <p>Case studies to problem solve OR jigsaw role play (see A-Z Practical Learning Strategies)</p> <p>Evaluation skills e.g. human bar chart 'Condom machines should be installed in school toilets'</p> | <p>Solving a case study on contraception. AT1 L5 - 7.</p> <p>Comparing RC & Protestant attitudes on contraception & explaining the similarities & differences AT1 L5 - 7</p> <p>Evaluation opportunities e.g. Do you agree with the Pope that the use of contraception encourages sleeping around? AT2 L4 - 7</p> | <p>Links to PSHE, Sex Education, Science. Refresh knowledge of the school Sex Education policy before starting! Problem solving & thinking skills covered</p> <p>Choose from the ethical issues suggested in the Kent Agreed Syllabus based on what appeals to students compliments / anticipates a GCSE syllabus</p> |

CHRISTIANITY KS3 - A SAMPLE UNIT FOR YEAR 9. Focus on moral issues (Contd.)

| SKILLS & PROCESSES | LESSON OUTCOMES | KEY WORDS & CONCEPTS | CONTENT | ACTIVITIES (VAK etc) | ASSESSMENT | OTHER CONSIDERATIONS |
|---|---|--|---|--|--|---|
| Apply Reflect Express Synthesise Respond Evaluate Question Interpret | <ul style="list-style-type: none"> Explain why not all Christians believe war is acceptable Explore & explain why there are inconsistencies in the Bible over war. Can they be reconciled? Is pacifism better than war? Explain & evaluate the Quaker position Compare across religions Be comfortable with stillness & explain the importance of stillness & reflection when considering deep issues e.g. forgiveness | Conflict Violence Peace Forgiveness Reconciliation | Christian ethics in action - e.g. war (including denominational differences) | P4C (Philosophy for Children - Will Ord) or a Community of Enquiry. Use films OR images/paintings as stimulus Visitors e.g. serving or ex soldier, military chaplain, a Quaker. Mystery exercise on whether to fight or not on a particular scenario e.g. World War 2, Iraq Research responses to war E.g. Coventry Cathedral (World War 2), Corrie Ten Boom (World War 2), Simon Weston (Falklands) Gordon Wilson (Enniskillen IRA bombing) Experiential on forgiveness e.g. concept crack' & explore using art/colour, poetry, music | Understand & compare 2 different Christian attitudes with another religion e.g. Hinduism, Buddhism. e.g. whether it is right to fight a war / AT1 L5 - 7 (Can be written, mind mapped, dramatised etc) Evaluate the advantages & disadvantages of being a pacifist (Quaker) AT2 L4- 7 Is pupil comfortable with stillness & personal reflection on forgiveness? Note during the activity if they settle, focus & produce work AT2 L4 - 7 | Film clips need to be appropriate for the age of pupil Links to History, Citizenship Use of ICT P4C / Community of Enquiry - group work & thinking skills, problem solving, independent learning Visitors - is it worth recording them on video/pod casting for future use? |

A SAMPLE UNIT FOR BUDDHISM KEY STAGE 3 (YEAR 8)

| Skills & Processes | Learning Outcome | Content (Themes/Topics) | Activities (including VAK) |
|--|---|--|---|
| Question Reflect Evaluate Explain. Define. Understand. Justify. Apply Communicate a Response | <p>To understand and give examples when explaining the Eight - Fold Path.</p> <p>To know that Buddhist's do not worship/believe in a God.</p> <p>To be able to explain reincarnation and the Wheel of Life.</p> <p>To be able to reflect upon the 5 Precepts and be able to apply the principles of the Precepts to an example of ethical living.</p> <p>To be able to define respect for life, to understand the Buddhist concept and to be able to reflect, evaluate and respond to these beliefs.</p> <p>To justify using evidence their assessment of a Buddhist belief or value.</p> | <p>The 8 Fold Path.</p> <p>The Wheel of Life</p> <p>Belief in no God.</p> <p>The 5 precepts - as a way of life, e.g. law & order.</p> <p>Respect for life, e.g. War & Peace Animal rights.</p> | <p>Jigsaw</p> <p>Match the aspects of the Eight - fold path with its explanation and an example (AT1 - L4 - 5)</p> <p>Using pictures and/or words describe a possible journey through the wheel of life. Make sure you explain reincarnation in your work. (AT1 - L4 - 5)</p> <p>Case Study</p> <p>Using a topical example of law breaking, explain the Buddhist response to crime, the criminal and the victims. (AT2 L4 - 6)</p> <p>Discussion/Thinking Skills</p> <p>Using the photograph of the Buddhist Monk burning himself in protest (available in ...)</p> <p>Use the thinking skills approach to discuss whether the Monk acted in accordance with Buddhist belief. (Some background knowledge of the situation is advisable) (AT2 L4 - 7)</p> <p>Should we eat animals?</p> <p>In groups prepare a presentation on the above topic with reference to Buddhism. (AT2 L 4 - 7)</p> |

