

Bounds Green RE overview: Medium Term Planning

		Autumn	Spring	Summer
Year 1	Unit 4: Where do we belong?	Unit 5: How do we celebrate our journey through life?	Unit 8: Why is our world special?	
	<p>1. Know and identify they belong to a community and how it makes them feel.</p> <p>2. Know they belong to a family and why it is special.</p> <p>3. Identify who is in their family (CC:Family Tree)</p> <p>4. Family unit in religion:</p> <ul style="list-style-type: none"> • Judaism: Celebrating as a family: Why the Shabbat is special. (Lighting candles, wearing special clothes, challah, the Kiddush blessing. The Friday Night Meal' PowerPoint available at: http://www.refuel.org.uk/projects/ks2_judaism/shabbat_meal.php) Aware that Jews visit the synagogue and read from the Torah. • Christianity: Christian holy family-why Jesus is special to Christians-link to Christmas. Aware that Christians go to church together and read from the Bible. <p>5. Reflect on why people belonging to these religious groups carry out these activities, i.e. they are part of a religion, they want to, it's what they believe in, their holy book tells them to.</p>	<p>1. Identify milestones in their life.</p> <p>2. Know that a new baby is a very exciting event in a family's life. Know about important religious babies and the importance of names. Muhammad means 'Praiseworthy,' Jesus means 'God Will Help' Krishna means 'The one who attracts' Moses means 'Drawn out of the water.' What does their name mean?</p> <p>3. Retell the Jewish story of Moses.</p> <p>4. Know that in Christianity children are baptised. Children to explore artefacts.</p> <p>5. Identify what they worry about.</p> <p>6. Retell the story of Ganesh and why it helps Hindus overcome worries.</p> <p>7. Retell the Islamic story of Bilal and how Muslims reflect on the courageous story to overcome obstacles. What do they do when they are worried?</p> <p>8. Talk about the final milestone of death-what do different faiths believe (Christianity and Hinduism), what do the children think might happen?</p>	<p>1. Children to reflect upon why they think the world is special.</p> <p>2. To be able to retell Creation stories:</p> <ul style="list-style-type: none"> • Judeo-Christian story • Hinduism story of creation: Explore the Hindu concept of recycling and life as a constant cycle. • The Humanist approach (The Big Bang) <p>3. Children to identify why the world is special to religious faiths.</p> <p>4. Encourage children to recognise shared beliefs between the stories and to discuss and question them. (Children to be respectful of others beliefs.)</p> <p>5. Discover harmful actions towards our world-how does this make them feel?</p> <p>6. Why do they think we should protect our world?</p>	
	<p>By the end of the unit pupils should be able to....</p> <p><i>B2: talk about some of the things that are the same for different religious people, e.g., notice that Christians and Jews respect their holy books.</i></p> <p><i>D2: ask about what happens to others with respect for their feelings.</i></p>	<p>By the end of the unit pupils should be able to....</p> <p><i>Identify important milestones in life which cause us all to wonder and question.</i></p> <p><i>Recall the Hindu story of Ganesh and the Islamic story of Bilal and identify what they mean for Hindus and Muslims.</i></p> <p><i>Compare their own thoughts and ideas about life to those of faith.</i></p>	<p>By the end of the unit pupils should be able to....</p> <p><i>A2 tell a Judaeo-Christian / Hindu / Humanist story and say some things that people believe.</i></p> <p><i>E3 ask important questions about life and compare their ideas with those of other people.</i></p>	
	Christianity, Judaism	Christianity, Islam and Hinduism	Christianity, Judaism, Islam and Hinduism	

Autumn	Spring	Summer
Unit 7 Why are some places so special?	Unit 3: Why are some stories special?	Unit 6: How should we live our lives?
