

Phase 1					
Year 1					
Term 1: The Wise and Foolish Builder	Term 2: Diwali and Christmas	Term 3: Belonging and Caring for Others and Ourselves	Term 4: Easter	Term 5: Christianity: Believing and symbols.	Term 6: Specialness of the Bible: Stories
<p>Learning Objectives:</p> <p>K4 - I will be able to show an awareness of 'yes and no' and begin to express my feelings. K5 - I will join in with my peers to explore the story as well as experience individual reflection. K6 - I will work in a small group and begin to make contributions as well as engage in individual reflection. K7 - I will begin to understand that other people have needs and that I need to respect these. K7 - I will be able to make purposeful relationships with others in group activities.</p> <p>Activity Suggestions:</p> <p>Read 'The Wise and foolish builder'. Explore different building materials. Make houses out of different materials Stand toy houses in different materials and observe findings Quiet meditation music for self reflection Explore yoga</p>	<p>Learning Objectives:</p> <p>K3(ii) - To actively explore seasonal objects. K4 - I will listen and respond to the religious stories through adult led activities. K5 - I will respond to a variety of religious experiences about familiar religious stories and celebrations/ festivals. K6 - I will listen to and begin to respond to familiar religious stories and music, making my own contributions towards celebrations and festivals. K7: I will find out about aspects of religious events through stories, music or drama, answer questions and share my responses.</p> <p>Activity Suggestions:</p> <p>Children should listen to the story of Rama & Sita. Explore characters from the story through the use of role play and use of sensory items to represent light. Children to be offered sensory experiences of smelling and tasting Indian spices/foods. Children to dress up in Indian clothing. Create a dance to Indian/ Bollywood style music. Children to listen to the Nativity story. Explore the different roles within the story. Explore objects related to the story - hay, animal props, baby etc. Explore the christingle and what each element represents.</p>	<p>Learning Objectives:</p> <p>K3(ii) - They can remember learned responses over increasing periods of time and may anticipate known events. K4 - I will begin to appreciate stillness and quietness. K5 - I will begin to engage in moments of individual reflection. K6 - I will engage in moments of individual reflection. K7 - I will begin to understand that other people have needs and be able to respect these. K7 - I will make purposeful relationships with others in group activities.</p> <p>Activity Suggestions:</p> <p>Ten minutes reflections at key times of the day. Mindfulness activities Cosmic Yoga Breathing exercises Sensory massage story - sensory journey Explore different ways that we can look after ourselves and our friends. Think about what groups we belong to - family, school, class, clubs etc.</p>	<p>Learning Objectives:</p> <p>K3(ii) - I will be able to actively explore objects for more extended periods. K4 - I will begin to respond to religious stories through adult led activities. K5 - I will be able to respond to a variety of new religious experiences e.g. food, music, colour, lights or tactile objects. K6 - I will listen to and begin to respond to Christian stories, poems and music. K7 - I will find out different aspects of Christian stories through music or drama. K7 - I will find out about aspects of religious events through stories, music or drama, answer questions and share my responses.</p> <p>Activity Suggestions:</p> <p>Listen to the Easter story. Why is Jesus important to Christians? Explore images and artefacts of Christianity including the Easter baskets, lilies, hot cross buns, Easter candles, Easter lamb, palm branches, The cross. Think about 'Why are these important to Christians'? Taste or make hot cross buns, discussing the significance of the cross. Retell the Easter story through role play, video clips, Children's picture Bible.</p>	<p>Learning Objectives:</p> <p>K3(ii) - I will be able to actively explore objects and events for more extended periods. K4 - I will be able to use single elements of communication to express feelings. K5 - I will be able to respond to a variety of new religious experiences e.g. food, music, colour, lights or tactile objects. K5 - I will show curiosity about some Christian symbols and objects. K6 - I will be able to listen to and respond to familiar religious stories, poems or music and make my own contribution to celebrations. K7 - I will find out about aspects of religion through stories, poems or music, answer questions and communicate my responses.</p> <p>Activity Suggestions:</p> <p>Explore images of Christian places of worship. Think about 'What is a church'? What happens in a church? Identify key symbols found within a Church - cross, dove, candle. Think about what they symbolise and why they are important to Christians. Explore some of other key Christian symbols - rainbow, water and flame.</p>	<p>Learning Objectives:</p> <p>K4 - I will be able to show an awareness of 'yes and no' and begin to express my feelings. K5 - I will join in with my peers to explore the story as well as experience individual reflection. K6 - I will work in a small group and begin to make contributions as well as engage in individual reflection. K7 - I can listen to and follow religious stories. K7 - I can communicate my ideas about religion, life events and experiences in simple phrases.</p> <p>Activity Suggestions:</p> <p>Read 'The creation story' and explore the events that took place on the seven days. Sensory exploration. Pupils to plan what they would choose when creating the earth. Explore different weathers and climates - which do they like/ dislike? Discuss the concept of Adam and Eve - what would their "People" look like - extend to personality characteristics that would be important. Earth pictures Watch video clips of the creation story, use a Children's picture Bible. Sequencing activities.</p>

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	Visit a church to understand the meaning of Christmas. Explore how different religions/ groups celebrate during this period - special traditions etc				
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Phase 1					
Year 2					
Term 1: Belonging to Different Religions. Harvest Festival	Term 2: Nativity and Abraham's Journey	Term 3: Belonging: Jewish Synagogues and Christian Churches	Term 4: Symbols: Christianity and Judaism	Term 5: Christianity and Judaism: Sunday/Sabbath	Term 6: Hinduism: Believing and Symbols
<p>Learning Objectives:</p> <p>K4 - I will be able to show an awareness of 'yes and no' and begin to express my feelings. K5 - I will join in with peers to explore the story as well as experiencing individual reflection. K6 - I will be aware of different faiths. K6 - I will work in a small group and begin to make contributions as well as engage in individual reflection. K7 - I will be able to find out about aspects of different religions through stories, poems or music and answer questions and communicate my responses.</p> <p>Activity Suggestions:</p> <p>Explore why we have Harvest festivals and how they are celebrated. Use fruits and vegetables to do some printing. Make your own scarecrows. Pupils to plant their own seeds. Learn Harvest festival songs for assembly. Visit a local Church to observe their harvest display. Class to observe "different beliefs" Powerpoint and complete recall sheet where appropriate. Take part in religious prayer preparations for different</p>	<p>Learning Objectives:</p> <p>K3(ii) - I will be able to actively explore seasonal objects. K4 - I will listen and respond to the religious stories through adult led activities. K5 - I will respond to a variety of religious experiences about familiar religious stories and celebrations/ festivals. K6 - I will listen to and begin to respond to familiar religious stories and music, making my own contributions towards celebrations and festivals. K7 - I will find out about aspects of religious events through stories, music or drama and answer questions and share my responses.</p> <p>Activity Suggestions:</p> <p>Research 'Who is Abraham?' Watch video clips about Abraham's journey. Use a Powerpoint presentation to see clearly Abraham's journey https://www.twinkl.co.uk/resource/t-re-329-abraham-and-sarah-bible-story-powerpoint Think about the importance of trust and believing in God and that he will protect and provide for us. Pupils to recap the nativity story and think about its importance.</p>	<p>Learning Objectives:</p> <p>K4 - I will be able to use single elements of communication to express my feelings. K5 - I will be able to respond to a variety of new religious experiences e.g. food, music, colour, lights or tactile objects. K6 - I will be able to listen to and respond to familiar religious stories, poems or music and make my own contribution to celebrations. K7 - I will be able to find out about aspects of religion through stories, poems or music and answer questions and communicate my responses.</p> <p>Activity Suggestions:</p> <p>Explore Jewish artefacts. Make Challah bread Explore some Christian artefacts and discuss their purpose. Explore differences between synagogues and churches. Explain key features of each. View an online virtual tour of a church and then a synagogue. Identify key parts of a Synagogue or Church and learn more about their purpose and what they are used for.</p>	<p>Learning Objectives:</p> <p>K3(ii) - I will be able to explore artefacts linked to Christianity and Judaism. K4 - I will begin to respond to religious stories through adult led activities. K5 - I will show curiosity about some Christian and Jewish symbols and objects. K6 - I will listen to and begin to respond to Christian and Jewish stories, poems and music. K7 - I will find out about different aspects of Christian and Jewish stories through music or drama.</p> <p>Activity Suggestions:</p> <p>Explore Christian symbols and the meanings and symbolism behind them. Use RE Quest to learn more about Christian symbols. https://request.org.uk/resource/life/spirituality/christian-symbols/ See if pupils could design their own symbol and explain its meaning. Pupils begin to learn more about why the cross, crucifix, ichthus, dove, flame, water, rainbow and candles are important to Christians. Explain the connection between water and baptism. Pupils to watch video clips</p>	<p>Learning Objectives:</p> <p>K3(ii) - I will be able to actively explore religious artefacts. K4 - I will listen and respond to religious stories through adult led activities. K5 - I will respond to a variety of religious experiences about familiar religious stories and celebrations or festivals. K6 - I will listen to and begin to respond to familiar religious stories and music, making my own contributions towards celebrations and festivals. K7: I will find out about aspects of religious events through stories, music or drama and answer questions and share my responses.</p> <p>Activity Suggestions:</p> <p>Discuss the basic beliefs of Judaism. Discuss what Jews believe about God. Read a selection of short Jewish stories for kids, watch video clips, look at Judaism PowerPoint info (Twinkl). Judaism definitions, pictures or matching cards. Make a Star of David - Fold and cut paper activity or stained glass window. Discuss how the Jewish people</p>	<p>Learning Objectives:</p> <p>K4 - I will be able to show an awareness of 'yes and no' and begin to express my feelings. K5 - I will join in with peers to explore the story as well as experience individual reflection. K6 - I will work in a small group and begin to make contributions as well as engage in individual reflection. K7 - I can listen to and follow religious stories. K7 - I will be able to communicate my ideas about religion, life events and experiences in simple phrases.</p> <p>Activity Suggestions:</p> <p>Explore - 'What is hinduism?' Explore different foods that are eaten during Hindu celebrations. Explore the clothing, jewellery, outfits etc. that Hindu's wear during their festivals and celebrations. Exploring different celebrations in Hinduism - Holi (festival of colours), Navaratri - (means 'nine nights' because this festival has nine nights of feasts and special dances), Diwali (festival of lights). Pupils could create rangoli patterns using coloured rice, chalk, paint etc. Explore key Hindu symbols and</p>

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<p>religions. Visit different places of worship. Listen to music from different religions. Explore artefacts from different religions.</p>	<p>Pupils could make their own toilet roll nativity characters and place them together to make a class nativity scene. Pupils could make their own stars and discuss symbolism of the star in the story - salt dough, playdough. Visit a church to understand the real meaning of Christmas. Think about journeys and what you might need to take with you on a journey - pack a suitcase. Listen to songs linked to going on a journey.</p>		<p>showing a baptism service. Pupils to explore the story of Noah's Ark and the symbolism of the rainbow and God's promise not to flood the earth again. Explore some symbols that are important to the Jewish religion. Look closely at the symbolism and meanings behind the symbols. Think about the Star of David, the Menorah and the Torah. PowerPoint presentation looking closely at Christian and Jewish symbols. Are there any symbols that are important to both Christians and Jewish people?</p>	<p>have a day of rest - Sabbath /Shabbat. Find out more about Shabbat - What is it? When is it celebrated? How is it celebrated? Explore how families prepare for Shabbat - prepare the meal and do the housework. Role play cleaning and self care. Enjoy a Shabbat meal as a class. Look closely at the beliefs of Christians. Think about what Christians do on Sundays - go to Church, pray, worship etc.</p>	<p>the symbolism behind them. Explore Hindu temples. Make a Hindu temple out of recyclable materials. Try some food eaten at Hindu celebrations</p>