Buddhism Key Stage 3

| Key Words | Concepts | Assessment Activities (AT1 & AT2) | Other Considerations Including X curric Links |
|--|--|--|--|
| Prajna - Wisdom. Dukkha - Suffering. Dhamma/Dharma - The Buddha's teaching Nirvana/Nibbana - Enlightenment Sila - Ethical Conduct Karuna - Compassion | Reincarnation Living by an ethical code Sacrifice Respect Compassion | Activities aimed at an outcome between L4 - 7 for AT1 & AT2 (see descriptor for details) Using a newspaper or a news website find an ethical issue in the news. Explain how at least two different people may respond to this issue. One response must be Buddhist. You must refer to Buddhist Dhamma (teaching) in your response. (AT1 & AT2 L4 - 6) Essay Are the 5 Precepts still relevant today? How would a Buddhist respond to this question? Give examples to support the points you make. Do you think they are still relevant? Give reasons for your answer. (AT2 L5 - 8) Design and draw (a graphics programme can be used) a Wheel of Life. Make sure that the Buddhist beliefs and traditions are clearly depicted in the drawing. (AT1 L4 - 6) | Stimulating resources are important for this topic. Some pupils may find some of the concepts alien to them. It may be more appropriate to discuss the pupil's response to ethical issues before moving on to the Buddhist response. Links to ICT, Citizenship, Literacy and SMCS. Possible other links to English, Art, Geography, History, Sociology and Psychology. A Buddhist visitor to talk about application of their beliefs to ethical situations would be useful. |

Key Stage 3 Interfaith Unit

What do we mean by this?

- For pupils to progress into the higher levels of the Attainment Targets they need to be able to compare religions looking for similarities and differences and explaining them
- In a multi cultural society an opportunity to create positive relations between religious communities is to be encouraged

How can it be structured into schemes of work for KS3?

- Teach it implicitly within other units of work. This is easiest to do when teaching in a thematic way

What follows are some ideas identified in some of the new KS3 textbooks written in response to the National Framework in RE. These tend to model a thematic scheme of work e.g. Framework RE

- when studying life after death, compare Hindu & Christian beliefs about the afterlife & how a person achieves it
 - studying the origins of evil & suffering, compare Christian & Buddhist understandings
 - When studying Sikhism, encourage students to appreciate Sikh heritage from Islam & Hinduism e.g. with Hinduism, the belief in reincarnation, with Islam, the belief in the Oneness of God
 - Ideas about God in 1 religion at least 1 other religion
 - When considering moral issues compare & contrast responses of different religions
- Teach as an explicit unit within a scheme of work, e.g. a social or moral issue that can be studied across two or more religions within the key stage 3 programme of study. This would allow for independent research, problem solving & thinking skills opportunities and active learning e.g. whole class jigsaw, role playing etc

What follows are some ideas that some of the new KS3 textbooks are also beginning to address this topic e.g. Exploring Questions in RE

Idea 1

The World Council of Religions is meeting in London. Representatives from all faiths have been invited to discuss the future of the planet & to issue a joint statement at the end for publication in the press.