<p>1. Identify special places-children to bring in a special object from home. Why is it special to them? What does it symbolise?</p> <p>2. Retell the story of Ganesh-why is Ganesh important to Hindus?</p> <p>3. What does the murti of Ganesh mean, explore Ganesh and symbolism (e.g. big ears for listening)</p> <p>4. Explore a Hindu temple (Mandir). What do Hindus do there? Why is it special to them? What symbols did you see?</p> <p>5. Explore a Christian church. What do Christians do there? Why is it special to them? What symbols did you see- cross, bible, candle.</p> <p>6. Where do the children feel they belong? Identify that symbols can give us a feeling of belonging. Explore different Hindu and Christian symbols.</p>	<p>1. Know that the Bible is important to Christians as it helps them to decide what is right or wrong. Gives lessons through parables. (<i>Children to retell a parable 'The Sower and the Seed' and know the life lesson.</i>)</p> <p>2. Explore the procedure of reading the Torah, including the symbolism and artefacts. Chn to know that the Torah is important to Jews and it means 'law.'</p> <p>3. Investigate the similarity between the Torah and Bible and the five stories they share. Children to retell the story of Adam and Eve giving into temptation, what can they learn from it?</p> <p>4. Learn about Moses and know that Jews, Christians and Muslims all think of Moses as an important prophet. Retell the story of the ten commandments. Explore and analyse the ten commandments. What ten commandments would they make?</p> <p>5. Know that the Qur'an is important to Muslims as it contains the words which Muhammad recited, and that this is believed to be the word of Allah. Explore the way the Qur'an is treated with respect by Muslims.</p> <p>6. Retell the story of 'Bilal's Call to Prayer.'</p> <p>7. Revisit and retell the Hindu story of Diwali: Rama and Sita. It teaches us the importance of helping others as Hanuman helped Rama.</p> <p>8. Reflect on all the stories they have learnt, what moral teachings do they offer?</p>	<p>1. Reflect on previous learning about special stories. Read a story about forgiveness. Chn to reflect on a time they have forgiven or have been forgiven. Explore the benefits and costs of forgiving.</p> <p>2. Consider the question 'How Should we Live our Lives?' and think about the use of rules. Children to revisit the story of the 10 commandments and think about how people use religion to help them live their lives.</p> <p>3. Chn to learn the story of Jonah and the Whale. What do children think Jonah should do, children to reflect and consider different ideas? What message can we learn from the story: we should always do the right thing, for Christians this is what God tell them to do.</p> <p>4. Look at how 'Jonah and the Whale' is an important story in the Jewish faith and explore the festival 'Yom Kippur' (Day of Atonement.)</p> <p>5. To learn about 'Tashlich'- children to reflect on their own regrets and what they could or should have done.</p> <p>6. Chn to retell the parable of the Three Servants, what message is it telling us about how we should live our lives?</p> <p>7. Chn to consider what qualities they think may a good person. They can reflect on other parables such as Zacchaeus and the Thankful Leper.</p>
<p>By the end of the unit pupils should be able to....</p> <p><i>C1 : can recognise religious symbols and pictures and talk about them</i></p> <p><i>D2 : can ask about what happens to Christians and Hindus with respect for their feelings</i></p>	<p>By the end of the unit pupils should be able to....</p> <p><i>C3: use religious words to describe some of the different ways in which people show their beliefs.</i></p> <p><i>F4: ask questions about the moral decisions they and other people make, and suggest what might happen as a result of different decisions, with reference to religious beliefs / values.</i></p>	<p>By the end of the unit pupils should be able to....</p> <p><i>A2: tell a Judaeo-Christian / Hindu / Humanist story and say some things that people believe.</i></p> <p><i>F2 : talk about what is important to them and to others with respect for their feelings.</i></p>
<p>Christianity and Hinduism</p>	<p>Christianity, Judaism, and Islam</p>	<p>Christianity and Judaism</p>

Autumn	Spring	Summer