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<p>Phase 1</p>					
<p>Year 3</p>					
<p>Term 1: Christian Stories</p>	<p>Term 2: Buddhism: Compassion and Caring</p>	<p>Term 3: Belonging: Special Buildings and People</p>	<p>Term 4: Creation Stories: Caring for others and our world</p>	<p>Term 5: Celebrations: Buddhism</p>	<p>Term 6: The Story of Buddha</p>
<p>K4 - I will listen and respond to the religious stories through adult led activities. K4 - I will use single elements of communication to express my feelings. K5 - I will join in with peers to explore the story as well as experience individual reflection. K6 - I will listen to and respond to familiar religious stories, poems or music and I will make my own contribution to discussions. K7 - I will find out different aspects of Christian stories through music or drama. K7 - I will make purposeful relationships with others in group activities.</p> <p>Activity Suggestions:</p> <p>Look at a selection of Christian stories from the Bible such as; The Good Samaritan, Noah's Ark, Jonah and the Whale.</p>	<p>K3(ii) - I will be able to actively explore seasonal objects. K4 - I will listen and respond to the religious stories through adult led activities. K5 - I will respond to a variety of religious experiences about familiar religious stories and celebrations or festivals. K6 - I will listen and begin to respond to familiar religious stories and music, making my own contributions towards celebrations and festivals. K7 - I will find out about aspects of religious events through stories, music or drama and answer questions and share my responses.</p> <p>Activity Suggestions:</p> <p>Explore the story of 'The Wind and the Moon' - focusing on Buddhism and friendship. Wheel of choice - related to the</p>	<p>K4 - I will use single elements of communication to express my feelings. K5 - I will respond to a variety of new religious experiences e.g. food, music, colour, lights or tactile objects. K6 - I will listen to and respond to familiar religious stories, poems or music and I will make my own contribution to discussions. K7 - I will find out about aspects of religion through stories, poems or music and I will answer questions and communicate my responses. K7 - I will begin to understand that other people have needs and that I need to respect these.</p> <p>Activity Suggestions:</p> <p>Research different places of worship for different religions. Discuss why different religions have special places of worship</p>	<p>K3(ii) - I will actively explore religious artefacts. K4 - I will use single elements of communication to express my feelings. K5 - I will join in with peers to explore the story as well as experience individual reflection. K6 - I will listen to and respond to familiar religious stories, poems or music and I will make my own contribution to discussions. K7 - I will find out about aspects of religion through stories, poems or music and I will answer questions and communicate my responses. K7 - I will begin to understand that other people have needs and that I need to respect these.</p> <p>Activity Suggestions:</p> <p>Pupils to be told the Christian creation story through video clips, children's picture Bible, pictures, PowerPoint</p>	<p>K3(ii) - I will actively explore religious artefacts. K4 - I will listen and respond to religious stories through adult led activities. K5 - I will respond to a variety of religious experiences about familiar religious stories and celebrations or festivals. K6 - I will listen to and begin to respond to familiar religious stories and music and I will make my own contributions towards discussions about celebrations and festivals. K7 - I will find out about aspects of religious events through stories, music or drama and I will answer questions and share my responses.</p> <p>Activity Suggestions:</p> <p>Pupils to learn about the key Buddhist celebrations of Vesak Day and Kathina or Robe Offering festival.</p>	<p>K3(ii) - I will actively explore religious artefacts. K4 - I will listen and respond to religious stories through adult led activities. K5 - I will respond to a variety of religious experiences about familiar religious stories and celebrations or festivals. K6 - I will work in a small group and begin to make contributions as well as engage in individual reflection. K7 - I will find out about aspects of religious events through stories, music or drama and I will answer questions and share my responses.</p> <p>Activity Suggestions:</p> <p>Read the story of Buddha - opportunity for students to reenact and film it. PowerPoint presentation showing the story of the Buddha. Watch short videos which retell</p>

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<p>Read from a Children's Bible, watch videos of the stories, act out the stories through role play. If you read the Good Samaritan, teach the pupils about being kind and caring to the people around them.</p> <p>Think about being good friends and following the rules.</p> <p>If you look at the Noah's Ark story, encourage pupils to think about the morals and symbolism within the story.</p> <p>Encourage the pupils to think about God's promise within the story.</p> <p>Jonah and the Whale story could be told via a PowerPoint presentation: https://www.twinkl.co.uk/resource/us-re-001-jonah-and-the-big-fish-story-powerpoint</p> <p>Pupils can think about how you cannot run away from God and if you do wrong or disobey God ask for forgiveness as God will give you a second chance.</p> <p>Think about forgiveness and saying sorry for things that you do wrong.</p> <p>Sequencing activities.</p>	<p>story of the Wind and the Moon - looking at how we can calm down and resolve disagreements.</p> <p>Learn about the importance of the lotus flower to Buddhists.</p> <p>Students to decorate their own lotus flower picture with coloured rice</p> <p>Explore Buddhist beliefs and how we can relate to their morals.</p>	<p>that they like to visit.</p> <p>Visit important places of worship for different religions; local churches, synagogue or Gurdwara</p> <p>Look closely at people who are important within different religions; Christians - Jesus, God. Jews - God, Abraham, Issac, Jacob. Sikhs - Guru Nanak.</p>	<p>presentation.</p> <p>Sequencing activities.</p> <p>Pupils can also learn about the Islamic creation story through PowerPoint presentations, video clips, pictures etc.</p> <p>Pupils could see if there were any similarities or differences between the Christian and Islamic creation stories.</p> <p>Pupils to think about how they care for others - friends, family, teachers etc.</p> <p>Talk about charities and what they do to help people, animals etc.</p> <p>Pupils to think about how they could look after their world - picking up litter, recycling etc.</p>	<p>Vesak Day is celebrated in May which commemorates the birth, enlightenment and attainment of Nirvana of the Buddha</p> <p>Kathina or Robe Offering festival which celebrates the Buddhist community joining together to present the monks in their monastery with new robes.</p> <p>Vesak colouring sheets, lantern making.</p> <p>Pupils to learn about how Buddhists celebrate these festivals - what do they do? What do they wear?</p>	<p>the story of Buddha.</p> <p>The story of Buddha story cards.</p> <p>Sequencing activities.</p> <p>Buddha colouring pictures.</p>
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Phase 2					
Year 1					
Term 1: Harvest and Sukkot	Term 2: Hanukkah	Term 3: Vaisakhi	Term 4: Lent and Holy Week	Term 5: Ramadan and Eid	Term 6: Places of Worship - Church and Synagogue
<p>Learning Objectives:</p> <p>K1(i) - I will encounter activities and experiences.</p> <p>K1(ii) - I will show simple reflex responses, for example, startling at sudden noises or movements.</p> <p>K1(iii) - I will begin to show emerging awareness of activities and experiences.</p> <p>K1(iv) - I may be able to give intermittent reactions, for example, vocalising occasionally</p>	<p>Learning Objectives:</p> <p>K1(i) - I will encounter activities and experiences.</p> <p>K1(ii) - I will begin to show emerging awareness of activities and experiences.</p> <p>K2(i) - I will begin to respond consistently to familiar people, events and objects.</p> <p>K2(ii) - I will begin to be proactive in my interactions.</p>	<p>Learning Objectives:</p> <p>K1(i) - I will encounter activities and experiences and I may be able to show simple reflex responses.</p> <p>K1(ii) - I will begin to show emerging awareness of activities and experiences</p> <p>K1(iii) - I will be able to give intermittent reactions to activities and experiences.</p>	<p>Learning Objectives:</p> <p>K1(i) - I will encounter activities and experiences and I may be able to show simple reflex responses.</p> <p>K1(ii) - I will begin to show emerging awareness of activities and experiences</p> <p>K1(iii) - I will be able to give intermittent reactions to activities and experiences.</p>	<p>Learning Objectives:</p> <p>K1(i) - I will encounter activities and experiences.</p> <p>K1(ii) - I will show simple reflex responses, for example, startling at sudden noises or movements.</p> <p>K1(iii) - I will begin to show emerging awareness of activities and experiences.</p> <p>K1(iv) - I may be able to give intermittent reactions, for example, vocalising occasionally</p>	<p>Learning Objectives:</p> <p>K1(i) - I will encounter activities and experiences and I may be able to show simple reflex responses.</p> <p>K1(ii) - I will begin to show emerging awareness of activities and experiences</p> <p>K1(iii) - I will be able to give intermittent reactions to activities and experiences.</p>

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<p>during group celebrations and acts of worship. K2(i) - I will begin to respond consistently to familiar people, events and objects. K2(i) - I will begin to show interest in people, objects and events. K2(ii) - I will begin to be proactive in my interactions. K2(ii) - I will begin to recognise familiar people, events and objects. K3(i) - I will begin to communicate intentionally. K3(i) - I will explore materials in increasingly complex ways, for example, stroking or shaking artefacts or found objects. K3(ii) - I will use emerging conventional communication. K3(ii) - I will greet known people and I will initiate interactions and activities, for example, prompting an adult to sing or play a favourite song. K3(ii) - I will explore objects and events for more extended periods of time. K4 - I will use single elements of communication, for example, words, gestures, signs or symbols to express my feelings. K4 - I will begin to respond to the feelings of others. K5 - I will respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings. K5 - I will respond to a variety of new religious experiences. K5 - I will engage in moments of individual reflection. K6 - I will express and communicate my feelings in different ways. K6 - I will respond to others in group situations and cooperate when working in small groups. K6 - I will listen to and begin to respond to familiar religious stories, poems and music and</p>	<p>K3(i) - I will begin to communicate intentionally. K3(ii) - I will begin to use emerging conventional communication. K4 - I will use single elements of communication, for example, words, gestures, signs or symbols to express my feelings. K5 - I will respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings. K5 - I will be able to respond to a variety of new religious experiences. K6 - I will express and communicate my feelings in different ways. K6 - I will respond to others in group situations and cooperate when working in small groups. K6 - I will listen to and begin to respond to familiar religious stories, poems and music and make my own contribution to discussions about celebrations and festivals. K7 - I will listen to and follow religious stories. K7 - I will communicate my ideas about religion, life events and experiences in simple phrases. K7 - I will find out about aspects of religion through stories, music or drama and answer questions and communicate my responses. K8 - I will listen attentively to religious stories or to people talking about religion. K8 - I will be able to communicate simple facts about religion and important people in religions. K8 - I will begin to realise the significance of religious artefacts, symbols and places.</p> <p>Activity Suggestions:</p> <p>Pupils to look at a PowerPoint presentation about Hanukkah.