



symbols of hope

exploring our individuality

symbols of peace

exploring our uniqueness

symbols of collaboration

creating personal icons

WIGAN AGREED SYLLABUS RELIGIOUS EDUCATION 2017



Letter from the Director of Children and Families

Dear Colleague,

Religious Education makes a significant contribution to a student's spiritual, moral, social and cultural development. Therefore, the need for a high quality syllabus is vital.

This new Wigan agreed syllabus is exactly that – a high quality resource to assist in delivery that is relevant to young people across the Borough. It is a practical syllabus written for and by Wigan teachers using as its inspiration the original Wigan agreed syllabus and a syllabus devised by Wiltshire Council. The syllabus offers schools and other settings a range of guidance, advice and materials to make the curriculum come alive. It is also important that children understand what others believe, in order to live in peace alongside each other.

My thanks go to the teachers who have worked tirelessly to devise the syllabus.

James Winterbottom

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The Wigan Agreed Syllabus

Introduction

The changes in education policy in recent years have had a significant impact on Religious Education. As a result, there have been substantial changes made to the Wigan Agreed Syllabus. These changes have been required to enable the syllabus to meet these demands.

The new syllabus has an enquiry-based approach to learning. It focuses on improving standards of religious literacy and has an academic rigour that will equip pupils with the knowledge and skills to engage with religious issues and worldviews.

Pupils leaving school should have a sound knowledge and understanding of a variety of religious traditions and cultures. They will be able to discuss in detail, religious beliefs, moral issues and ultimate questions. They should be fully aware of their own and other people's viewpoints both religious and secular, and have the skills to listen with empathy and understanding to the views of others. The knowledge and understanding gained will prepare pupils for life in modern Britain and give them an understanding of events both national and global. The changes to the syllabus will ensure good quality, creative and academically challenging Religious Education is delivered in Wigan schools.

There will be a wide range of resources to support the delivery of the new syllabus. These will include teaching and learning resources, relevant documentation and exemplars of good practice.

There has been a comprehensive consultation process involved in the production of the syllabus, with extensive consultation of teachers through the Wigan Agreed Syllabus conferences and the Wigan RE Network. The consultation revealed that primary school teachers felt they needed greater support in the delivery of the syllabus and a more workable structure. Secondary school teachers liked the breadth of study within the existing syllabus but felt that it needed to be more challenging, particularly in light of the new GCSE specifications.

The key stage 3 section of the syllabus had the structure for making it an ideal platform for further study of the subject at examination level. There were opportunities within the syllabus to study a religious tradition in depth and it did reflect the structure of the new GCSE syllabi. The breadth of study will therefore remain the same but the level of challenge is increased to give a solid foundation for further study.

EYFS, key stages 1 & 2 were to prove more of a challenge. The consensus was that significant changes should be made to the content and the breadth of study to ensure that the pupils had the necessary knowledge, understanding and skills to access the subject at key stage 3 and examination level. The Wiltshire Agreed Syllabus and the resources available provided the inspiration for the development of the new syllabus. We therefore acknowledge this support in enabling Wigan teachers to write and develop a new syllabus, which builds on the good practice already in place in Wigan schools. It increases challenge, whilst providing greater academic

rigour and breadth of study. The syllabus takes into account all the new developments in RE nationally. There is now clear progression in terms of both subject knowledge and skills across all key stages and there is a cohesive structure and format to the syllabus, which provides a solid foundation for measuring progress.

Recommendations contained in the documentation listed, have also been instrumental in directing the focus of the new syllabus. These documents are the RE Review 2013; RE: realising potential (Ofsted 2013); the National Curriculum and the new GCSE changes, have all contributed to the development of the new Wigan Agreed Syllabus for RE.



Overview of the Wigan Agreed Syllabus

The Wigan Agreed Syllabus:

Clarifies the purpose and value of the subject:

There are clear explanations as to the aims and purpose of RE in terms of its place in the educational curriculum of the 21st century. Its impact on pupils in terms of their personal and educational development and wider value enables pupils to engage with religious issues and worldviews. The focus of the syllabus will continue to be Christianity in line with government guidelines, but schools are expected to enquire into and explore the beliefs and practices of other religious traditions represented locally, nationally and globally. They are also expected to enquire into and consider non-religious perspectives and worldviews in the course of their studies.

Meets the new educational standards laid out by the National Curriculum:

It enables greater parity with other subjects, whilst retaining its distinctive contribution and identity. The format of the Wigan Agreed Syllabus reflects the format of other subjects included in the National Curriculum. The syllabus gives an overview of what is to be delivered at each key stage. A more detailed copy of the units is included to give further guidance on the programmes of study. These should be used to produce workable schemes of work for use in schools.

The contribution of RE to literacy development:

The Wigan Agreed Syllabus makes a significant contribution to the development of literacy skills. It promotes the development of questioning, discussion, critical thinking skills, reading, language, writing, reasoning and evaluative skills, all of which contribute to this area of learning. The expectations in respect of pupil progress in the National Curriculum with regards to English and Literacy, should be reflected in the expectations of pupil progress in the RE curriculum at each key stage.

The development of subject knowledge and religious literacy:

There is greater emphasis on the development of subject knowledge and religious literacy. This involves pupils using a wide variety of religious vocabulary and concepts and being able to explain use and apply them with accuracy and in context. It involves the development of discussion and debating skills, using key arguments and teachings from religion and belief. It develops critical thinking and reasoning, demonstrating insight into religious and non-religious concepts and ideas. It also involves analysis and evaluation of arguments and teachings from and about religion and belief.

Secular and worldviews:

Schools are expected to enquire into and explore the beliefs and practices of other religious traditions and also to consider secular viewpoints and beliefs, relating to the content of the RE syllabus. The RE community has always referred to non-religious beliefs in their programmes of study to ensure that all views and opinions are represented and considered. This contributes to the open exploration of faith, moral issues and ultimate questions that the RE curriculum supports.

In the Wigan RE Syllabus, references to non-religious beliefs are referred to as secular worldviews or views from 'religion and belief'. There may also be specific references where appropriate to Humanism and Atheism.

New GCSE expectations:

The increase in the breadth and depth of study across all key stages lays a firm foundation for the study of the subject at examination level. It also enables the systematic study of religion alongside the thematic study

British Values:

In the current inspection framework and in the National Curriculum, there is increasing reference to British values. These shared universal values are reflected and developed in the education, learning and the personal development of pupils. In this respect, Religious Education makes a significant and visible contribution.

It encourages respectful attitudes to people of different faith communities and people who share different opinions and views of life, both religious and secular. It enables pupils to learn about other people and their lifestyles, and develops an understanding that informs and encourages acceptance of difference and respect for it. It celebrates diversity within British society and within faith communities and cultures represented locally, nationally and globally. Pupils in RE, visit, learn about and engage with different religious and secular communities and cultures that are represented in the UK and learn to value this diversity within British society. The whole approach of RE in this respect is one of tolerance, not just of other cultures and faith communities but also of people who choose different lifestyles. It reflects and encourages freedom of speech and freedom of religious expression that are valued in British society. RE reflects the democratic process through discussions and debates, where consideration is given to the views of others. Religion and state, and the relationship between the two in British society is part of the RE curriculum. RE engages with the rule of law and its impact on moral dilemmas and the challenges faced by society today. It looks at religious and moral codes for living, many of which are reflected in the laws of the UK. The RE curriculum also reflects the charitable nature of British society and its concern and support for others who are less fortunate. It contributes significantly to awareness of life in modern Britain.