<p>Unit 7: How do people express their beliefs, identity and experience?</p> <p>1. Chn to explore different artistic designs of the crucifix. Chn to know that for Christians the cross is a sign of hope because it symbolises Jesus' resurrection after crucifixion. (Crucifix designs from El Salvador.)</p> <p>2. Chn to explore the importance of being part of a community. Chn to look at the struggle in El Salvador for a peaceful community. Chn to learn about Oscar Romero and the Maryknoll sisters.</p> <p>3. Chn to reflect and think about what brings them hope and enjoyment-may for some children be a religion. Chn to produce their own artistic responses to the idea of being in community, e.g. working together, men and women, girls and boys getting on well.</p> <p>4. Chn to explore the idea of community cohesion-what makes a good community. Is it right for some people to be oppressed in the community?</p> <p><i>N.B: This is very short unit, could be a good opportunity to learn about a broader range of religions, e.g symbolism of light in Hinduism (the Diwali story, Hannukah etc.)</i></p>	<p>Unit 1: What is important to me?</p> <p>1. Children to explore the concept of human nature. Chn to retell the Judeo-Christian story of 'the Fall of Adam and Eve.' What does this tell us about human nature (i.e. there are good/bad aspects.) Chn to reflect on a time they have been tempted or perhaps CT can try to tempt them.</p> <p>2. Pose the unit question of What is Important to Me? Chn to think about communities they belong to. Chn to learn about the Christian community, what does it mean to be part of a Christian community? What do (or should) they do? E.g pray, worship, help people in need, sing hymns and songs, read the Bible, give money for charities, meet Christians from other parts of the world, talk to people from other religions to make friend.</p> <p>3. Compare the beliefs of a Christian community to the communities they belong to. Are there any common beliefs (e.g. Christians believe you should treat everyone with respect-like we do in our school community.)</p> <p>4. Children to explore the question , is everyone in a community equal? Chn to learn the parable 'The Lost Coin.' What does this tell us about the value of people? (i.e. we are all equal in God's eyes.)</p> <p>5. Pose the unit question of What is Important to Me? Chn to think about family and friends and the importance of keeping good relationships. Revisit the Jewish festival of Yom Kippur and Rosh Hasanah, when Jewish people reflect on themselves and how they can become a better friend etc.</p> <p>6. Retell the story of Jonah and the Whale (often told during Yom Kippur) -what does this story tell us about how we should treat others?</p> <p>7. Children to be able to reflect on what is important to them in terms of their own character.</p>	<p>Unit 2: What can we learn about the life and teaching of Jesus?</p> <p>1. Explore through different depictions, images, and quotes who others think Jesus is. Who do they think Jesus is? Learn key aspects, i.e. that Christian believe Jesus is the Son of God, he was born over 2000 years ago and was sent by God.</p> <p>2. What can we learn from Jesus? Chn to learn parables and explore what they think Jesus was trying to teach:</p> <ul style="list-style-type: none"> The Good Samaritan. Who does Jesus think we should love? Reinforce it is important to show love and compassion even when it is difficult. The Lost Son-what does this teach us about forgiveness? How can we show in our own lives that we have understood the message? The Story of Zacchaeus- what does this teach us about greed and giving? Can chn relate this to their own lives, e.g. what would they do if they won the lottery? <p>3. Chn to know that Christians believe that Jesus performed many miracles. Chn to retell the story of 'The loaves and the fishes.' What important message do you think Jesus was trying to teach. Chn to be able to define what a miracle is.</p> <p>4. Christmas- To learn about Jesus' birth-why is Christmas a special time for Christians? Chn to know that Jesus is God incarnate (see page 11 of lesson plans.) Why do they think God sent a baby and not a strong man?</p> <p>5. Easter-To be able to retell the Easter story, and to explore their own thoughts about life after death.</p>
<p>By the end of the unit pupils should be able to....</p> <p>C3 use religious words to describe some of the different ways in which people show their beliefs.</p> <p>D3 compare some of the things that influence me, with those that influence other people.</p>	<p>By the end of the unit pupils should be able to....</p> <p>A3 describe what a believer might learn from a religious story.</p> <p>D3 compare some of the things that influence them, with those that influence other people.</p>	<p>By the end of the unit pupils should be able to....</p> <p>B3 describe some of the things that are the same and different for religious people</p> <p>E3 ask important questions about life and compare my ideas with those of other people</p>