</p>	<p>K2(i) - I will begin to respond consistently to familiar people, events and objects. K2(ii) - I will begin to react to new activities and experiences. K2(ii) - I will begin to show interest in people, events and objects. K2(ii) - I will begin to be proactive in my interactions and be able to communicate consistent preferences and affective responses. K2(ii) - I will recognise familiar people, events and objects. K3(i) - I will begin to communicate intentionally and seek attention through eye contact, gesture or action. K3(i) - I will be able to participate in shared activities with less support. K3(i) - I will be able to explore materials in increasingly complex ways. K3(ii) - I will begin to use emerging conventional communication and I will be able to greet known people and begin to initiate interactions and activities. K3(ii) - I will begin to respond to options and choices with actions or gestures. K3(ii) - I will actively explore objects and events for more extended periods of time. K3(ii) - I will actively explore objects and events for more extended periods of time. K4 - I will use single elements of communication, for example, words, gestures, signs or symbols to express my feelings. K4 - I will show that I understand 'yes' and 'no'. K4 - I will begin to respond to the feelings of others. K5 - I will respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings. K5 - I will respond to a variety of new religious experiences, for example, involving music, drama,</p>	<p>K2(i) - I will begin to respond consistently to familiar people, events and objects. K2(ii) - I will begin to react to new activities and experiences. K2(ii) - I will begin to show interest in people, events and objects. K2(ii) - I will begin to be proactive in my interactions. K2(ii) - I will recognise familiar people, events and objects. K3(i) - I will begin to communicate intentionally and seek attention through eye contact, gesture or action. K3(i) - I will be able to request events or activities through eye contact, gesture or action. K3(i) - I will be able to explore materials in increasingly complex ways. K3(ii) - I will begin to use emerging conventional communication and I will be able to greet known people and begin to initiate interactions and activities. K3(ii) - I will begin to respond to options and choices with actions or gestures. K3(ii) - I will actively explore objects and events for more extended periods of time. K3(ii) I will begin to remember learned responses over increasing periods of time and I may anticipate a known event. K4 - I will use single elements of communication, for example, words, gestures, signs or symbols to express my feelings. K4 - I will begin to demonstrate an appreciation of stillness and quietness. K4 - I will begin to respond to the feelings of others. K5 - I will respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings. K5 - I will respond to a variety of new religious experiences, for</p>	<p>during group celebrations and acts of worship. K2(i) - I will begin to respond consistently to familiar people, events and objects. K2(i) - I will begin to show interest in people, objects and events. K2(ii) - I will begin to be proactive in my interactions. K2(ii) - I will begin to recognise familiar people, events and objects. K3(i) - I will begin to communicate intentionally. K3(i) - I will explore materials in increasingly complex ways, for example, stroking or shaking artefacts or found objects. K3(ii) - I will use emerging conventional communication. K3(ii) - I will greet known people and I will initiate interactions and activities, for example, prompting an adult to sing or play a favourite song. K3(ii) - I will explore objects and events for more extended periods of time. K4 - I will use single elements of communication, for example, words, gestures, signs or symbols to express my feelings. K4 - I will show that I understand 'yes' and 'no'. K5 - I will respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings. K5 - I will respond to a variety of new religious experiences. K5 - I will engage in moments of individual reflection. K6 - I will express and communicate my feelings in different ways. K6 - I will respond to others in group situations and cooperate when working in small groups. K6 - I will listen to and begin to respond to familiar religious stories, poems and music and</p>	<p>K2(i) - I will begin to respond consistently to familiar people, events and objects. K2(ii) - I will begin to react to new activities and experiences. K2(ii) - I will begin to show interest in people, events and objects. K2(ii) - I will begin to be proactive in my interactions and be able to communicate consistent preferences and affective responses. K2(ii) - I will recognise familiar people, events and objects. K3(i) - I will begin to communicate intentionally and seek attention through eye contact, gesture or action. K3(i) - I will be able to request events or activities through eye contact, gesture or action. K3(i) - I will be able to explore materials in increasingly complex ways. K3(ii) - I will begin to use emerging conventional communication. K3(ii) - I will be able to greet known people and begin to initiate interactions and activities. 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<p>make my own contribution to celebrations and festivals. K6 - I will start to be aware of my own influence on events and other people. K7 - I will communicate my ideas about religion, life events and experiences in simple phrases. K7 - I will find out about aspects of religion through stories, music or drama and answer questions and communicate my responses. K7 - I will make purposeful relationships with others in group activities. K8 - I will listen attentively to religious stories or to people talking about religion. K8 - I will be able to communicate ideas, feelings or responses to experiences or be able to retell religious stories. K8 - I will communicate simple facts about religion and important people in religions. K8 - I will begin to realise the significance of religious artefacts, symbols and places. K8 - I will be sensitive to the needs and feelings of others and be able to show respect for myself and others.</p> <p>Activity Suggestions: To actively participate in Harvest celebrations (Christian and Jewish). To identify, name and match different fruits and vegetables. To work as independently as possible on a variety of art and craft activities linked to Harvest, for example printing with fruits and vegetables, make Harvest baskets or scarecrows etc. https://www.twinkl.co.uk/resource/harvest-craft-ideas-t-tp-1662042893 Pupils to begin to consider how other people feel when they celebrate Harvest and Sukkot. Explore the concept of helping and pupils could think about how they can help others both at</p>	<p>Look closely at how Hanukkah is celebrated - what do they do? What do they eat? BBC Bitesize information and videos about Hanukkah: https://www.bbc.co.uk/bitesize/to-pics/znwhfg8/articles/zj446v4 Make a Hanukkah Dreidel. (Twinkl) Wax crayon Menorah candles craft. (Twinkl) Experience the 5 Hanukkah traditions. Learn about the key rituals and customs during Hanukkah and be able to name them. Complete sequencing activities looking at what happens in the eight days of Hanukkah. Cook some Hanukkah foods. Try some of the foods that people eat at Hanukkah.</p>	<p>colour, lights, food, or tactile objects. K5 - I will be able to participate in activities involving two or three other learners. K6 - I will be able to express and communicate my feelings in different ways. K6 - I will be able to respond to others during group situations and cooperate when working in small groups. K6 - I will be able to listen to and begin to respond to familiar religious stories, poems and music and make my own contribution to celebrations and festivals. K6 - I will begin to show an awareness of my own influence on events and other people. K7 - I will listen to and follow religious stories. K7 - I will communicate my own ideas about religion, life events and experiences in simple phrases. K7 - I will begin to evaluate my own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences. K7 - I will begin to find out about aspects of religion through stories, music or drama and be able to answer questions and communicate my responses. K7 - I will begin to understand that other people have needs and that I need to respect these. K8 - I will be able to listen attentively to religious stories or to people talking about religion. K8 - I will begin to understand that religious and other stories carry moral and religious meaning. K8 - I will be able to communicate simple facts about religion and important people in religions.</p>	<p>example, involving music, drama, colour, lights, food, or tactile objects. K5 - I will be able to participate in activities involving two or three other learners. K5 - I will be able to engage in moments of individual reflection. K6 - I will be able to express and communicate my feelings in different ways. K6 - I will be able to respond to others during group situations and cooperate when working in small groups. K6 - I will be able to listen to and begin to respond to familiar religious stories, poems and music and make my own contribution to celebrations and festivals. K6 - I will begin to show an awareness of my own influence on events and other people. K6 - I will begin to show concern and sympathy for others in distress, for example, through gestures, facial expressions or by offering comfort. K7 - I will listen to and follow religious stories. K7 - I will communicate my own ideas about religion, life events and experiences in simple phrases. K7 - I will begin to evaluate my own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences. 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K8 - I will be able to communicate ideas, feelings or responses to experiences or be able to retell religious stories. K8 - I will communicate simple facts about religion and important people in religions. K8 - I will begin to realise the significance of religious artefacts, symbols and places. K8 - I will be sensitive to the needs and feelings of others and be able to show respect for myself and others.</p> <p>Activity Suggestions: Pupils to listen to Islamic music and the Islamic call to prayer. Pupils to learn more about Ramadan through a PowerPoint presentation or Youtube video. https://www.youtube.com/watch?v=5pvmUoYNbmU Pupils to learn about fasting and its importance to Muslims. Pupils learn about the importance of love and giving and learn about how at Ramadan children are given gift baskets with special treats inside. Pupils could make a Ramadan gift box. https://www.twinkl.co.uk/resource/ramadan-gift-basket-craft-ramad</p>	<p>colour, lights, food, or tactile objects. K5 - I will be able to participate in activities involving two or three other learners. K5 - I will be able to engage in moments of individual reflection. K6 - I will be able to express and communicate my feelings in different ways. K6 - I will be able to respond to others during group situations and cooperate when working in small groups. K6 - I will begin to show an awareness of my own influence on events and other people. K6 - I will begin to show concern and sympathy for others in distress, for example, through gestures, facial expressions or by offering comfort. K7 - I will communicate my own ideas about religion, life events and experiences in simple phrases. K7 - I will begin to evaluate my own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences. K7 - I will begin to find out about aspects of religion through stories, music or drama and be able to answer questions and communicate my responses. K7 - I will begin to understand that other people have needs and that I need to respect these. K7 - I will make purposeful relationships with others during group activities. K8 - I will be able to listen attentively to religious stories or to people talking about religion. K8 - I will be increasingly able to communicate ideas, feelings or responses to experiences or to retell religious stories. K8 - I will be able to communicate simple facts about religion and important people in religions.</p>
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<p>K1(i) - I will encounter activities and experiences. K1(i) - I will show simple reflex responses, for example, startling at sudden noises or movements. K1(ii) - I will begin to show emerging awareness of activities and experiences. K1(ii) - I may be able to give intermittent reactions, for example, vocalising occasionally during group celebrations and acts of worship. K2(i) - I will begin to respond consistently to familiar people, events and objects. K2(i) - I will begin to show interest in people, objects and events. K2(ii) - I will begin to be proactive in my interactions. K2(ii) - I will begin to recognise familiar people, events and objects. K3(i) - I will begin to communicate intentionally. K3(i) - I will explore materials in increasingly complex ways, for example, stroking or shaking artefacts or found objects. K3(ii) - I will use emerging conventional communication. K3(ii) - I will greet known people and I will initiate interactions and activities, for example, prompting an adult to sing or play a favourite song. K3(ii) - I will explore objects and events for more extended periods of time. K4 - I will use single elements of communication, for example, words, gestures, signs or symbols to express my feelings. K4 - I will begin to respond to the feelings of others. K5 - I will respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings. K5 - I will respond to a variety of new religious experiences, for</p>	<p>K1(i) - I will encounter activities and experiences and I may be able to show simple reflex responses. K1(ii) - I will begin to show emerging awareness of activities and experiences K1(ii) - I will be able to give intermittent reactions to activities and experiences. K2(i) - I will begin to respond consistently to familiar people, events and objects. K2(ii) - I will begin to react to new activities and experiences. K2(ii) - I will begin to show interest in people, events and objects. K2(ii) - I will begin to be proactive in my interactions. K2(ii) - I will recognise familiar people, events and objects. K3(i) - I will begin to communicate intentionally and seek attention through eye contact, gesture or action. K3(i) - I will be able to request events or activities through eye contact, gesture or action. K3(i) - I will be able to explore materials in increasingly complex ways. K3(ii) - I will begin to use emerging conventional communication and I will be able to greet known people and begin to initiate interactions and activities. K3(ii) - I will begin to respond to options and choices with actions or gestures. K3(ii) - I will actively explore objects and events for more extended periods of time. K3(ii) I will begin to remember learned responses over increasing periods of time and I may anticipate a known event. K4 - I will use single elements of communication, for example, words, gestures, signs or symbols to express my feelings.