Assessment

There is also new guidance on assessment in RE and it is expected that the progress of pupils at each key stage should be in line with the expectations outlined in the National Curriculum. The new syllabus combines the two attainment targets in RE, 'Learning about religion' and 'Learning from religion', enabling more focused assessment. The syllabus also addresses the issue of measuring progress in RE in the new educational climate of life without levels. Each unit of study in the syllabus includes suggested assessment foci. These combine the skills and qualities needed with the specific subject knowledge and understanding from religion and belief, to ensure that pupils learn and progress within the subject. These can be changed and developed to suit the schemes of work that schools create from the syllabus but they provide a starting point. This will enable teachers to measure progress at each key stage. There is still development work to be done within the area of assessment in RE; the Agreed Syllabus provides a workable model for assessment in the subject, which should support assessment policies that are in place in Wigan schools. Further assessment guidance will be included in the support materials that will accompany the syllabus.



The format of the Wigan Agreed Syllabus

The format of the syllabus has changed as a direct result of requests from teachers. The syllabus, however, retains its flexibility and can be adapted and developed to ensure that it is personalised to the needs and abilities of pupils studying the subject and the different contexts in which it is being delivered.

The main aim of changing the format was to ensure that this syllabus is more practical and accessible for teachers to use. The syllabus outlines suggested teaching and learning activities within a unit, which can be used to deliver the content and meet the learning objectives. This should ensure that non-specialist staff delivering the subject have a solid foundation on which to deliver good quality RE. These are suggested activities and it is hoped that teachers will develop and adapt them to deliver the best possible RE to pupils in their schools. The team have included the good practice in Wigan schools that teachers have shared.

'Pupils should learn about...' and 'Pupils should be taught to...' is the language used in the National Curriculum and refers firstly to the content and secondly to the learning outcomes, which in the syllabus are referred to as 'Assessment Focus'. The 'Assessment Focus' should be used as a starting point to measure progress in RE in each unit of study.

There is also reference made to SMSC within the units of study so that teachers can reflect this important aspect of the National Curriculum in their planning. Again, it is not fully inclusive of all links and ideas but gives a starting point or focus for further development.

There is also reference made to 'Resources' which are listed to support the delivery of the units. This includes many imaginative resources that are available to support learning. There are additional resources available to support the delivery of the syllabus, including Wiltshire resources, to which Wigan schools have access.



The unique contribution of RE

Religious Education is a challenging, academic subject, which has been the focus of study at university for decades. It challenges pupils to analyse, interpret, evaluate and reflect upon issues of truth, belief, faith and ethics. It enables the consideration of a variety of viewpoints and beliefs both religious and non-religious. It equips pupils to ask perceptive questions, and allows them to explore what is right and wrong and investigate a range of moral issues that affect our society today. It ensures that pupils gain knowledge and understanding of the main beliefs, teachings and features of Christianity and other major religious traditions, and realise the impact and influence these beliefs have in a person's daily life. It allows greater understanding of other cultures and belief systems, increasing tolerance, overcoming prejudice and discrimination and celebrating diversity in society. It allows opportunities for personal reflection and affords pupils the opportunity to explore their own spirituality and sense of identity and belonging. RE prepares pupils for adult life by allowing them a greater understanding of people, their culture, beliefs and traditions and enables them to make sense of the complex world in which we live.



Purpose of study

The purpose of study is as outlined in the RE Review 2013:

'Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE they learn about and from [religions and worldviews](#) in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.'



A Review of Religious Education in England. The Religious Education Council of England and Wales. October 2013 pg. 14-15.

The phrase '[religions and worldviews](#)' is used in this document to refer to Christianity, other principal religions represented in Britain, smaller religious communities and non-religious worldviews such as Humanism. The phrase is meant to be inclusive, and its precise meaning depends on the context in which it occurs, eg in terms of belief, practice or identity.

Aims of RE

The aims for RE are as outlined in the RE Review 2013

The curriculum for RE aims to ensure that all pupils:

A. Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed, and responses offered by some of [the sources of wisdom](#) found in religions and worldviews;
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- appreciate and appraise varied dimensions of [religion or a worldview](#).

C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

A Review of Religious Education in England. The Religious Education Council of England and Wales. October 2013
pg. 14-15.

[The sources of wisdom](#) found in religions and worldviews will include the key texts, the teachings of key leaders, and key thinkers from different traditions and communities./The RE programme of study usually refers to '[religions and worldviews](#)' to describe the field of enquiry. Here, however, the aim is to consider religion and belief itself as a phenomenon, which has both positive and negative features, and is open to many interpretations: in this aspect of the aims, pupils are to engage with the concept of religion and non-religious belief, not merely with individual examples, and similar critiques should apply to both.

Spiritual, Moral, Social and Cultural Development

Spiritual, moral, social and cultural development is recognised as being of fundamental importance in the education of all pupils. In this respect, Religious Education has a significant part to play. SMSC should not just be the focus of RE, but needs to underpin and be visible in the delivery of all subjects and be apparent in all aspects of school life.

It cannot be measured in terms of attainment targets but through the many opportunities for learning that a school and its curriculum provides.

Spiritual Development

Pupils' **spiritual development** involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing. (Education Act 2002)

In practice, spiritual development is about creativity, imagination, emotions, amazement, awe, wonder, curiosity and questioning about the world and our place within it. It is about developing us as unique individuals, being able to understand ourselves and our feelings. It is about exploring the spiritual dimension of life.



Moral Development

Pupils' **moral development** involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. Pupils are able and willing to reflect on the consequences of their actions and learn what it means to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them. (Education Act 2002)

Moral development in practice means showing respect for others and for their learning environment, developing knowledge of the difference between right and wrong. In the classroom, discussions on moral and ethical issues should encourage pupils to be able to listen to a variety of different viewpoints.

Social Development

Pupils' **social development** involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities. (Education Act 2002)

In practice, social development promotes learning about different communities, religious and secular, and the impact of belief on their lifestyle and practices. Social development means understanding yourself as a unique individual within a social setting and learning what it means to belong.



Cultural Development

Pupils' **cultural development** involves pupils acquiring an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. Pupils develop respect for their own culture and that of others, and a curiosity and acceptance of diversity. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate their culture and the culture of others. They also explore their own contribution in relation to cultural development both locally, nationally and globally. (Education Act 2002)

In practice, cultural development is apparent in the pupils' knowledge, understanding of their own, and other cultures. Religion and culture are intertwined in many communities around the world. When studying religious traditions, beliefs and practices, pupils are developing their cultural understanding of the world in which they live. They can be given the opportunity to explore other cultures and traditions through music, literature, dance, religious studies and celebrations.