Everyone in the class has a role /character to play e.g. environment consultants outlining the problems, scientists suggesting what to do, government officials, religious figures from

Christianity, Islam, Hinduism, Sikhism & Buddhism (could also put a humanist in), PR company, the media (actually filming it & then editing highlights).
Everyone needs to research their role, facts, figures, religious teachings etc ready for the big conference.
Will you keep as 1 big conference or divide into sub-groups who will discuss a particular aspect on the environment & then report back before a final joint statement is agreed?

Idea 2

Key question - Does religion cause conflict or resolve conflict? Independent research / pair research to be presented as PowerPoint to rest of class or as display material.

Idea 3

Pick an issue current in the local or national news e.g. Muslim / Sikh family challenge their local school's uniform rules. What does the wider local community e.g. local Christians, other Sikhs / Muslims think, non-religious people etc think? Should the school now rewrite its school rules to accommodate all religious needs? Treat as a Philosophy for Children / community of Enquiry task. Opportunities for surveys & questionnaires, developing links with the local community

Idea 4

Allow pupils to choose 1 topic covered in several religions but in a systematic way during the year e.g. a moral issue & encourage them to find similarities & differences. Can they then explain the similarities & differences?

OR

Choose 1 topic only covered in 1 religion so pupils have to research another religion before they can start to make comparisons.

Key Stage 4 Guidance

Guidance for schools wishing to follow a GCSE course which concentrates only on Christianity

SACRE recommends that where schools choose this option, they should:

- check that all the other principal religions have been adequately covered by the end of Key Stage 3;
- provide an opportunity, where possible, for pupils to encounter members of other religions to give a viewpoint on issues being studied in Christianity thus extending pupils' understanding. This could be done through a visit or day conference.

Guidance for schools wishing to follow a GCSE course which concentrates on philosophy and ethics

SACRE recommends that where schools choose this option, they should:-

- check that the principal religions have been adequately covered by the end of Key Stage 3;
- provide opportunities, where possible, for pupils to meet Christians and members of the other principal religions, e.g. through visits or day conferences, in order to extend their understanding of the issues being studied, from a range of viewpoints.

Key Stage 5 Guidance

There are many ways in which Religious Education can be provided for the key stage 5 students but all courses should provide experiences and opportunities both within and beyond schools that involve first-hand engagement with people of strong commitment to a religious faith or secular belief system. An increasing number of students are following accredited course such as Religious Studies or Philosophy and Ethics which meet the requirements of the key stage 5 Programme of Study in the Kent Agreed Syllabus. However, for the majority of students, alternative provision must be made in order to meet their entitlement to Religious Education. This guidance is directed towards meeting that need. In particular, this guidance seeks to challenge schools to consider their current provision and then to look creatively at the breadth of possibilities offered.

Our approach is based on three key principles:

- Each student is entitled to Religious Education.
- The provision for Religious Education in key stage 5 should be marked by relevance and clear value to all students.
- Schools should not be tempted to ignore or remove the students' entitlement.

A minimum of 15 hours should be provided for Religious Education over 2 years. This time requirement is deliberately low to enable all schools to provide Religious Education for all students, SACRE acknowledges that more time would be valuable and that schools will need to be careful to avoid tokenism.

Key stage 5 students should take increasing responsibility for their own learning. Students could participate in planning their learning in Religious Education. They could help design a suitable course, negotiate their entitlement where a variety of options is available, or submit an idea for work of their own choosing.

The scenarios below illustrate a range of inter-linking possibilities for a Head of Department to consider, but they are only offered as starting points.

1. A modular programme providing Religious Education through:
 - a series of short modules in a General Studies course (eg philosophy of religion, new religious movements, religion and politics, religion and the media);

- a choice of enrichment modules designed to complement studies in A/S or A2 course or to prepare students for university courses:
 - units researching historical, social, ethical or moral points of contact between a subject and religion;
 - a unit on Christianity and Western Culture (eg the influence of the Bible on art, English literature or politics);
- a bank of modules with vocational links (eg researching information about religions in relation to careers such as catering, hotel management, medicine, nursing, clothing design, tourism, architecture, nursery teaching).

Over a period of time, a set of useable modules can be built up, thoroughly prepared and resourced, and re-used with minimal updating. The units offered can be varied according to the cohort, shared across several schools and take different forms - research based, taught, etc. They may be offered by the Religious Education Department, taught by specialists from other departments or delivered by a visiting expert.