Christianity	Christianity and Judaism	Christianity

Autumn	Spring	Summer
Unit 12: What does it mean to belong to a religion: JUDAISM	Unit 9: How should we live and who can inspire us?	Unit 10: What does it mean to belong to a religion? HINDUISM
<p>Chn are to learn about different aspects of the Jewish faith that must include:</p> <ol style="list-style-type: none"> 1.Meuzah-children to know and investigate the Shema. 2.Shabbat-to learn the key features of Shabbat, including how families prepare for Shabbat. 3.Barmitzvah-able to identify it as an important milestone in a Jews life. 4.Pesach (Passover)- why they celebrate and how they celebrate it including an understanding of the different artefacts: feather, sedar plate etc. 5. Describe the features of a synagogue, especially highlight the importance of Torah scrolls. Reinforce the difference between an orthodox and reformed synagogue. 6.Know and understand that Judaism is a world religion, with different practises. Chn to be made aware fo the importance of Israel to Jews from around the world. <p>N.B: Throughout unit children should compare and relate practices and beliefs of Judaism to their own life. i.e when do they rest with family etc.</p>	<ol style="list-style-type: none"> 1. Identify key features of a good leader-what qualities are important? 2. Moses- Chn to know the story of Moses leading the Israelites -was he a good leader? Chn to question and debate the moral decisions Moses had to make. Chn to know that Moses is an important person in Judaism, Christianity and Islam. 3. Freedom to Worship-reflect on the story of Moses, why they think it was important for the Israelites to worship in their own way (relate to ideas of tolerance within society.) 4. Gum Nanak-children to learn about the life of Guru Nanak, including the qualities he showed, what qualities did he share with Moses? Discuss how he inspires Sikhs. Does he inspire the children, in what way? 5. Desmond Tutu- draw out qualities they may admire about Desmond Tutu. Encourage children to consider how could they change their lives to make a difference? 6. Gandhi- what values were important to Gandhi, what can we learn from him and change our own lives and values. 7. Visitor from a religious group- children to ask questions and identify values the visitor lives their life by. 8. Chn to listen to the story of The Parable of Talents' chn to consider what gifts and talents they have, how could their talents make a difference? How could these inspirational figures impact them and their lives? 	<ol style="list-style-type: none"> 1.Introduce Brahman and know it is the name given to the "Ultimate force" or "Supreme Spirit." Chn to begin to understand the concept of one god (Brahman) with many aspects. 2. Learn about the origins of Hinduism and how it has spread across the world. 3. Learn about the Hindu deities (revising the concept of one god, different concepts. Including Ganesha, Krishna, Lakshmi, Shiva, Parvati (Shiva's wife). 4. Describe the key practices of Hindu worship at home.(See lesson plans for video clips.) 5. Learn about the five daily duties of Hindus, including the importance of the concepts of karma and dharma. 6. Explore and learn about the Mandir (Hindu temple) if possible visit a local Mandir. 7. Explore holy texts: Shruti and Smriti. Use the teachings from the Gita to develop their ideas of what to do in a dilemma. 8. Use teaching from Hindu books to learn about Lord Krishna. <p><i>(Other stems of learning about Hinduism are offered in the lesson plans.)</i></p>
<p>By the end of the unit pupils should be able to....</p> <p>B2 talk about some of the things that are the same for different religious people.</p> <p>D2 ask about what happens to others with respect for their feelings.</p> <p>E2 talk about some of the things in <i>belief</i> that make people ask questions.</p>	<p>By the end of the unit pupils should be able to....</p> <p>B3 describe some of the things that are the same and different for religious people.</p> <p>F3 link things that are important to them and other people with the way they think and behave.</p>	<p>By the end of the unit pupils should be able to....</p> <p>B4 use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups.</p> <p>E4 ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious groups or individuals.</p>