Curriculum time for Religious Studies

To ensure that the aims and expected standards of the syllabus are delivered effectively it is the recommendation of SACRE that a minimum of 5% of curriculum time is designated for the effective delivery of Religious Education. This is in line with current guidance. RE is a core subject of the curriculum for all pupils.

Schools are therefore expected to allocate a minimum:

EYFS (Reception Year): 36 hours of curriculum time per year.

KS1: 36 hours of curriculum time per year.

KS2: 45 hours of curriculum time per year.

KS3: 45 hours of curriculum time per year.

KS4: 5% of curriculum time or 72 hours over the key stage.

KS5: Allocation of time for RE for all should be clearly identifiable.

It is the recommendation that pupils following an accredited course in Religious Education are given the specified hours recommended by the Examination Board for the effective delivery of the specification they are studying.

The changes and expectations of the new GCSE syllabi for RE will mean that greater depth of study will be needed in all key stages. Schools therefore should consider increasing the curriculum time allocation for RE to enable pupils to develop the knowledge, understanding and skills needed for the higher-level study of the subject. This would ensure parity afforded to other examination subjects with similar expectations and ensure that pupils are fully prepared to meet the expected levels of progress at GCSE level and beyond.

Curriculum time must be clearly identifiable for the teaching of Religious Education. The time allocation must be distinct from the time schools allocate to Collective Worship or to other subjects such as PSHE and Citizenship.

Schools which allocate sufficient curriculum time to the teaching of RE will enable their pupils to achieve the standards set out in this syllabus and at examination level.



Legal Requirements

RE is a statutory subject and forms part of the National Curriculum entitlement.

RE should be provided for all registered pupils in state-funded schools, except those withdrawn by their parents. RE should be taught to pupils in Reception classes, but is not statutory for pupils below school age who attend nursery schools. RE provision should also be made for all sixth form pupils, although it is not a requirement for pupils who attend sixth form colleges. Special Schools are also required to make provision for RE, as far as is practical.

'Religious Education should be provided for all registered pupils except for those withdrawn at the request of their parents. (S 71 SSFA 1998). This will include children in Reception classes as well as Post 16 students (but not those at Sixth Form colleges). Special schools should comply as far as is practicable. 1'

The Wigan Agreed Syllabus is a statutory syllabus and outlines what should be taught in RE to pupils in state-funded schools within the Wigan Borough. The syllabus is locally determined by the Wigan Standing Advisory Council for Religious Education (SACRE) in consultation with RE teachers and is authorised by the Local Authority.

The Wigan Agreed Syllabus reflects the fact that 'the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of other principal religions represented in Great Britain.' (Education Act 1996.)

The Wigan Agreed Syllabus does reflect this emphasis within the breadth of study but also takes into account other principal religious traditions represented in the UK which according to the most current census information records Islam, Buddhism, Hinduism, Sikhism and Judaism as the other principal religions represented. The syllabus also reflects diversity of practice within religious traditions. It is important therefore when developing schemes of work from the syllabus that this diversity is recognised. In the study of RE, there has to be consideration and exploration of worldviews which are not religious. The syllabus refers to religious and non-religious views within the breadth of study. These are often referred to as teachings and viewpoints from 'religion and belief'.

1 School Standards and Framework Act 1998, Schedule 19; Education Act 2002, section 80. S 71 SSFA 1998

(The Education (Special Educational Needs) (England) (Consolidation) (Amendment) Regulations 2006 Regulation 5A)

The Wigan Agreed Syllabus should be taught in:

Community Schools

Foundation and Voluntary Controlled Schools.

Voluntary Aided Schools with a religious character must make provision for RE as determined by the governors in accordance with their trust deed. They can also adopt the Agreed Syllabus if they choose to.

Academies and Free Schools are contractually required, through the terms of their funding, to make provision for the teaching of RE. Academies without a religious character are advised to follow the Wigan Agreed Syllabus. Academies with a religious character can choose to follow the Wigan Agreed Syllabus or their own denominational or diocesan syllabus, if one is available. Academies are also free to adopt a different Agreed Syllabus with the permission of the Wigan SACRE or devise their own RE curriculum, within specified guidelines.

'Every state funded school must offer a curriculum which is balanced and broadly based, and which promotes the spiritual, moral, cultural, social, mental and physical development of pupils and prepares pupils at the school for the opportunities, responsibilities and experiences of life in modern Britain.'¹

Withdrawal from Religious Education lessons

In the Education Act 1988, parents/carers may withdraw their children from RE if they wish. Parents can request that a pupil be wholly or partly excused from RE and the school must comply. Parents are not obliged to state their reasons for seeking withdrawal. Teachers who do not wish to participate in or deliver RE lessons also have a right of withdrawal. Schools are responsible for the supervision of any child withdrawn by its parents/carers from RE. A pupil may, if the parent/carer requests this, be withdrawn from school premises to receive RE elsewhere, so long as the LEA is satisfied that this will not interfere with the child's attendance at school other than at the beginning or end of any school session.²

¹ In section 375(3) Education Act 1996 & paragraph (5) schedule 19 of the School Standards Framework Act 1998.

² DfE, Circular 1/94]

A National Curriculum

It is important that the Agreed Syllabus for RE reflects the new standards laid out in the national curriculum.

The national curriculum states that:

Every state-funded school must offer a curriculum, which is balanced and broadly based, and which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
 - *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*
- and

All state schools...must teach religious education... All schools must publish their curriculum by subject and academic year online. 1

The national curriculum gives guidance on aspects of learning and expectations of all subjects. These expectations are reflected in the Wigan Agreed Syllabus. This will ensure parity with other subjects in the national curriculum. The language used throughout the programme of study reflects the language of the national curriculum. The guidance on language and literacy development in the national curriculum should be followed and be reflected in all schemes of work emanating from the programmes of study in the Wigan Agreed Syllabus. Guidance on inclusion is given in the national curriculum documentation and is applicable to the RE curriculum.



¹'The national curriculum in England: Framework document', September 2013, p4

Programmes of Study

Pupils in key stages 1-3 will be expected to demonstrate progress in relation to the key assessment focus and the expectations for English and literacy development in the national curriculum.

It is a legal requirement of the Education Act 1996 that an Agreed Syllabus must:

reflect the fact that the religious traditions of Great Britain are in the main Christian, whilst taking account of the teachings and practices of other principal religions represented in Great Britain. (Education Act 1996, Ch. 56, Section 375)

Therefore, the focus of the Wigan Agreed Syllabus programmes of study is in the main Christian, taking into account the other five principal religions represented in Great Britain. The syllabus also allows for the consideration of humanist and non-religious viewpoints as well as other religious traditions and faith communities.