2. A supported self-study approach providing 16-19 Religious Education through:
 - Taking an accredited course with timetabled support (eg from the Head of Religious Education), or through links with another school, where no provision for a course is possible;
 - Tackling one of the modules as mentioned above and working on it as an individual (eg in relation to a particular career choice).
3. A Key Skills approach providing Religious Education through:
 - The use of Religious Education material by individuals, small groups or classes, which develop the Key Skills of:-
 - communication (eg working with local Primary schools on a particular world religion, presenting/performing a series of religious stories for infant children, talking to Christian artists, dramatists or poets and communicating their own ideas in similar vein);
 - application of number (eg collecting, recording, presenting and interpreting data to do with religious communities);
 - information technology (eg using spreadsheets and databases to handle and present data relevant to the study of Religious Education, use of digital cameras and other equipment to create studies of a cathedral or abbey);

- working with others (eg being involved in an inter-faith project, sharing ideas, discussing beliefs, values and practices, collaborating with each other and developing respect and sensitivity);
 - Problem solving (eg recognising key issues to do with religious belief, practice and expression, interpreting and explaining findings and making personal decisions on religious issues, ethical dilemmas and priorities in life).
4. Day conferences providing Religious Education through:
- Arranging “in-house” debates using key speakers on religious/philosophical issues (eg the problem of evil, existence of God, situation ethics, origins and creation);
 - Attending a local sixth form conference with students from several schools or participating in national Religious Education conferences (eg on topics to do with community cohesion, the Holocaust, religious fundamentalism);
 - Hosting a day of arts in religion, entailing demonstrations, discussions and workshops with performers of music, dance or drama from different religions;
 - Meeting people of faith/secular persuasions in an inter-faith forum for discussion on specific topics (eg religious experience today, religious views on citizenship);
 - Engagement in simulation days concerned with beliefs and values (eg organised by charities or bodies like Damaris and their “President for the Day” experience);
 - Developing email links with students from different faith communities (eg in schools in the Midlands or London) and then meeting up to explore religious ideas, practices, places of worship or to take part in a joint conference.

Where schools provide students with opportunities to devote whole days to a subject, a variety of activities can be planned, including speakers, workshops, visits, small group work, games, drama, role play etc. A collaborative approach between different schools or involving outside agencies will give an added dimension to the day. Students can be involved in the planning, organisation and evaluation of the event.

5. Field Trips providing 16-19 Religious Education through:

- Visiting places of worship, sites of pilgrimage or religious interest (eg Canterbury Cathedral, Hindu Mandir at Neasden, Beth Shalom Holocaust Centre), at a distance from the school, possibly organised by students themselves;
- Arranging to experience religious/secular traditions outside their own experience (eg attending occasions such as a Barmitzvah, Hindu wedding, Orthodox Easter celebrations, a Believer's Baptism, Eid celebrations, a Humanist naming ceremony or to visit a Muslim madrassah, Sikh langar or a Buddhist community);
- Spending a day, or longer, with a religious community (eg interviewing, observing, working, experience silence);
- Investigating charities with a religious foundation, spending time with workers or at a local/head office or observing/participating in their work (eg Salvation Army);
- Accompanying a visit to a place of worship for a primary feeder school or a key stage 3 class and taking an active role in its planning, organisation and delivery;
- Having an opportunity to join study trips abroad incorporating a visit to a place of international religious significance.

Although there are obvious caveats to do with health and safety; such field trips could provide powerful insights into the lives and motivations of religious believers, and offer real opportunities for students to develop and promote cross-culture links and inter-faith and inter-personal relations.

In conclusion

There are many ways in which Religious Education can be provided for the 16-19 student and provided in such a way that it offers real opportunities to enrich, broaden or support the students' studies. Schools need to catch the vision of a subject which can be added to their students' spiritual, moral, social and cultural development but also give added value in academic and vocational terms.

Schools obviously need to devise the most appropriate ways of delivering Religious Education for their students and establish the best model for its delivery. They should also be able to identify, quantify and evaluate the Religious Education they decide to provide. In some schools this will prove a challenge but it is one worth facing.