<p style="text-align: center;">Judaism</p>	<p style="text-align: center;">Judaism and Sikhism</p>	<p style="text-align: center;">Hinduism</p>

Autumn	Spring	Summer
<p>Unit 3: Why do religious books and teachings matter?</p> <p>1. Chn to understand the importance and value of messages being passed down through generations. Know that Christians value Jesus' message: 'love God and love their neighbour as themselves. How have Christians tried to preserve this message, i.e. kept Jesus safe, recorded in the Bible.</p> <p>2. Be aware of different holy writings, Bible, Qur'an, Torah, and Bhagavad-Gita (Hindu). Chn to know how each is handled, kept, appearance, language. Believers learn writing off by heart (e.g. in Islam the 'Hafiz' learns the Qur'an.) Why do the different religious groups think these writing are so important?</p> <p>3. Case study: Bible</p> <ul style="list-style-type: none"> • Chn to know the different books of the bible (Old Testament, New Testament, the Acts, the Revelations.) • That Christians believe it to be the word of God. <p>4. Learn about a Christian who put the 10 commandments into practise, how someone's life was made better by a person who was acting on Jesus' teaching about love, how Christian love appears in their work. E.g Dr Barnardo.</p> <p>5. Case study: Qur'an</p> <ul style="list-style-type: none"> • How Muslims show it respect. • Believe it to be the word of Allah, Arabic • See that in Islamic artwork the prophet is not depicted, do not worship false idols. <p>6. To know the five principles of Islam, how Muslims live their lives by the 5 principles – link to the five pillars.</p> <p>7. Give children a moral choice/ dilemma-what would a Christian or Muslim who follow their holy writings do? Do they think the values from the holy writings are good values, would they make for a better world?</p>	<p>Unit 5: Why are some journeys and places special?</p> <p>1.Chn to learn what a pilgrimage is. Chn to know the 6 special places for the 6 major religions. e.g., Muslims – Mecca; Christians, Muslims and Jews – Jerusalem; Hindus – the River Ganges, Buddhist - Lumbini Sikh: Harmandir Saheb (N.B In Sikhism there is not an expectation for pilgrimage- "God's name is the real pilgrimage place which consists of contemplation of the word of God, and the cultivation of inner knowledge.")</p> <p>2. Mecca- Chn to know that Mecca is a special place for Muslims. To learn about the Hajj to Mecca (see page 7 of lesson plan document.)</p> <p>3. Lourdes- Chn to know that Lourdes is a special place for Christians. How do people show their belief at Lourdes? What different Christian symbols can they see at Lourdes?</p> <p>4. Life as a journey- What do they think are the important milestones in life? The Christian church mark these milestones; baptism, confirmation, wedding and funeral. Why are these important milestones-link to scripture see page 13.</p> <p>5. Baptism- children ton know the significance of baptism within Christianity. Chn to explore the role of God Parents, the symbolism of the special vestments, what happens in a baptism ceremony including the symbolism of renouncing sin.</p> <p>6. Chn to learn about how a Muslim family welcome a baby, e.g. the baby's head is shaved, money is given to charity, the baby is given a special name, passages from the Qur'an are read, honey or sugar is put on the baby's tongue. What is similar and different to the Christian ceremony?</p> <p>7. Compare a Christian and Muslim wedding-what are the similarities, what are different. (N.B: lots of the celebrations are custom and not to do with religious practise.)</p> <p>8. Death-what do Christians and Muslims believe happen after death? What do the children think happens?</p>	<p>Unit 6: How do we make moral choices?</p> <p>1.Learn about the Festival of Navratri- celebration of the three forms of divine mothers.</p> <ul style="list-style-type: none"> • Provider-Lakshmi • Protector-Durga • Teacher-Saraswati <p>Explore symbolism and qualities of the three female devis. Begin to discuss how the qualities of the three female devis would affect moral decisions.</p> <p>2. Compare three devis to other religious female role, e.g Mary (Christian faith) including her qualities.</p> <p>3. Learn about the Festival of Navratri- how does it help Hindus to make good moral choices. Encourage chn to think about different moral decisions and what can they use from their understanding of the Hindu faith.</p> <p>4. Focus on the special feast prepared for the Festival of Navratri for young girls to celebrate and reflect o9n the divine contribution of females in families. Chn to consider female images and roles in religious beliefs.</p> <p>5.Learn about the story behind Navratri (how Durga vanquished the Demon.) What would a Hindu believer learn from the story and how might it impact moral decisions.</p>