RE Planning Long Term Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Being Special	Special Times (Christmas)	Special Stories	Special Times (Easter)	Special Places	Special People

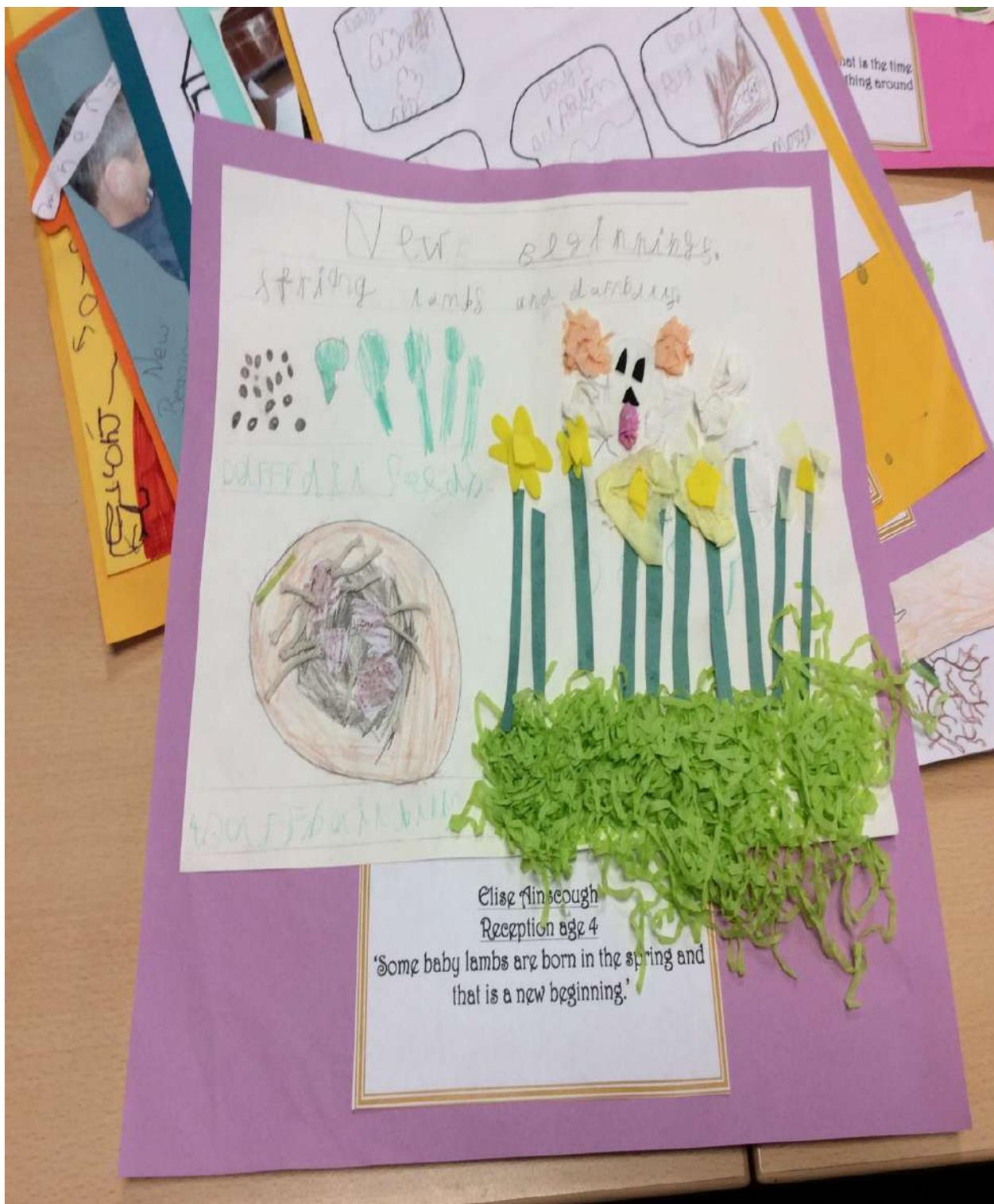
KS1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	What does it mean to belong?	Why do Christians celebrate Christmas?	What do Christians believe?	Why and how do Christians celebrate Easter?	Why do Christians love to tell stories about Jesus?	What does it mean to be part of a Jewish family?
2	How do we show we care for others?	Why and how are Christmas and Chanukah celebrated?	Who is an inspiring person?	Why and how do special places and symbols show what people believe?	What can we learn from Christian and Jewish creation stories?	What do Muslims believe?

KS2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	What makes some books sacred?	What are the deeper meanings of festivals of light?	What do different people believe God is like?	What matters to Christians about Easter?	What is worship?	What qualities do leaders of religions demonstrate?
Year 4	Can religious teachings help us decide the best way to live?	How is Christmas celebrated in other cultures?	What do creation stories teach us about caring for the world?	Why is pilgrimage important to some religious believers?	Where, how and why do people pray?	How are faith communities represented in Wigan?
Year 5	What are the five pillars of Islam?	How can art, architecture and poetry express belief?	What is important in Jewish life and worship?	Why is Easter so important to Christians?	Why do believers see life as a journey?	Why do believers see life as a journey?
Year 6	Why, where and how do Hindus worship?	Can religions help to build a fair world?	How are faith communities represented in the UK?	How do Christians follow Jesus?	Who has made a difference because of their beliefs?	Why do some people believe in life after death?

Early Years Foundation Stage



Early Years Foundation Stage: Programme of Study

Legal requirements

- The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet for learning, development and the care of children from birth to five years.
- Religious Education is statutory for all registered pupils on the school roll.
- Whilst RE is not a statutory requirement for pre-school children, it can still form a valuable part of the educational experience of children throughout the Foundation Stage.
- In Reception, RE is a compulsory requirement of the curriculum and should be taught in line with the Agreed syllabus.

Focus statement

Early childhood is the foundation on which children build the rest of their lives and early activities and experiences provide the basis for later development in all areas of learning. Religious Education aims to contribute to the spiritual, moral, social and cultural development of children by exploring religion and worldviews through special people, stories, times, places and objects. A key aspect of spiritual development is to enable children to reflect on that which is of worth and value in their lives and the lives of others. Children will also learn to appreciate that spirituality for many religious people will be linked with their belief in and relationship with God. The concept of 'specialness' in the context of religion is central to many of the units for this stage.

Religions and Beliefs

1. The study of Christianity
2. The beliefs of other principal religions and non-religious worldviews, as appropriate.

In addition to the above statutory requirements, schools should take into account the beliefs, viewpoints and ideas of children and their families. Schools may also refer to other religions or belief systems, for example, those represented in the school and local community.

Time for RE in the Foundation Stage

In schools, sufficient time must be provided for RE to enable the requirements of the Agreed Syllabus to be met. This Agreed Syllabus strongly recommends that the minimum curriculum time for enabling children to make progress in RE is 36 hours, over the course of the year. The principle of 'little but often' is valuable in the building up of children's learning in RE. This may be in the form of 10-15 minutes of teacher-led activity, with children then able to engage in independent learning related to the topic. Over the year, there should be specific planned activities based on the themes outlined. Teachers should also take any unplanned opportunities

arising out of children's comments and interests. These can contribute to developing children's knowledge and understanding of religion and belief.

The contribution of Religious Education to the early learning goals

The early learning goals set out what most children should achieve by the end of the Foundation Stage. Religious Education can make an active contribution to all seven areas of learning:

Prime areas of learning:

- Communication and Language
- Physical development
- Personal, Social and Emotional Development

Specific areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Religious Education makes a strong contribution to the achievement of these goals, it is important that planning for RE starts from and meets the requirements of this Agreed Syllabus.