</p>	<p>K1(i) - I will encounter activities and experiences and I may be able to show simple reflex responses. K1(ii) - I will begin to show emerging awareness of activities and experiences K1(ii) - I will be able to give intermittent reactions to activities and experiences. K2(i) - I will begin to respond consistently to familiar people, events and objects. K2(ii) - I will begin to react to new activities and experiences. K2(ii) - I will begin to show interest in people, events and objects. K2(ii) - I will begin to be proactive in my interactions. K2(ii) - I will recognise familiar people, events and objects. K3(i) - I will begin to communicate intentionally and seek attention through eye contact, gesture or action. K3(i) - I will be able to request events or activities through eye contact, gesture or action. K3(i) - I will be able to explore materials in increasingly complex ways. K3(ii) - I will begin to use emerging conventional communication and I will be able to greet known people and begin to initiate interactions and activities. K3(ii) - I will begin to respond to options and choices with actions or gestures. K3(ii) - I will actively explore objects and events for more extended periods of time. K3(ii) I will begin to remember learned responses over increasing periods of time and I may anticipate a known event. K4 - I will use single elements of communication, for example, words, gestures, signs or symbols to express my feelings.</p>	<p>K1(i) - I will encounter activities and experiences and I may be able to show simple reflex responses. K1(ii) - I will begin to show emerging awareness of activities and experiences K1(ii) - I will be able to give intermittent reactions to activities and experiences. K2(i) - I will begin to respond consistently to familiar people, events and objects. 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K4 - I will use single elements of communication, for example, words, gestures, signs or symbols to express my feelings.</p>	<p>K1(i) - I will encounter activities and experiences and I may be able to show simple reflex responses. K1(ii) - I will begin to show emerging awareness of activities and experiences K1(ii) - I will be able to give intermittent reactions to activities and experiences. K2(i) - I will begin to respond consistently to familiar people, events and objects. K2(ii) - I will begin to react to new activities and experiences. K2(ii) - I will begin to show interest in people, events and objects. K2(ii) - I will begin to be proactive in my interactions and be able to communicate consistent preferences and affective responses. K2(ii) - I will recognise familiar people, events and objects. K3(i) - I will begin to communicate intentionally and seek attention through eye contact, gesture or action. K3(i) - I will be able to participate in shared activities with less support. K3(i) - I will be able to explore materials in increasingly complex ways. K3(ii) - I will begin to use emerging conventional communication and I will be able to greet known people and begin to initiate interactions and activities. K3(ii) - I will begin to respond to options and choices with actions or gestures. K3(ii) - I will actively explore objects and events for more extended periods of time. K4 - I will use single elements of communication, for example, words, gestures, signs or symbols to express my feelings. K4 - I will show that I understand 'yes' and 'no'.</p>	<p>K1(i) - I will encounter activities and experiences and I may be able to show simple reflex responses. K1(ii) - I will begin to show emerging awareness of activities and experiences K1(ii) - I will be able to give intermittent reactions to activities and experiences. K2(i) - I will begin to respond consistently to familiar people, events and objects. K2(ii) - I will begin to react to new activities and experiences. 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<p>example, involving music, drama, colour, lights, food, or tactile objects. K5 - I will engage in moments of individual reflection. K6 - I will express and communicate my feelings in different ways. K6 - I will respond to others in group situations and cooperate when working in small groups. K6 - I will listen to and begin to respond to familiar religious stories, poems and music and make my own contribution to celebrations and festivals. K6 - I will start to be aware of my own influence on events and other people. K7 - I will communicate my ideas about religion, life events and experiences in simple phrases. K7 - I will find out about aspects of religion through stories, music or drama and answer questions and communicate my responses. K7 - I will make purposeful relationships with others in group activities. K8 - I will listen attentively to religious stories or to people talking about religion. K8 - I will be able to communicate ideas, feelings or responses to experiences or be able to retell religious stories. K8 - I will communicate simple facts about religion and important people in religions. K8 - I will begin to realise the significance of religious artefacts, symbols and places. K8 - I will be sensitive to the needs and feelings of others and be able to show respect for myself and others.</p> <p>Activity Suggestions: Pupils to learn about the importance of Diwali to Hindus. What are Hindus celebrating at Diwali, the five day festival of lights? Pupils to learn more about the</p>	<p>K4 - I will begin to demonstrate an appreciation of stillness and quietness. K4 - I will begin to respond to the feelings of others. K5 - I will respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings. K5 - I will respond to a variety of new religious experiences, for example, involving music, drama, colour, lights, food, or tactile objects. K5 - I will be able to participate in activities involving two or three other learners. K5 - I will be able to engage in moments of individual reflection. K6 - I will be able to express and communicate my feelings in different ways. K6 - I will be able to respond to others during group situations and cooperate when working in small groups. K6 - I will be able to listen to and begin to respond to familiar religious stories, poems and music and make my own contribution to celebrations and festivals. K6 - I will begin to show an awareness of my own influence on events and other people. K7 - I will listen to and follow religious stories. K7 - I will communicate my own ideas about religion, life events and experiences in simple phrases. 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<p>festival through PowerPoint presentations or short video clips. https://www.youtube.com/watch?v=vm43d1v1jfk https://www.youtube.com/watch?v=VtMwjW6Gzqs Pupils to learn that Hindus believe in the importance of good defeating evil and light overcoming dark. Watch some firework displays on the computer. Make firework pictures, make diyas, create rangoli patterns, make paper lanterns. Try some Indian food, such as; samosas and onion bhajis. Explore Indian spices. Henna patterns.</p>	<p>K7 - I will make purposeful relationships with others during group activities. K8 - I will be able to listen attentively to religious stories or to people talking about religion. K8 - I will be increasingly able to communicate ideas, feelings or responses to experiences or to retell religious stories. K8 - I will be able to communicate simple facts about religion and important people in religions. K8 - I will begin to realise the significance of religious artefacts, symbols and places. K8 - I will be sensitive to the needs and feelings of others and show respect for myself and others.</p> <p>Activity Suggestions: Listen to the Nativity story read to them from the Bible or watch animated versions of the Nativity story on the computer. Act out key parts of the Nativity story. Pupils to learn about the importance of the Nativity story to Christians and how it teaches us about Jesus' birth, but also about the man He is, and the love our Father has for all of us. Pupils to look closely at the different sections of the Nativity story and the different visitors who came to see baby Jesus in Bethlehem. Pupils to think about what gifts they would have given Jesus if they had visited him. Sequencing activities. Reading comprehension activities. Pupils could make stained glass windows, create their own Nativity scenes and Christmas cards. Colouring pictures.</p>	<p>wrong on the basis of the consequences. K7 - I will begin to find out about aspects of religion through stories, music or drama and be able to answer questions and communicate my responses. K7 - I will begin to understand that other people have needs and that I need to respect these. K7 - I will make purposeful relationships with others during group activities. K8 - I will be able to listen attentively to religious stories or to people talking about religion. K8 - I will be increasingly able to communicate ideas, feelings or responses to experiences or to retell religious stories. K8 - I will be able to communicate simple facts about religion and important people in religions. K8 - I will begin to realise the significance of religious artefacts, symbols and places. K8 - I will be sensitive to the needs and feelings of others and show respect for myself and others.</p> <p>Activity Suggestions: Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad. Recognise that Muslims do not draw Allah or the Prophet but use calligraphy, for example, to say what God is like. Share the words of the Shahadah, listen to the Call to Prayer. Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. Share the Muslim story of the revelation of the Holy Qur'an – how the Angel Jibril revealed it to Prophet Muhammad on Mount Hira and how Muslims learn Arabic to be able to read and</p>	<p>relationships with others during group activities. K8 - I will be able to listen attentively to religious stories or to people talking about religion. K8 - I will be increasingly able to communicate ideas, feelings or responses to experiences or to retell religious stories. K8 - I will be able to communicate simple facts about religion and important people in religions. K8 - I will begin to realise the significance of religious artefacts, symbols and places. K8 - I will be sensitive to the needs and feelings of others and show respect for myself and others.</p> <p>Activity Suggestions: Pupils to learn about the importance of Holi to Hindus through PowerPoint presentations or video clips. https://www.youtube.com/watch?v=wTfYhG2mOSA https://www.youtube.com/watch?v=8OA5mqVjaek Pupils to learn that Holi is a popular and significant Hindu festival and it is the Festival of colours, Love and Spring. Pupils to learn about the Hindu God Krishna. Pupils to learn about the story of Holi. https://mocomi.com/story-of-holi/ https://www.youtube.com/watch?v=mp8p3wYzhTo Hindus believe in the importance of good over evil. Indian food tasting. Paint throwing - different colours. Make pictures by splatting black paper with different coloured paint, flick paint with forks, drop painted pom poms etc. Pupils to learn about the importance of forgiveness and being kind to each other.</p>	<p>K8 - I will begin to understand that religious and other stories carry moral and religious meaning. K8 - I will be able to communicate simple facts about religion and important people in religions. K8 - I will begin to realise the significance of religious artefacts, symbols and places. K8 - I will be sensitive to the needs and feelings of others and show respect for myself and others.</p> <p>Activity Suggestions: Pupils to learn that Sikhs believe in One God, the Creator and in the equality of all humankind. Pupils to begin to understand that Sikhs worship in a building called a Gurdwara. They should understand that every Gurdwara has a copy of the Sikh holy scriptures, the Guru Granth Sahib. Pupils to learn that it is the presence of the Guru Granth Sahib that gives the Gurdwara its holy status, so any building housing the Guru Granth Sahib is considered to be a Gurdwara. Pupils to understand that the Guru Granth Sahib is very important to Sikhs and that it is always placed in the main hall of the Gurdwara (the diwan hall) and is treated with reverence and respect. It is placed under a canopy on a raised platform and is always covered with cloth when it is not being read. At the end of the day, it is taken into a separate room - known as the Sach Khand - where it is kept overnight. Pupils to be taught about the importance for Sikhs to take off their shoes, wash their hands and cover their heads before entering the Gurdwara. They then walk towards the Guru Granth Sahib, kneel and bow</p>	<p>K8 - I will be able to listen attentively to religious stories or to people talking about religion. K8 - I will be increasingly able to communicate ideas, feelings or responses to experiences or to retell religious stories. K8 - I will be able to communicate simple facts about religion and important people in religions. K8 - I will begin to realise the significance of religious artefacts, symbols and places. K8 - I will be sensitive to the needs and feelings of others and show respect for myself and others.</p> <p>Activity Suggestions: Virtual tours of mosques and Hindu temples/Mandirs. https://visitmysmosque.org/for-re-teachers/ https://www.trivenimandir.com/virtual-tour/ Pupils to learn more about key features and artefacts that are found in Temples and Mosques. Pupils to learn about different rooms that are found within Mosques and Temples and why they are important, what they are used for. PowerPoint presentations found on Twinkl provide information about Mosques and Temples. Mosque and Temple photo labelling worksheets. Pupils to create their own prayer mat design or design their own Mosque.</p>