Christianity and Islam	Christianity and Islam	Christianity and Hinduism
<p>By the end of the unit pupils should be able to....</p> <p>C3 Make simple links between a range of examples of religious expression and the religious beliefs / ideas / feelings which underlie them.</p> <p>F3 Make links between the values people may have and their attitude and behaviour.</p>	<p>By the end of the unit pupils should be able to....</p> <p>C3 use religious words to describe some of the different ways in which people show their beliefs.</p> <p>E3 ask important questions about life and compare their ideas with those of other people.</p>	<p>A3 describe what a Hindu believer might learn from thinking about the Hindu Deities and beliefs about the Navratri festival.</p> <p>F3 link things that are important to them, e.g. the role of mothers, and Hindus, e.g. the role of the Divine Mother, with the way they think and behave towards mothers and also towards those with less power than them.</p>

Autumn	Spring	Summer
<p>Unit 4: What does it mean to belong to a religion: Christianity</p>	<p>Unit 8: What do people believe about life?</p>	<p>Unit 11: What's it like to be a Muslim?</p>
<p>1, To know that Christianity is a broad religion with a variety of beliefs held within it, e.g Catholic, Baptist.</p> <p>2. Explore some commonly held beliefs within Christianity. God as creator, God of love, a ruler, a judge, the Trinity, God of faithfulness and God of forgiveness? Are these views shared by all?</p> <p>3. What are the key things Christians believe in?</p> <p>4. How does a Christian's belief impact their life and decisions?</p> <p>5. Chn to learn about commonly held practises, e.g worship, prayer, symbolism, church, Sunday.</p> <p>6. To compare an Anglican church to a Baptist church-what are the similarities and differences-how does this affect beliefs and practises?</p> <p>7. How do Anglicans and Baptist's beliefs differ? What beliefs are unique to each church?</p> <p>Give children an example of a modal decision how would an Anglican and Baptist differ in their opinion?</p>	<p>1. Chn to know that Jesus is the leader of Christianity, Buddha is the leader of Buddhism. Chn to know basic facts about the two leaders (see p.4 of lesson planning document.) Chn to talk about 'changes in life.' How do we feel when a change happens, e.g moving school, house, starting a new club.)</p> <p>2. Chn to explore the idea that people are not always happy. Chn to listen to the Buddhist story of Prince Siddhartha http://www.bbc.co.uk/education/clips/zqwfkg7. What things stand in the way of our happiness?</p> <p>3. Learn about Buddhists teaching on Karma (every action has a consequence.) How this effects how Buddhists live their lives. Chn to explore the 'Wheel of Life' http://www.buddhanet.net/wheel2.htm. The six worlds of existence, showing how there is suffering everywhere, but that in each world the Buddha is there to help. What gifts does Buddha bring? Buddhists believe that the Buddha's teaching can help everyone to stop suffering, wherever they are [by stopping self-centred desires].</p> <p>4. Learn about the story of how Jesus healed people; 'The Healing of the Lepers.' (Matthew 8:1-4) Consider what may be learnt from the story about the treatment of social outcasts. Chn to consider how Jesus' changed the Lepers lives and those that heard about the story.</p> <p>5. Chn to reflect on images of suffering in the world; Consider what Jesus and the Buddha might have to say about suffering in the world today. (See Lesson 7 p. 11 of planning document.)</p> <p>6. Learn about Christian and Buddhist beliefs about the afterlife. Explore their own beliefs about the afterlife. Children to think about and reflect about what they have learnt about. What do Christians learn from Jesus about how to treat other people? What do Buddhists learn from the Buddha about how to cope with suffering?</p>	<p>1. Chn to identify community and groups they belong to?</p> <p>2. Chn to use resources to begin to explore what it is like to be a Muslim-can they think of questions they would ask a believer of Islam.</p>
<p>Christianity</p>	<p>Christianity and Buddhism</p>	

By the end of the unit pupils should be able to...

A3: describe what a believer might learn from a religious story.

E3: ask important questions about life and compare their ideas with those of other people.