In the Foundation Stage, children's attainment in RE can be assessed in relation to the prime and specific areas of learning and development outlined above. Schools should follow the guidance contained within the [\(DfE, EYFS Profile Handbook 2014\)](#) when monitoring progress in this subject. Further guidance specific to RE is contained within the support materials that accompany the syllabus.



Learning experiences and opportunities in the Early Years

In planning and guiding children's activities, practitioners should consider the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- playing and exploring
- active learning
- creating and thinking

These should form the basis of teaching and learning activities designed to deliver the programme of study for RE.

Children should be provided with the opportunities in RE to:

- listen to and talk about appropriate stories which engage children
- directly experience religion: Engage with artefacts, visit places of worship (with a focus on feelings and symbols), listen and respond to visitors from faith communities
- know and use religious words e.g. God, Bible, synagogue, church, prayer
- use all five senses: Smell (e.g. incense); taste (e.g. special foods) sight and touch (e.g. religious artefacts); hearing (e.g. chants, hymns, prayers, bells)
- make and do: festive food, role-play, dance, dress up etc.
- reflect in times of quiet and stillness
- share their own beliefs, values and ideas
- talk about their feelings and experiences
- use their imagination and curiosity to develop their appreciation and wonder of the world in which they live
- use ICT to explore religious beliefs as practised in the local and wider community.



Early Years Foundation Stage themes and outcomes for Religious Education

During the Early Years Foundation Stage, children begin to explore religion and belief in terms of special people, stories, times, places and objects.

The units are designed to be taught thematically, drawing on material from **Christianity and at least one other religion**. In planning how these are to be taught, practitioners should try to keep a balance between hearing and exploring religious stories and practices and helping children reflect on their own feelings and ideas arising from these. Teaching and learning activities in RE at EYFS should incorporate and reflect the seven areas of learning.

Whilst the unit on Special Times can be taught discretely, it is more likely to be encountered on a seasonal basis. If these occasions are taught annually, it is important to co-ordinate planning with KS1 to ensure continuity and progression.

The following grid aims to help EYFS practitioners to identify the specific RE learning needed to provide a good foundation for further study.



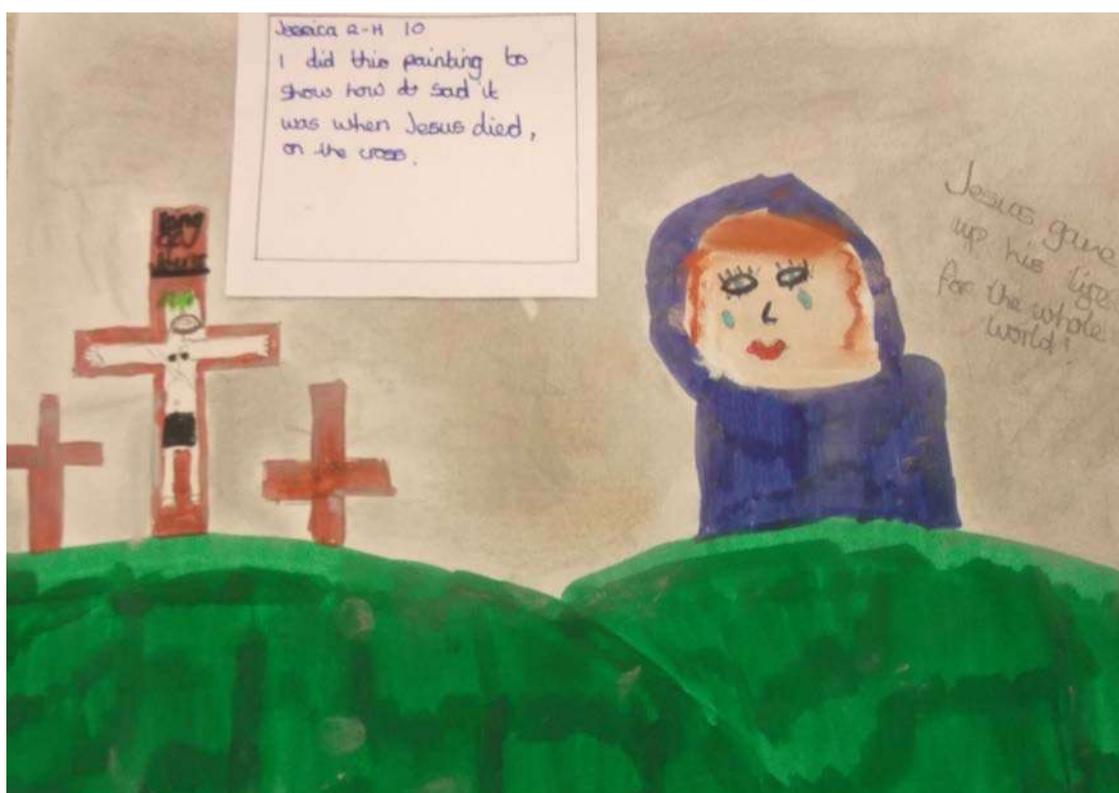
Themes	Learning outcomes Teachers will set up learning experiences that enable children to be able to:	Suggested content Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 2. Teachers can use different content:	Early Learning Goals Practitioners should select the relevant ELGs from within the following areas of learning and development as appropriate:
Being special	<ul style="list-style-type: none"> share and record occasions when things have happened in their lives that made them feel special. recall simply what happens at a traditional Christian infant baptism and dedication. 	<ul style="list-style-type: none"> the idea that each person is unique and valuable. how this is shown in Christianity through infant baptism and dedication. signs and symbols used in the welcome of children into the faith community. 	<p><u>Prime areas of learning</u></p> <p><u>Communication and Language</u></p> <ul style="list-style-type: none"> Listening and attention Understanding Speaking <p><u>Physical</u></p> <ul style="list-style-type: none"> Moving and handling Health and self-care <p><u>Personal, Social and Emotional development</u></p> <ul style="list-style-type: none"> Self- confidence and self-awareness. Managing feelings and behaviour. Making relationships
Special People	<ul style="list-style-type: none"> talk about people who are special to them and say what makes family and friends special. identify some of the qualities of a good friend. reflect upon the question "Am I a good friend?" recall and talk about the stories of Jesus as a friend to others recall stories about special people in other religions and talk about what we can learn from them. 	<ul style="list-style-type: none"> people who are special to us, who we admire the benefits and responsibilities of friendship and the ways that people care for others. stories from the Bible about friendship and care for others stories of a key religious leader and how these are important to people today. 	<p><u>Specific areas of learning</u></p> <p><u>Literacy</u></p> <ul style="list-style-type: none"> Reading Writing <p><u>Mathematics</u></p> <ul style="list-style-type: none"> Numbers Shape, space and measures <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> People and communities The world Technology <p><u>Expressive arts and design</u></p> <ul style="list-style-type: none"> Exploring and using media and materials Being imaginative
Special Times	<ul style="list-style-type: none"> Give examples of special occasions and suggest features of a good celebration Recall stories connected with Christmas/ Easter and a festival from another faith Discuss why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith 	<ul style="list-style-type: none"> Explore the importance and value of celebration in children's own lives Introduce some major religious festivals and celebrations e.g. seasonal festivals, including Christmas and Easter, and the stories associated with them 	
Special Places	<ul style="list-style-type: none"> talk about somewhere that is special to themselves saying why be aware that some religious people have places which have special meaning for them to know and use appropriate words to talk about their thoughts and feelings when visiting a church express a personal response to the natural world 	<ul style="list-style-type: none"> why some places are special and what makes them special the church building as a special place for Christians religious beliefs about the world as a special place 	
Special Stories	<ul style="list-style-type: none"> talk about special stories and why they are special to recall some religious stories and their meaning 	<ul style="list-style-type: none"> why are some stories special and what makes them special stories in the Bible and how they have special messages stories that are special in other religious traditions and their teachings 	