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		<p>remember it. Retell a story about the life of the Prophet Muhammad. Recognise some objects used by Muslims and suggest why they are important - prayer beads, prayer mat, Qur'an and stand, compass, headscarf. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. Make links between what the Holy Qur'an says and how Muslims behave.</p>		<p>towards it, touching the floor with their foreheads. Pupils to learn about some of the key Sikh festivals including Vaisakhi, Bandi Chhor Divas and Guru Gobind Singh Ji's Gurburab. https://www.sikhcoalition.org/wp-content/uploads/2021/03/SikhCelebrations-2021.pdf They could try foods linked to the festivals and listen to music.</p>	
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Phase 2					
Year 3					
Term 1: Rosh Hashanah - Jewish New Year and Yom Kippur	Term 2: What is Christmas? The True Meaning for Christians	Term 3: Who is Jewish and what do they believe?	Term 4: Crucifixion, Resurrection and Ascension. Easter to Pentecost	Term 5: What do Hindus believe?	Term 6: Places of Worship - Gurdwara
<p>Learning Objectives:</p> <p>K1(i) - I will encounter activities and experiences and I may be able to show simple reflex responses. K1(ii) - I will begin to show emerging awareness of activities and experiences K1(ii) - I will be able to give intermittent reactions to activities and experiences. K2(i) - I will begin to respond consistently to familiar people, events and objects. K2(ii) - I will begin to react to new activities and experiences. K2(ii) - I will begin to show interest in people, events and objects. K2(ii) - I will begin to be proactive in my interactions. K2(ii) - I will recognise familiar people, events and objects. K3(i) - I will begin to communicate intentionally and seek attention through eye contact, gesture or action.</p>	<p>Learning Objectives:</p> <p>K1(i) - I will encounter activities and experiences and I may be able to show simple reflex responses. K1(ii) - I will begin to show emerging awareness of activities and experiences K1(ii) - I will be able to give intermittent reactions to activities and experiences. K2(i) - I will begin to respond consistently to familiar people, events and objects. K2(ii) - I will begin to react to new activities and experiences. K2(ii) - I will begin to show interest in people, events and objects. K2(ii) - I will begin to be proactive in my interactions. K2(ii) - I will recognise familiar people, events and objects. K3(i) - I will begin to communicate intentionally and seek attention through eye contact, gesture or action.</p>	<p>Learning Objectives:</p> <p>K1(i) - I will encounter activities and experiences and I may be able to show simple reflex responses. K1(ii) - I will begin to show emerging awareness of activities and experiences K1(ii) - I will be able to give intermittent reactions to activities and experiences. K2(i) - I will begin to respond consistently to familiar people, events and objects. K2(ii) - I will begin to react to new activities and experiences. K2(ii) - I will begin to show interest in people, events and objects. K2(ii) - I will begin to be proactive in my interactions. K2(ii) - I will recognise familiar people, events and objects. K3(i) - I will begin to communicate intentionally and seek attention through eye contact, gesture or action.</p>	<p>Learning Objectives:</p> <p>K1(i) - I will encounter activities and experiences and I may be able to show simple reflex responses. K1(ii) - I will begin to show emerging awareness of activities and experiences K1(ii) - I will be able to give intermittent reactions to activities and experiences. K2(i) - I will begin to respond consistently to familiar people, events and objects. K2(ii) - I will begin to react to new activities and experiences. K2(ii) - I will begin to show interest in people, events and objects. K2(ii) - I will begin to be proactive in my interactions. K2(ii) - I will recognise familiar people, events and objects. K3(i) - I will begin to communicate intentionally and seek attention through eye contact, gesture or action.</p>	<p>Learning Objectives:</p> <p>K1(i) - I will encounter activities and experiences and I may be able to show simple reflex responses. K1(ii) - I will begin to show emerging awareness of activities and experiences K1(ii) - I will be able to give intermittent reactions to activities and experiences. K2(i) - I will begin to respond consistently to familiar people, events and objects. K2(ii) - I will begin to react to new activities and experiences. K2(ii) - I will begin to show interest in people, events and objects. K2(ii) - I will begin to be proactive in my interactions and be able to communicate consistent preferences and affective responses. K2(ii) - I will recognise familiar people, events and objects.</p>	<p>Learning Objectives:</p> <p>K1(i) - I will encounter activities and experiences and I may be able to show simple reflex responses. K1(ii) - I will begin to show emerging awareness of activities and experiences K1(ii) - I will be able to give intermittent reactions to activities and experiences. K2(i) - I will begin to respond consistently to familiar people, events and objects. K2(ii) - I will begin to react to new activities and experiences. K2(ii) - I will begin to show interest in people, events and objects. K2(ii) - I will begin to be proactive in my interactions and be able to communicate consistent preferences and affective responses. K2(ii) - I will recognise familiar people, events and objects.</p>

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<p>K3(i) - I will be able to request events or activities through eye contact, gesture or action. K3(i) - I will be able to explore materials in increasingly complex ways. K3(ii) - I will begin to use emerging conventional communication and I will be able to greet known people and begin to initiate interactions and activities. K3(ii) - I will begin to respond to options and choices with actions or gestures. K3(ii) - I will actively explore objects and events for more extended periods of time. K3(ii) I will begin to remember learned responses over increasing periods of time and I may anticipate a known event. K4 - I will use single elements of communication, for example, words, gestures, signs or symbols to express my feelings. K4 - I will begin to respond to the feelings of others. K5 - I will respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings. K5 - I will respond to a variety of new religious experiences, for example, involving music, drama, colour, lights, food, or tactile objects. K5 - I will be able to participate in activities involving two or three other learners. K5 - I will be able to engage in moments of individual reflection. K6 - I will be able to express and communicate my feelings in different ways. K6 - I will be able to respond to others during group situations and cooperate when working in small groups. K6 - I will be able to listen to and begin to respond to familiar religious stories, poems and music and make my own</p>	<p>K3(i) - I will be able to request events or activities through eye contact, gesture or action. K3(i) - I will be able to explore materials in increasingly complex ways. K3(ii) - I will begin to use emerging conventional communication and I will be able to greet known people and begin to initiate interactions and activities. 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K3(ii) - I will actively explore objects and events for more extended periods of time. K4 - I will use single elements of communication, for example, words, gestures, signs or symbols to express my feelings. K4 - I will show that I understand 'yes' and 'no'. K4 - I will begin to respond to the feelings of others. K5 - I will respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings. K5 - I will respond to a variety of new religious experiences, for example, involving music, drama, colour, lights, food, or tactile objects. K5 - I will be able to participate in activities involving two or three other learners. K6 - I will be able to express and communicate my feelings in different ways. K6 - I will be able to respond to others during group situations and cooperate when working in small groups. 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<p>contribution to celebrations and festivals. K6 - I will begin to show an awareness of my own influence on events and other people. K7 - I will listen to and follow religious stories. K7 - I will communicate my own ideas about religion, life events and experiences in simple phrases. K7 - I will begin to evaluate my own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences. K7 - I will begin to find out about aspects of religion through stories, music or drama and be able to answer questions and communicate my responses. K7 - I will begin to understand that other people have needs and that I need to respect these. K7 - I will make purposeful relationships with others during group activities. K8 - I will be able to listen attentively to religious stories or to people talking about religion. K8 - I will be increasingly able to communicate ideas, feelings or responses to experiences or to retell religious stories. K8 - I will be able to communicate simple facts about religion and important people in religions. K8 - I will begin to realise the significance of religious artefacts, symbols and places. K8 - I will be sensitive to the needs and feelings of others and show respect for myself and others.</p> <p>Activity Suggestions: Pupils to learn about the Jewish festival of Rosh Hashanah - The Jewish New Year and that at this time Jews from all over the world celebrate God's creation of the world.</p>	<p>and cooperate when working in small groups. K6 - I will be able to listen to and begin to respond to familiar religious stories, poems and music and make my own contribution to celebrations and festivals. K6 - I will begin to show an awareness of my own influence on events and other people. K7 - I will listen to and follow religious stories. K7 - I will communicate my own ideas about religion, life events and experiences in simple phrases. 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K8 - I will be sensitive to the needs and feelings of others and show respect for myself and others.</p> <p>Activity Suggestions: Pupils to look closely at the Christmas story through PowerPoint presentations,</p>	<p>and cooperate when working in small groups. K6 - I will be able to listen to and begin to respond to familiar religious stories, poems and music and make my own contribution to celebrations and festivals. K6 - I will begin to show an awareness of my own influence on events and other people. K6 - I will begin to show concern and sympathy for others in distress, for example, through gestures, facial expressions or by offering comfort. K7 - I will listen to and follow religious stories. K7 - I will communicate my own ideas about religion, life events and experiences in simple phrases. K7 - I will begin to evaluate my own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences. 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K7 - I will begin to understand that other people have needs and that I need to respect these. K8 - I will be able to listen attentively to religious stories or to people talking about religion. K8 - I will begin to understand that religious and other stories carry moral and religious meaning. K8 - I will be able to communicate simple facts about religion and important people in religions. K8 - I will begin to realise the significance of religious artefacts, symbols and places. K8 - I will be sensitive to the needs and feelings of others and show respect for myself and others.</p> <p>Activity Suggestions: Pupils to learn that central to Hinduism is the belief in a supreme God Brahman and that Brahman is present everywhere and there is a part of Brahman in everyone. Pupils should begin to understand that Brahman takes many forms and especially three</p>	<p>K6 - I will begin to show an awareness of my own influence on events and other people. K6 - I will begin to show concern and sympathy for others in distress, for example, through gestures, facial expressions or by offering comfort. K7 - I will communicate my own ideas about religion, life events and experiences in simple phrases. K7 - I will begin to evaluate my own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences. K7 - I will begin to find out about aspects of religion through stories, music or drama and be able to answer questions and communicate my responses. K7 - I will begin to understand that other people have needs and that I need to respect these. K7 - I will make purposeful relationships with others during group activities. K8 - I will be able to listen attentively to religious stories or to people talking about religion. K8 - I will be increasingly able to communicate ideas, feelings or responses to experiences or to retell religious stories. 