Key Stage 1



Key Stage 1: Programme of Study

The Key Stage 1 programme of study contains six units in each year, with an enquiry-based focus. The unit titles are written as questions to reflect the enquiry focus of the Agreed Syllabus. The units are set out with clear objectives and suggested content. Included in the programme of study are suggested teaching and learning activities that give ideas for how the unit of study could be delivered. These are flexible and teachers may wish to adapt certain activities dependent upon the needs of their class or the context in which they teach. They are not prescriptive and it is hoped that teachers will use these and the resources that support them as a foundation for developing their own schemes of work. Included in the programme of study are learning outcomes, which are referred to as, 'Assessment Focus.' These can also be developed and extended but give schools a starting point and focus for assessment in the units. The programmes of study refers to SMSC, these links give a suggested focus but are not exhaustive. The order of the units should be taught as specified, to ensure that key units are covered at particular times of the year as appropriate. There is also a wide variety of resources available to aid the delivery of the units of work.



What does it mean to belong?

Unit Objectives

To enquire into and explore the concept of belonging.

1. To demonstrate knowledge and understanding of ways in which people show they belong.
2. To give pupils the opportunity to explore and express feelings associated with belonging through music and story.
3. To gain knowledge and understanding of religious symbols of belonging and their meanings.
4. To be able to recognise and explain the different clothing associated with belonging in Christianity and one other religious tradition.
5. To enable pupils to gain knowledge and understanding of a Christian ceremony of belonging.
6. To explore the concepts of symbolism and belonging.



Spiritual, Moral, Social & Cultural

Spiritual: Explore feelings associated with belonging in the pupils' own experience and the experience of others.

Moral: Reflect upon the promises made at baptism and the importance of keeping promises.

Social: Explore ways in which people show they belong to a religious community.

Cultural: Explore symbols and clothing associated with belonging in different religious traditions and cultures.

Suggested Content & Activities

Pupils should learn about:

- **Belonging:** What does it mean to belong?
- **Symbols of belonging:** Explore the concept of symbolism.
- **Religious symbols of belonging:** Look at religious symbols in Christianity and other religious traditions.
- **Religious clothing:** Conduct an enquiry into religious clothing as an expression of faith and belonging in Christianity and other religious traditions.
- **Stories of belonging:** Share stories of belonging from religion and belief.
- **Ceremonies of belonging:** Explore ceremonies of belonging from religion and belief. Explore the infant baptismal ceremony of belonging and the Islamic Aqiqah birth ceremony.
- **Concepts:** Explore the concepts of symbolism and belonging.

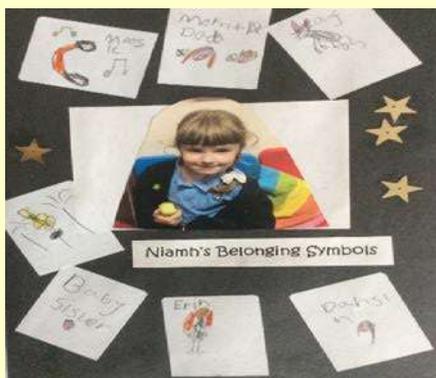
Teaching and Learning Activities

- Take a photograph of the class group and discuss how we are all special and unique, but we still belong to the same group. Discuss how we belong to other groups within school (friendship groups, class groups, sport, drama etc.).
- Watch the 'Spirit: Stallion of the Cimarron' video clip, 'This is where I belong'. Pupils to bring in artefacts, clothing and photographs of other groups that they belong to within the community, for example, Brownies. Pupils talk about groups they belong to and say why they are special to them. Get the pupils to create a poster about belonging.
- Share with the pupils the story of 'The Ugly Duckling'. Explore thoughts and feelings about belonging.
- Look at a range of logos from the community, for example, Tesco. Introduce the word symbol and explore the concept of symbolism. Focus upon the school uniform and the associated symbols.

Suggested Assessment Focus

Pupils should be taught to:

- **Demonstrate knowledge and understanding** of ways in which religions demonstrate belonging.
- **Identify** symbols of belonging in their own lives.
- **Talk about** feelings associated with belonging.
- **Identify** a group that they belong to and explain why it is special to them.
- **Identify and describe** clothing and symbols associated with belonging in Christianity and other religious traditions.
- **Describe** what happens at a baptismal ceremony using some key words such as church, font, and vicar etc.
- **Ask questions** about the symbolic actions performed during the ceremony and **suggest meanings**.
- **Recognise** and **show awareness** that different people belong to different religions.
- **Use key words** such as baptism, Christian, cross, candle etc.



Resources

- Guess Who? - Opening up RE series (RE Today).
- Belonging/Promises/Respect.
- Dottie and Buzz - Channel 4 Learning
- BBC Whiteboard Active: Beliefs and Belonging
- Belonging. (Start-up Religion Series) by Ruth Nason.
- 'This is where I belong' song from the 'Spirit: Stallion of the Cimarron' film.
- The Ugly Duckling - YouTube
- Baptism - <http://request.org.uk/restart/2014/09/08/baptism-and-confirmation/>
- Wigan Resources.

- Design a symbol reflecting the things and people that are important to them.
- Look at religious symbols of belonging in Christianity and other religious traditions. Discuss the symbol of the cross and what it means for Christians. Show the pupils three symbols of belonging, two religious and one not. Explore their meaning and what they represent. Which is the odd one out? Why?
- Introduce the idea of appearance showing belonging. Make links with Geography and national costumes from around the world.
- Explore the idea of belonging to a religion. Look at religious clothing from Christianity and one other religious tradition and discuss with pupils how it demonstrates belonging. Discuss what people wear including necklaces, pin badges etc. Let pupils ask questions about some items of religious clothing. Match the clothes to the correct religion and explain why.
- Enquire into infant baptism and dedication as ceremonies of belonging. Show some pictures of a baptism and get pupils to ask questions about them. Get the pupils to role play an infant baptismal ceremony, explaining that this is how many Christians show they belong. Explain some of the symbolism of the ceremony. Explore how infant baptism welcomes a child into the community of the church.
- Compare the infant baptism ceremony with the Aqiqah, the Islamic birth ceremony.

Enrichment

- Allow pupils to handle religious clothing and artefacts.
- Explore with pupils what promises are and their significance within the context of a baptism ceremony.
- Make links with issues of belonging such as refugees and homelessness.

Why do Christians celebrate Christmas?

Unit Objectives

To enquire into and learn about the Festival of Christmas.

1. To gain knowledge and understanding of the Christmas story.
2. To enable pupils to have the opportunity to reflect on a celebration and a gift that is significant to them.
3. To enable pupils to have the opportunity to explore and express feelings associated with gift giving through music, story and discussion.
4. To gain knowledge and understanding of the symbolism of the gifts given to Jesus.
5. To give pupils the opportunity to talk about and reflect on the Christian belief that Jesus was God's gift to the world.
6. To identify ways in which Christmas is celebrated by Christians in church and at home.



Spiritual, Moral, Social & Cultural

Spiritual: Explore the idea of giving and receiving gifts. Pupils reflect on their own experience of gifts and gift giving. Is it better to give or receive a gift?

Moral: Explore with pupils which gifts are the most valuable and why.

Social: Explore how Christmas is celebrated by Christians in the church.

Cultural: Explore how Christmas is celebrated in the UK.

Suggested Content & Activities

Pupils should learn about:

- **Celebrations:** Explore with pupils the nature and variety of celebrations both personal and religious.
- **Gifts:** What are gifts? When do we receive gifts? Consider the value of special gifts and reasons why they are special. Consider invisible gifts that could be given and their value in people's lives. Link with gifts given to Jesus and explore the nature and significance of the gifts he received.
- **The Shoe Box Appeal:** Look at the work of the charity 'Samaritans Purse' and the Operation Christmas child shoe box appeal. Explore with pupils how we can all give a gift at Christmas. Explore the question, 'Is it better to give or receive a gift?'
- **Jesus:** Explore the idea of Jesus as a gift from God and explore the concepts of hope, joy, peace and love in the Christmas story.
- **Christmas Celebrations:** Enquire into how Christmas is celebrated in the church and at home.

Teaching and Learning Activities

- Discuss the special celebrations that the pupils may have in their life, for example, birthdays. Explore ways in which birthdays are celebrated. Why do people give gifts? Get pupils to tell the class about a special gift they received. Why was it special? How did they feel when they received it? Get the pupils to draw the gift and write on a gift tag, 'The gift was special to me because...' Discuss feelings about giving and receiving gifts. Read the story or watch 'Happy Birthday Moon' by Frank Asch.
- Share the nativity story focusing upon Christmas as a Christian celebration of Jesus' birthday, for example, 'The Christmas Story' by Ian Beck. Look at pictures of the Nativity. Pupils can retell the story by creating their own Christmas scene or by designing their own Christmas card that tells the Christmas story.
- Discuss the gifts given to Jesus by the wise men. Explain what the gifts are and discuss why the wise men gave these gifts. The gifts were special and very expensive. They show that Jesus was a very important person. Ask pupils what gift could be given to Jesus. Discuss invisible presents that we can give to show people that we love them. Read and discuss the

Suggested Assessment Focus

Pupils should be taught to:

- **Describe** a celebration and a gift which is important to them and say why it is significant?
- **Use** appropriate **religious vocabulary** to describe the main events and characters of the Christmas story?
- **Ask questions and suggest reasons** explaining why Jesus is seen by Christians as God's gift to the world.
- **Recall** the gifts given to Jesus and **suggest meanings** for these gifts.
- **Explain** how Christmas is celebrated in the church.
- **Suggest** a gift a Christian would give to Jesus and why.
- **Make a decision** about which is the best gift an invisible gift or a material gift, **giving a reason** why.
- **Explain** how the children felt when they received their shoe box and why.
- **Give a reason** why some people think it is more important to give than receive.
- **Respond to the statement:** 'It is better to give than to receive.' Give reasons for your viewpoint.



Resources

- 'Happy Birthday Moon' by Frank Asch.
- 'The Christmas Story' by Ian Beck.
- 'Invisible Gift' Poem - Wigan Resources.
- Set of nativity puppets or figures.
- 'Alfie's Christmas' by Shirley Hughes.
- 'Horrid Henry's Christmas Presents' by Francesca Simon.
- RE Ideas Series -'Christmas' (RE Today)
- Developing Primary RE - 'Christmas' (RE Today)
- RE:start /RE:quest - Festivals: Christmas
<http://request.org.uk/restart/>
- Gifts PowerPoint - Wigan Resources
- Operation Christmas Child Song - 'Love in a Box' by Melissa Bester.
- Christmas Carol: 'What shall I give him?' Wigan Resources.

'Invisible Gift' poem. Listen to the song, 'What shall I give him?' Discuss with pupils the best gift to give; a material gift or an invisible gift?

- Using the Christmas stocking template, pupils put in pictures of things or write about an invisible gift they could give others. Ask the pupils to say what they have chosen to give and why.
- Explain to the pupils that in some parts of the world children won't get gifts because they are too poor. Pupils could create a shoe box gift from their class to give to those children who won't get gifts this Christmas. Look at the work of the charity Samaritan's Purse and the Operation Christmas child shoe box appeal. Play the song, 'Love in a box' by Melissa Bester. Discuss with pupils 'Is it better to give or receive gifts?'
- Discuss with pupils why Christians see Jesus as a special gift from God to the world. Explore the concepts of hope, joy, peace and love through the Christmas story.
- Explore how Christians celebrate Christmas in the church. Consider nativity plays, carols and special services and decorations in the church at Christmas. Act out a nativity play in class. Explore how Christmas is celebrated in school and at home. Make a Christmas decoration which reflects the Christmas story.

Enrichment

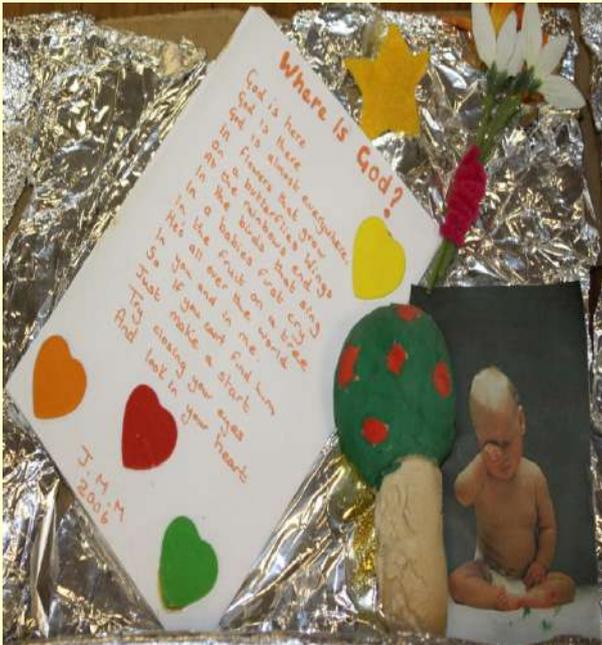
- Make links with Epiphany.
- Design a Christmas card with the pupils making a promise that they will keep, which reflects the Christmas story.
- Pupils can draw or design a gift they would give to Jesus. Include a gift tag explaining why they have chosen that gift.
- Share the story of the 'Widow's Mite.' Explore the reasons for giving. Is it how much we give that is important or what we give?
- Organise a whole school initiative to support the shoe box appeal. Explore how people give through charity and why Christians think it is important to give.