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<p>Pupils to find out more about Rosh Hashanah through PowerPoint presentations or video clips. https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-celebrating-rosh-hashanah/zdqc8xs https://www.youtube.com/watch?v=o0yn5Yi-phE Pupils to learn about forgiveness and saying sorry as Jewish people ask God for forgiveness for the things which they have done wrong during the past year during the festival of Rosh Hashanah. Pupils to try a sweet snack of apples and honey that Jewish people eat at this time. Pupils should also learn about the festival of Yom Kippur - PowerPoint presentations or via https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/z4vvjvhv Pupils should learn that Yom Kippur means Day of Atonement and it is the most sacred and solemn day in the Jewish calendar. Pupils to learn that Yom Kippur takes place ten days after Rosh Hashanah, the Jewish New Year, which celebrates the anniversary of the creation of the world. Pupils to learn about how Jews celebrate Yom Kippur - fasting for 25 hours, they wear white and they don't wear make-up, perfume, or leather shoes, they visit the synagogue and pray. Pupils could make a Yom Kippur Shofar horn.</p>	<p>animations, video clips or by listening to it read from the Bible. Pupils to learn about why Christmas is important to Christians and why they celebrate it. Pupils to learn that Christians celebrate Christmas because it is the day that Jesus was born and that it is one of the most sacred days in the Christian calendar. Pupils to look at how Christmas is celebrated - singing carols, eating delicious food, exchanging gifts, visiting friends, spending time with family, and so much more. Christmas story sequencing activities. Role play the Christmas story. Pupils to participate in some Christmas celebrations - singing, dancing, having some Christmas foods.</p>	<p>K8 - I will be sensitive to the needs and feelings of others and show respect for myself and others. Activity Suggestions: Talk about the fact that Jewish people believe in God. Recognise that some Jewish people remember God in different ways, e.g. mezuzah, on Shabbat. Talk about how the mezuzah in the home reminds Jewish people about God. Explain to the pupils what a mezuzah is: A Mezuzah is a small, decorative case which contains a piece of parchment inscribed with specific Hebrew verses from the Torah and Jewish households attach it to the right door frame of the entrance to their home. Talk about how Shabbat is a special day of the week for Jewish people. Find out what Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, resting. Explore how some Jewish people call it the 'day of delight' and celebrate God's creation (God rested on the seventh day). What is really good about having times of rest when life is busy? When do pupils have time to rest? Retell a story that shows what Jewish people at the festivals of Sukkot, Hanukkah or Pesach might think about God, suggesting what it means. Pupils to learn more about the Jewish festivals of Sukkot, Hanukkah or Pesach and how they are celebrated. Have celebrations, music and food in class linked to the Jewish celebrations. Ask some questions about</p>	<p>K8 - I will be sensitive to the needs and feelings of others and show respect for myself and others. Activity Suggestions: Pupils to be reminded of the Easter story and why it is important to Christians. Pupils to learn that Easter is a very special time for Christians when they remember the last week in the life of Jesus and their most important belief - that he came alive again after his death. Pupils to think about forgiveness and saying sorry, as Christians feel that Jesus dying on the cross and rising again brought them forgiveness with God so they could feel closer to God again. http://www.barleylane.redbridge.sch.uk/assets/Uploads/KS1-Easter-learning-pack-1.pdf Craft ideas on Twinkl: Easter cross story craft. Stained glass windows. Easter religious greeting card. Easter story spinner. Pupils to learn about Pentecost and why Christians celebrate it. Pupils should learn that Pentecost is a Christian Holy Day celebrated 50 days after Easter that commemorates the birth of the Holy Spirit among the Apostles. Pupils to learn that Pentecost is a Christian celebration that marks the anniversary of the founding of the Church. Pupils to learn about Pentecost through PowerPoint presentations, video clips etc. http://www.barleylane.redbridge.sch.uk/assets/Uploads/KS1-Learning-about-Pentecost.pdf https://www.twinkl.co.uk/teaching-wiki/pentecost-sunday https://www.youtube.com/watch?v=4R17X6fJtBM&t=3s https://www.youtube.com/watch?v=04DtB-6Lm_o</p>	<p>forms called the Trimurti. Pupils to learn that: Brahma is the creator of the world and all creatures. He is usually shown with four heads. Vishnu is the preserver of the world. His role is to return to the earth in troubled times and restore the balance of good and evil. He has blue skin and four arms. Shiva is the destroyer of the universe. Shiva destroys the universe in order to recreate it. Shiva has blue skin, a third eye and carries a trident. Pupils should also learn that Hindus believe that life is a cycle of birth, death, and rebirth. They also believe that the next life depends on how the previous life was lived. Video clips about Hinduism: https://www.youtube.com/watch?v=83RJPVrfnQ https://www.youtube.com/watch?v=X-yJM5jjhil https://www.youtube.com/watch?v=hpJS3-BNnxk Trimurti worksheets.</p>	<p>https://www.gurunanakdarbar.org/virtual-tour Pupils to watch video clips about what happens inside a Gurdwara. https://www.youtube.com/watch?v=BjHfAug1K8E https://www.youtube.com/watch?v=zMzNCitclMc Pupils to learn more about key features and artefacts that are found in a Gurdwara. Pupils learn about different rooms that are found within a Gurdwara, such as; the Divan Hall, Langar Hall, kitchen, library and shoe room and why they are important and what they are used for. PowerPoint presentations found on Twinkl provide information about Gurdwaras. Gurdwara photo labelling worksheets. Gurdwara fact file sheets. Pupils to learn that each Gurdwara has four doors - the Door of Livelihood, the Door of Peace, the Door of Learning and the Door of Grace. This is to show that all are welcome. Also pupils can learn about the Sikh flag - Nisham Sahib and that is always flown outside a Gurdwara. Pupils can also learn that a light is always left on in a Gurdwara to symbolise that the guru's light is accessible to anyone, at any time.</p>
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		believing in God and offer some ideas of their own. Make links between some Jewish teachings and how Jewish people live. Use play, artefacts, photographs and storytelling to explore questions about Jewish life for themselves.	Sequencing activities. Dove paper crafts. Story of Pentecost wheel.		
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RE teaching and learning in Phase 3 should enable pupils to:

A. Know about and understand a range of religious and non-religious worldviews.	B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.	C. Gain and develop the skills needed to engage seriously with religious and non-religious worldviews.
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End of Phase 3 outcomes:

A1. Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices, in order to understand reasons why some people support and others question these influences.	B1. Explain the religious and non-religious worldviews which they encounter clearly, reasonably and consistently and be able to evaluate their findings with support of religion or theology.	C1. Explore some of the key questions that are raised by human life and make well informed and reasoned personal responses and be able to link thoughts and ideas to the arts, media and philosophy.
A2. Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience in order to understand religious and non-religious worldviews as ways of understanding and seeing the world.	B2. Observe and interpret a wide range of ways in which commitment and identity are expressed and be able to understand that controversies about commitment to religious and non-religious worldviews, account for the impact of diversity within and between communities.	C2. Examine and evaluate issues about community relations and be able to show respect for all in the light of different perspectives from varied religious and non-religious worldviews.
A3. Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, looking closely at the variety, differences and relationships that exist within and between them.	B3. Consider and evaluate the question: What is religion?	C3. Explore and express insights into significant moral and ethical questions posed by being human and be able to demonstrate this through well-informed personal responses and be able to understand and accept that others may have different views.

Phase 3					
Year 1					
Term 1: Places of worship: Christianity and Sikhism	Term 2: Why are God and Jesus so important to Christians? Who are they?	Term 3: Places of worship: Hinduism and Islam	Term 4: Pilgrimage Why is pilgrimage important to different religions?	Term 5: Places of worship: Buddhism and Judaism	Term 6: Is religion a power for peace or a cause of conflict in the world today?
Lesson Suggestions: Pupils to be reminded that Christians worship in a Church. Pupils to visit a local Church or go to Rochester cathedral.	Lesson Suggestions: Pupils to learn about the terms Christian and atheist. Pupils to learn that Christians believe in Jesus Christ and follow	Lesson Suggestions: Pupils to be reminded that Hindus worship in Temples/Mandirs and that Muslims worship in Mosques.	Lesson Suggestions: Pupils to learn about what the term pilgrimage means. Pupils to begin to understand that pilgrimage is a journey,	Lesson Suggestions: Pupils to learn that Buddhists do not have a set place to worship as they can worship at home on their own or in the Temple with	Lesson Suggestions: Pupils to learn what the terms peace and conflict mean. Pupils to discuss reasons why religion can be seen as a power

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<p>Pupils to use ICT to go on virtual tours of churches and they could become familiar with key features found within a Church, such as; font, pulpit, lectern, nave. https://sjp.org.uk/virtual-tour/ https://my.matterport.com/show/?m=PYf9hbVKzaM&play=1&ts=1&guides=0&brand=1&title=1</p> <p>Pupils to learn more about key features and artefacts that are found in Churches and why they are important to Christians and their worship.</p> <p>Pupils to learn that different Christians worship in different ways but singing is an important part of most services. https://request.org.uk/resource/life/spirituality/worship/</p> <p>Pupils to be reminded that Sikhs worship at the Gurdwara.</p> <p>Pupils to visit Gravesend Gurdwara.</p> <p>Pupils to use ICT to go on a virtual tour of a Gurdwara. https://www.gurunakdarbar.org/virtual-tour https://www.p4panorama.com/panos/gurudwara-dubai-360degree-virtual-reality-tour/</p> <p>Pupils to learn more about key features and artefacts that are found in a Gurdwara.</p> <p>Pupils to learn about different rooms that are found within a Gurdwara, such as; the Divan Hall, Langar Hall, kitchen, library and shoe room and why they are important and what they are used for.</p> <p>Pupils to look closely at how Sikhs worship in a Gurdwara and they should begin to understand that everyone sits on the floor in a Gurdwara, there are no cushions or chairs.</p> <p>Also pupils should learn that in the Sikh religion they do not have ordained priests and any Sikh can lead services and read from the Scriptures.</p>	<p>his teachings. They also believe that God sends his Holy Spirit to live within everyone at that moment.</p> <p>They should begin to understand that an atheist is a person who disbelieves or lacks belief in the existence of God or Gods.</p> <p>Pupils to develop their understanding of who God is and what he is like.</p> <p>Support pupils to understand that there are different names and metaphors for God in the Bible, such as, God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress and light.</p> <p>Pupils then to explore ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.</p> <p>Pupils to express thoughtful ideas about the impact of believing or not believing in God on someone's life.</p> <p>Explore some reasons why people do or do not believe in God, such as; family background, sensed 'the presence of God' or had prayers answered, believe in the creation story, suffering in the world.</p> <p>Pupils to learn more about who Jesus Christ is.</p> <p>Pupils to learn about the importance of his birth in Bethlehem and that Christians believe that he is the son of God and that he was sent to save humans from the sins they had committed.</p> <p>Pupils should begin to understand that once he was an adult he travelled all over the country teaching people about God and encouraging people to respect and love one another.</p> <p>Explain to the pupils that he performed miracles, healed sick people and told amazing stories about God.</p>	<p>Pupils to experience life inside a mosque or temple by using ICT to go on virtual tours of the buildings. https://centralmosque.co.uk/virtual-tour/ https://visitmy mosque.org/for-re-teachers/ https://www.trivenimandir.com/virtual-tour/</p> <p>Pupils could also watch some short video clips to learn more about Mandirs and Mosques. https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-in-side-hindu-temple/zbf2t39 https://www.youtube.com/watch?v=o-s0mN5P8jo https://www.youtube.com/watch?v=p1U7MriuhOY</p> <p>Pupils to learn more about key features and artefacts that are found in Temples and Mosques.</p> <p>Pupils to learn about some of the rituals that Muslims carry out before they enter the Mosque for example, removing their shoes and the cleansing ritual 'Wudu'. Pupils to learn about the importance of prayer for Muslims and to listen to the Muslim call to prayer. https://www.youtube.com/watch?v=4_LN0hznp-A</p> <p>Pupils to learn more about the importance of worship for Hindus and that Mandirs are centres for community and worship. https://www.oundleceprimary.org/numbersquash/wp-content/uploads/RE-Hindu-Mandir.pdf</p> <p>Pupils to complete comparison activities looking at what is similar and different between Hindu and Islamic places of worship - Mandirs and Mosques.</p>	<p>which is generally very long, which is made to a sacred place as an act of religious devotion.</p> <p>Pupils to begin to understand that different religions have different places that they travel to on their pilgrimages.</p> <p>Explore how Christians often go on pilgrimages to Jerusalem and the Holy Land so that they can go and visit places associated with Jesus' life, death and resurrection.</p> <p>Pupils to learn more about Hajj the Muslim pilgrimage to Mecca and why it is important for Muslims to participate in this annual pilgrimage if they are well enough and can afford it.</p> <p>Pupils to learn about the importance for Jews to visit Jerusalem and the Western Wall.</p> <p>Pupils to look closely at Hindu pilgrimages and especially the most famous Hindu pilgrimage - Kumbh Mela which takes place at the River Ganges in India. https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-pilgrimage-hinduism/z4ghf4j</p> <p>Pupils to understand that people go on religious pilgrimages so that they can be closer to their Gods.</p>	<p>others.</p> <p>Pupils to learn that different Buddhist places of worship serve different purpose:</p> <p>Temple – a building that allows many people to come together to learn, meditate, celebrate and offer devotion. A temple will contain a shrine and space for community activities.</p> <p>Vihara – a monastery for monks or nuns who have decided to devote themselves to the Buddhist path.</p> <p>Shrine – the site of a statue or image of the Buddha, either within a temple or vihara, or alone.</p> <p>Stupa – a burial mound built to house relics of the Buddha or another important Buddhist teacher. People often walk around them while chanting to aid concentration.</p> <p>Meditation hall – meditation is one of the most important aspects of Buddhism. It is essential for growing one's understanding and developing a calm, Buddha-like mind. Whether at a temple or vihara, Buddhists require large spaces dedicated to calm and concentration. https://www.bbc.co.uk/bitesize/guides/zh67xfr/revision/1</p> <p>Pupils to use ICT to go on virtual tours of a Buddhist temple. https://www.p4panorama.com/panos/gangaramaya-temple-colombo-360-degree-virtual-reality-tour https://matterport.com/discover/space/MCAw8WMAi9E</p> <p>Pupils to be reminded that Jews worship in Synagogues.</p> <p>Pupils to use ICT to go on virtual tours of synagogues. http://www.samrohn.com/virtual-tour/synagogue/ https://www.chathamshul.org.uk/3d-tour</p> <p>Pupils to learn more about key</p>	<p>for peace in the world.</p> <p>Pupils to express insights into the reasons why religion can be seen as a cause of conflict in the world.</p> <p>Pupils to consider examples of conflict in everyday life, its causes and consequences, such as; disagreement, power struggles, miscommunication, greed, relationship issues or change.</p> <p>Pupils to begin to think about how peace can be achieved?</p> <p>Pupils to begin to consider the fact that communities of belief and faith don't always live up to their ideals or follow the rules set out in their religious scriptures.</p> <p>Discuss the question 'Does religion cause conflict or make peace?'</p> <p>Pupils to think about what role religion has had in some conflicts across the world recently and why?</p> <p>Think about: North Korea, Afghanistan, Iraq or Israel-Palestine.</p> <p>Give examples of peacemaking people or projects from Sikhs, Muslims or Christians.</p> <p>Look closely at Christian Aid and the work that they do.</p> <p>Give examples of people who have used their religion and faith to make peace.</p> <p>https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/zhpq47h</p>
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<p>Pupils to complete comparison activities looking at what is similar and different between Christian and Sikh places of worship - Churches and a Gurdwara.</p>	<p>Pupils could use Bibles and ICT to learn more about the miracles that he performed - feeding of the five thousand, calming a storm on the Sea of Galilee etc. Pupils should learn that he chose 12 men to travel with him as his companions and that they eventually were called his disciples. Pupils should also learn that Jesus was crucified by the Romans for calling himself the son of God but that he did come back to life after three days. https://www.twinkl.co.uk/homework-help/religion-homework-help/christianity/who-is-jesus-christ</p>			<p>features that are found in Synagogues. https://www.bbc.co.uk/teach/inside-the-synagogue-what-do-you-need-to-know/zb3f2sg https://www.bbc.co.uk/programmes/p0115gry</p> <p>Pupils to learn that Jews believe that there is only one God and they believe they have a special agreement with God called a covenant. Jews promise to obey God's laws and to say thank you to him for looking after them. Pupils to learn that Jewish people attend services at the synagogue on Saturdays during Shabbat. Shabbat (the Sabbath) is the most important time of the week for Jews. It begins on Friday evenings and ends at sunset on Saturdays. During Shabbat, Jews remember that God created the world and on the seventh day he rested. Jews believe God's day of rest was a Saturday. The services in the synagogue are led by a religious leader called a rabbi, which means 'Teacher' in Hebrew. https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zh77vk7</p> <p>Pupils to complete comparison activities looking at what is similar and different between Buddhist and Jewish places of worship - Temples and Synagogues.</p>	
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<p>Phase 3</p>					
<p>Year 2</p>					
<p>Term 1: What is the Bible? Does living biblically mean obeying the whole Bible?</p>	<p>Term 2: Diwali, Christmas, Hinduism and Christianity</p>	<p>Term 3: Passover, Vaisakhi, Judaism and Sikhism</p>	<p>Term 4: What is good and what is challenging about being a teenage Sikh or Buddhist in Britain today?</p>	<p>Term 5: Vesak, Eid, Buddhism and Islam</p>	<p>Term 6: Does religion help people to be good? How should we care for others and the world, and why does it matter?</p>

<p>Lesson Suggestions:</p> <p>Discuss with pupils that the Bible is a book that Christians follow. https://www.youtube.com/watch?v=ak06MSETeo4 https://www.youtube.com/watch?v=4z1557EGQGE</p> <p>Look closely at the Bible and the idea that it is like a library all in one book because it is made up of 66 different books in one. Explain to pupils that the Bible is made up of two main sections, the Old and New Testament. Explore some of the different types of writings in the Bible in both the Old and New Testaments – stories, gospels, poetry, prayer, letters. Pupils to look closely at the 10 commandments and how it tells Christians to live their lives. Pupils to learn about the importance of the Bible for Christians. Pupils to learn that for a Christian, the Bible is a book that is full of guidance and wisdom and that it contains everything that they need to know about salvation and being right with God. Discuss with the pupils that different Christians have different perspectives on what the Bible means in their lives and how they read it. https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-the-holy-bible/zhnyrj6</p> <p>Discuss if some parts of the Bible are more important to Christians than others?</p>	<p>Lesson Suggestions:</p> <p>Pupils to be reminded that Diwali is a Hindu festival. Pupils to learn about the importance of Diwali to Hindus. Pupils to learn about the Hindu goddess of wealth Lakshmi and that Diwali honours her. Pupils to learn that at Diwali lights and lamps are lit because they are said to help Lakshmi find her way into peoples' homes, bringing prosperity in the year to come! Also Diwali is a celebration of good triumphing over evil, and different legends based on this theme are associated with Diwali. Pupils to learn that Diwali is celebrated over five days and that there are special things that take place on each day. https://kids.nationalgeographic.com/pages/article/diwali</p> <p>Pupils to experience some of the smells and foods associated with Diwali. Pupils to learn about the importance of rangoli patterns - they are bright, colourful and beautiful designs that are associated with Diwali. They are placed to welcome the Hindu Goddess Lakshmi, the goddess of wealth, into the house and they are thought to bring good luck. Pupils to create their own rangoli patterns.</p> <p>Pupils to recap the Christmas story through PowerPoint presentations, animations, video clips or by listening to it read from the Bible. Pupils to look closely at why Christmas is important to Christians and why they celebrate it. Pupils to learn that Christians celebrate Christmas because it is the day that Jesus was born, who was the son of God. It is also</p>	<p>Lesson Suggestions:</p> <p>Pupils to learn about the importance of the Passover for the Jewish religion. Pupils to learn about what Passover is and why it is celebrated. Pupils to learn that the Passover (Pesach) is a Jewish holiday that commemorates the story of the Exodus, in which the Jewish people escaped from enslavement in Egypt under the leadership of Moses. The holiday originated in the Torah, and the Hebrew name of Passover, "Pesach", refers to both the Paschal Lamb and the idea that G-d "passed over" the houses of the Israelites during the tenth plague, which killed the firstborn sons in Egypt. https://www.twinkl.co.uk/teaching-wiki/passover https://www.bbc.co.uk/bitesize/to-pics/znwhfg8/articles/zn22382</p> <p>Pupils to learn about how Passover is celebrated. Pupils to learn that on the evening before Passover starts, Jews have a special service called a Seder (Order). This takes place over a meal with family and friends at home. During the meal, the story of Exodus is told from a book called the Haggadah (Narration). Everybody takes part in reading from the Haggadah. Some parts are read in Hebrew and some parts are read in English. Everyone at the Seder has a cushion to lean on. This reminds them that they are now free people and no longer enslaved. They also sing lots of songs.</p> <p>Pupils to learn more about the Seder service and the foods that are eaten. https://www.bbc.co.uk/bitesize/to-pics/znwhfg8/articles/zn22382</p>	<p>Lesson Suggestions:</p> <p>Pupils to explain how Sikhs and Buddhist teenagers express their faith in Britain today. Give examples of some challenges faced by Buddhist and Sikh teenagers in Britain and how they respond such as; isolation, hostility, sometimes assault. Appreciate what is good about being a teenage Sikh or Buddhist in Britain today and consider what challenges are involved. Pupils to investigate and explain what Sikh or Buddhist teenagers say about Western values and express their own views. Explain how ancient spiritual practices still sustain believers.</p> <p>Check out websites designed for Buddhist teens, such as ClearVision, created by Triratna, a Western Buddhist organisation. https://www.hinduwebsite.com/links/buddhism/kids.asp https://dhammadana.fr/en.htm</p> <p>Many teens find meditation helps with stress. Try a mindfulness exercise to calm the mind. https://buddhismforkids.net/meditation.html</p> <p>Find out why Buddhists practice meditation and mindfulness. Pupils to learn that through mediation, children can learn to know themselves better by observing their feelings, thoughts and mindset to gain better control over their body and emotions. How far could such practices be useful to all teenagers, Buddhist or not? Is mindfulness a religious practice or can it be 'neutral'?</p> <p>Pupils to learn about Amrit Sanskar and that it is the ceremony where a Sikh person becomes a part of the Khalsa.</p>	<p>Lesson Suggestions:</p> <p>Pupils to learn more about the Buddhist festival of Vesak or Buddha Day. Pupils to learn that Vesak commemorates the birth, enlightenment and death of Siddhartha Gautama, who is commonly known as Buddha. All these important events are said to have happened on the same day throughout his life.</p> <p>Pupils to learn about why Vesak is important to Buddhists and how they celebrate it.</p> <p>Vesak is a very colourful and happy celebration and often homes are cleaned and decorated. In many countries, Buddhists will visit their local temples for services and teaching at Vesak and they will give offerings to the monks of food, candles and flowers. Chanting and praying are also an important part of Vesak. Also at Vesak, the 'Bathing the Buddha' ceremony is also often included and this involves water being poured over the shoulders of the Buddha as a reminder to purify their own minds from greed, hatred and ignorance. Pupils should also learn that Buddhists often take gifts to an altar and offer them to the Buddha statues as a sign of respect and gratitude to the Buddha for his life and teachings. Buddhists also give to others and they make a special effort to give to people during Vesak. https://www.bbc.co.uk/bitesize/to-pics/zh4mrj6/articles/zbasp92p#:~:text=Wesak%20is%20a%20very%20colourful,of%20food%2C%20candles%20and%20flowers.</p> <p>Pupils should also recap their knowledge and understanding of</p>	<p>Lesson Suggestions:</p> <p>Pupils to recognise that some people believe God created the world and so we should look after it. Pupils to explore the creation story in Genesis 1 in varied and creative ways and to find out what it tells Jewish and Christian believers about what God is like, and what these stories tell believers about God and creation, e.g. that God is great, creative, and concerned with creation, that creation is important, that humans are important within it. Pupils to explore the account in Genesis 2. Talk about ways in which religious believers might treat the world, making connections with the Genesis account, e.g. humans are important but they have a role as God's representatives on God's creation, to care for it, like a gardener tends a garden. Pupils to investigate ways that people can look after the world and think of good reasons why this is important. Re-tell Bible stories and stories from another faith about caring for others and the world. Talk about issues of good and bad, right and wrong arising from the stories. Pupils to identify ways that some people make a response to God by caring for others and the world. Introduce the idea that each person is unique and important and explain to pupils that this can be seen through Christian teachings that show that God values everyone (Matthew 6:26); Jesus blesses the children (Matthew 19, Mark 10, Luke 18); Psalm 8 (David praises God's creation and how each person is special in it.</p>
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	<p>important to Christians because it recognises that despite their difficulties, Mary and Joseph had strong faith in God. Also through the wise men and the kings, it shows that Jesus Christ came to Earth for everyone. Pupils to look at the different ways in which Christmas is celebrated - school children might perform a play about Christ's birth called the Nativity, churches might hold carol services or special midnight services on Christmas Eve, called Midnight Mass, gifts might be exchanged so to honour God's gift of his own son Jesus to humankind.</p>	<p>Pupils could re-enact out a Seder meal in class and try some of the food items. Pupils should also look closely at the Sikh festival of Vaisakhi. https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-vaisakhi/z6s2t39 Pupils should learn about why Vaisakhi is important to Sikhs. They should learn that it is at this time of the year when people of the Sikh religion bring in their New Year. Vaisakhi began in 1699, which is when Sikhism was formed as a faith. Pupils should be aware that Vaisakhi is the most important date in the Sikh calendar of celebration and is celebrated on the 13th or 14th April. Also pupils should learn that Vaisakhi is a spring harvest festival, which marks the start of the harvest and commemorates Guru Gobind Singh, who was one of the original Sikh Gurus. Guru Gobind Singh took his place as a leader within Sikhism at the age of nine. Pupils should also look closely at how the festival of Vaisakhi is celebrated. Pupils should learn that during the festivities people decorate their homes and places of worship with traditional brightly coloured garlands and flowers and they wear brightly coloured clothes. Also during the festival it is important for Sikhs to visit the Gurdwara, participate in community parades to the Gurdwara while singing hymns and giving thanks to the Sikh Gurus and the Panj Pyare. Also Sikh families will visit each other's homes to spend time with family members that they rarely see or they will take time to call family members who may live far</p>	<p>Pupils to learn that Sikhs tend to join the Khalsa between the ages of 14 and 16. Sikhs who are part of the Khalsa are known as Amritdhari Sikhs and Amrit Sanskar is carried out by people who are already part of the Khalsa. Pupils to learn more about the Amrit Sanskar ceremony and what it involves - the reading of prayer and a special sugar water mixture called amrit. Pupils to think about and list the ways Sikhs view life in Britain as good. Pupils to also look at ways Sikhs make a positive difference to life in Britain.</p>	<p>Eid. Pupils to learn about Eid al-Adha and Eid al-Fitr. Pupils to learn that Eid al-Adha means 'feast of sacrifice' and this happens at the same time as many Muslims perform the Hajj pilgrimage. It coincides with the end of Hajj - the annual Islamic pilgrimage to Mecca in Saudi Arabia and it is generally considered the holier of the two festivals. Eid-al-Adha is an annual activity celebrated by all. Pupils to learn that Eid al-Fitr means 'festival of the breaking of the fast'. This is celebrated at the end of Ramadan, a month when many adult Muslims fast. Fasting is important for Muslims during Ramadan as it allows them to devote themselves to their faith and come closer to Allah, or God. Pupils to learn about how Eid al-Adha is celebrated by Muslims, examples include; going to the Mosque for prayer, sacrificing a sheep or a goat, giving to charity, sharing meals with friends and family, sending cards and giving gifts and also girls and ladies decorate their hands with mehndi patterns. https://www.twinkl.co.uk/teaching-wiki/eid-al-adha Pupils could try some samosas, pakoras or kebabs. Pupils to learn about how Muslims celebrate Eid al-Fitr. Pupils to learn that Muslims start with prayers and have a big meal which often involves lots of sugary foods, they spend time exchanging gifts and visiting friends and family. https://www.bbc.co.uk/bitesize/articles/z4cmkmn</p>	<p>Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Pupils to explore stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 5:1–11), four friends take the paralysed man to Jesus (Luke 5:17–26), 'The good Samaritan' (Luke 10:25–37). Pupils to consider the idea that we all have special gifts we can use to benefit others. Pupils to begin to learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. Zakat (almsgiving) in Islam; Tzedekah (charity) in Judaism. Pupils to listen to or read stories about how some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa, Dr Barnardo, Sister Frances Dominica, people known in the local area. Pupils participate in a discussion looking at the questions, 'Why should we take care of the Earth? and Why does it matter?' Pupils should be encouraged to give their own opinions and ideas for answering the questions.</p>
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		<p>away or in different countries.</p> <p>Pupils to also learn that food is important at Vaisakhi and that it is often served and shared. Eating a traditional feast together is an important part of the festival and these special meals can begin on the week running up to Vaisakhi.</p> <p>https://www.twinkl.co.uk/blog/how-to-learn-all-about-vaisakhi-at-home#:~:text=It's%20the%20most%20important%20date,of%20the%20original%20Sikh%20Gurus.</p> <p>Pupils to explore music that is played at Vaisakhi. Taste some foods associated with Vaisakhi. Listen to some Bangha drumming.</p> <p>https://www.youtube.com/watch?v=xAYbvULODh4</p>			
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Phase 3					
Year 3					
Term 1: Signs and symbols: Christianity and Judaism	Term 2: Should happiness be the purpose of life? What do Christians, Buddhists and non-religious people believe?	Term 3: Signs and symbols: Hinduism and Buddhism	Term 4: What is good and what is challenging about being a teenage Christian or Muslim in Britain today?	Term 5: Signs and symbols: Sikhism and Islam	Term 6: Why is there suffering in our world? What worldviews do Christians and Buddhists have?
<p>Pupils to explore and name a variety of Christian symbols and say why they are important to Christians.</p> <p>Pupils to look closely at symbols found in a Church, such as; a cross, dove, font, colours in stained glass windows, vestments and candles and begin to learn about their symbolism and why they are important to Christians.</p> <p>Pupils can also look at symbols that Christian families may use for worship within their homes- statues of Mary, candles, cross or crucifix etc.</p>		<p>Pupils to explore and learn about the main symbols of Hinduism: The lotus flower, the Hindu Swastika and the Aum.</p> <p>Pupils to learn that the lotus flower symbolises Brahma the Creator, who came from a Lotus. The Hindu Swastika, represents the sun god Surya and how Hindu Dharma should be present in every aspect of your life. The Aum, the most important Hindu symbol, which represents Brahman and the universe. Pupils should learn about these different symbols and their meanings.</p>		<p>Pupils to explore and name a variety of Sikh symbols and say why they are important to Sikhs.</p> <p>Pupils to learn about the key symbol or emblem of Sikhism which is known as the Khanda. Pupils to learn that the Khanda is made up: The Khanda a double edged sword which represents the belief in one God, The Chakkar which is a circle and like the Kara represents God without beginning or end and it reminds Sikhs to remain within the rule of God and Two crossed kirpans (swords) and represent spiritual authority and</p>	<p>Outline Christian and Buddhist views of why humans suffer. Present at least two solutions offered by religions to suffering, with examples. Give well-informed insights into two Christian views about why people suffer, supported by evidence from biblical texts. • Contrast two views of why we suffer from two different traditions (A1). • Argue the case that religions do or do not offer good solutions as to why we suffer (C1). • Consider and weigh up how far religious answers to the question of suffering are universally useful (A2).</p>

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<p>Pupils to be able to describe how Christian symbols can include objects, actions, rituals and sounds.</p> <p>Pupils to look closely at the Eucharist as a special symbolic meal of remembrance and thanksgiving that celebrates the death and resurrection of Jesus and involves Christians having a reenactment of the Last Supper each Sunday in a service of worship within church that includes music, hymns and prayers.</p> <p>Students will find out how Christians use symbols to express beliefs in God and belonging to a community.</p> <p>Visit a church to look at examples of symbols and the materials from which they are made</p> <p>Explore the use of Christian symbols within Collective Worship and Christian festivals at school.</p> <p>Explore the use of symbols across the Christian year.</p> <p>Explore the symbol of water and light as represented in Bible stories.</p> <p>Pupils to explore and name a variety of Jewish symbols and say why they are important to Jews.</p> <p>Pupils to look closely at why candlesticks, Menorah, Star of David, Mezuzah, Shofar and Tallit are important to Jewish people.</p> <p>Pupils to look closely at some of the items of clothing that Jews wear and the symbolism that is linked to them, such as; Kippar, Hamsa, Tallit and Tzitzit</p> <p>https://www.primaryresources.co.uk/re/re_Judaism.htm</p>		<p>Pupils can also learn about the symbolism behind putting hands together, the conch shell and divas.</p> <p>https://abbeyroadprimary.co.uk/wp-content/uploads/2020/07/Hindu-symbols-and-meanings.pdf</p> <p>Pupils can also be introduced to some Buddhist symbols.</p> <p>Pupils can learn that symbols are important because they help make things clear without having to use words.</p> <p>Pupils to learn that in Buddhism, a symbol can express ideas about The Buddha and beliefs about life and enlightenment.</p> <p>Pupils to learn about the importance of; The Three Jewels, The 8 Spoke Wheel, The Lotus Flower, The Mandala, Stupa, Vajra and the Symbolism of the Buddha himself.</p> <p>Pupils to understand more about what the symbols represent through PowerPoint presentations, websites or video clips.</p> <p>https://buddhismforkids.net/symbols.html</p>		<p>political power.</p> <p>Pupils to also learn about the five articles of faith.</p> <p>Pupil to understand that Sikhs display their commitment to their beliefs by wearing the Sikh articles of faith. The five articles of faith start with the letter 'k' in Punjabi and they are therefore referred to as the 5 K's.</p> <p>Pupils to learn that the 5 K's are:</p> <ol style="list-style-type: none">1. Kesh (uncut hair)2. Kangha (comb)3. Kara (steel bracelet)4. Kirpan (sword)5. Kaccha (soldier's shorts) <p>Pupils to learn about the symbolism behind each of the 5 K's and why they are important to Sikhs.</p> <p>http://www.primaryhomeworkhelp.co.uk/religion/sikhism.html</p> <p>https://www.bbc.co.uk/teach/classes-video/religious-studies-ks2-five-ks-of-sikhism/znbhf4j</p> <p>Pupils will also explore and learn about key symbols of the Islamic religion.</p> <p>Pupils to learn that the faith of Islam is symbolised by the Crescent moon and Star.</p> <p>Pupils to learn the meanings behind the symbols: Crescent moon is the early phase of the moon and represents progress and The star signifies illumination with the light of knowledge.</p> <p>Pupils also to learn that the words 'Allah' in Arabic script or characters can be regarded as visually representing Islam as a symbol.</p>	<p>Exceeding: • Evaluate critically the idea that suffering is a natural human state to which there is no solution (C1). • Offer theological, philosophical and/or psychological reasons for arguing that religions exist to help humans cope with suffering, fear and despair (A3).</p>
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