What do Christians believe?

Unit Objectives

To conduct an enquiry into beliefs about God.

1. To enable pupils to gain knowledge and understanding of Christian beliefs and practices.
2. To explore some of the qualities Christians associate with God and what they mean.
3. To learn what biblical stories teach Christians about God.
4. To enable pupils to reflect upon and share their own ideas about God.
5. To provide pupils with the opportunity to reflect upon and express their own questions about life and God.
6. To give the pupils the opportunity to express their own spirituality through art.
7. To enable pupils to recognise that people have different views about God.



Spiritual, Moral, Social & Cultural

Spiritual: Reflect upon the idea of God through art and music.

Moral: Discuss whether the father was right to forgive in the parable of the Lost son.

Social: Listen and respond sensitively to other pupils' ideas about God.

Cultural: Recognise that different cultures and religions think of God in a different way.

Suggested Content & Activities

Pupils should learn about:

- **Christianity:** What is a Christian? What do they believe and what do they do?
- **God:** Who is God? What do pupils know about God?
- **Qualities associated with God:** Explore the qualities associated with God in Christianity.
- **Art and music that reflects beliefs about God:** Look at art work and listen to music that will allow pupils to think about the concept of God.
- **Stories about God in the Bible:** Explore stories in the Bible and discuss with pupils what they teach Christians about God.
- **Where is God?** Give the opportunity for pupils to respond personally to the concept of God through art.
- **Questions for God:** Pupils can identify some questions they would like to ask God.

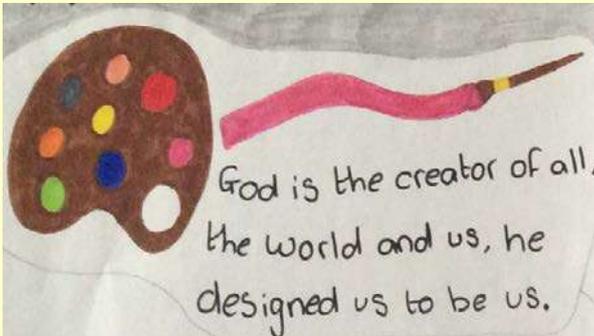
Teaching and Learning Activities

- Discuss with pupils what they think a Christian is. What do they know about Christianity? What does a Christian do? What do Christians believe? Record their ideas and make links with prior learning.
- Explain to pupils that Christians believe in God. Get them to share their beliefs and ideas about God. Who do they think God is and what do they think God does. Recognise that some pupils might not believe in God and discuss why this might be.
- Show a clip from 'Superman'. Get the pupils to try to identify some of the qualities of a superhero. Explain to pupils that for many people God is far more powerful and special than any superhero. Use this idea to explore the qualities Christians associate with God.
- Look at art and listen to music that expresses ideas about God. Explore some symbols and images that are used to express ideas about God in Christianity.
- Share stories that help to show how Christians perceive God, e.g. 'The Creation Story' (God as Creator), 'The Lost Son' (Forgiving Father - Luke 15: 11-32). Discuss whether the qualities shown are good qualities to have. Act out a version of one of the

Suggested Assessment Focus

Pupils should be taught to:

- **Talk about** their own ideas about God and listen and respond sensitively to the ideas of others.
- **Use appropriate religious vocabulary** to describe some of the qualities associated with God in Christianity and what they mean e.g. loving, forgiving.
- **Ask interesting and imaginative questions** about God and the world in which we live.
- **Reflect** on the nature of God in a **creative way** demonstrating through art their own response to the idea of God.
- **Retell** a Christian Bible story and **talk about** what it teaches about God.
- **Identify** some qualities that Christians associate with God.
- **Give an opinion** on the best quality God has and give **a reason** why.
- **Identify** and **explain** a belief or practice associated with Christianity.



Resources

- Wigan Resources
- Music - RE Quest
- NATRE Spirited Arts website
<http://www.natre.org.uk/spiritedarts/>
(Samples of children's artwork.)
- RE Today - Exploring Puzzling Questions
- 'What can we learn from talking about God?' Lat Blaylock
- Developing Primary RE - 'Stories about God'.
- The Lost Son (Bible storyteller) Audio

stories. Make a story board telling the story of 'The Lost Son' and discuss with pupils what it might teach us about God. What is forgiveness? Is it a good thing to forgive? Explore with pupils the meaning of other qualities God has in Christianity.

- Create a display showing what qualities God has in Christianity using words and the pupils own art work. Pupils can select what pictures and words go on the display. They can determine which they feel is the best quality associated with God in their opinion and why.
- Explore with pupils how Christians show God is special and important in their lives.
- Pupils to create art work, reflecting their own ideas about God. 'Where is God?' (Spirited Arts website and competition).
- Get the pupils to think of a question they would like to ask God, if he exists. Write it on a post it and stick it on the board. Select some questions to discuss with the class.

Enrichment

- Invite a Christian into school to talk about what they believe about God.
- Explore different views about God from religion and belief. Enquire into the idea of God in different cultures and religious traditions past and present.
- Explore the concept of God as a creator and designer. Pupils can create a collage displaying all the things in the world that Christians believe were designed and made by God.
- Explore further the concept of forgiveness. Is it important to forgive? Why do Christians ask God to forgive?
- Enter the NATRE Spirited Arts competition.

Why and how do Christians celebrate Easter?

Unit Objectives

To conduct an enquiry into how Easter is celebrated.

1. To understand what is being celebrated at Easter.
2. To make links with new life and new beginnings and the Easter story.
3. To introduce the concept of a special person and consider reasons why Jesus is special to Christians.
4. To demonstrate knowledge and understanding of the key events in the Easter story.
5. To explore some of the basic feelings associated with the Easter story, such as sorrow, joy, awe and wonder.
6. To begin to reflect on their personal feelings and the feelings of others.



Spiritual, Moral, Social & Cultural

Spiritual: Share experiences of feeling happy and sad and relate them to the Easter story.

Moral: Discuss with pupils whether it was right or wrong for Peter to deny Jesus.

Social: Explore how pupils would welcome a special guest to their school and how Jesus was welcomed into Jerusalem.

Cultural: Explore the Easter traditions of making an Easter garden, giving Easter eggs and receiving palm crosses.

Suggested Content & Activities

Pupils should learn about:

- **Easter:** Explore the season of spring as a time for growth and new life. What is Easter and what is being celebrated? Why do we give Easter eggs at Easter?
- **Palm Sunday:** Jesus arrival in Jerusalem. Welcoming a special guest: explore the idea of making someone feel welcome and special. Why is Jesus special to Christians?
- **The Easter story:** Enquire into the events and characters in the Easter story. Explore thoughts and feelings related to the story of Easter. Explore the concept of friendship through the story of Peter's denial of Jesus and make links with the pupils own experiences.
- **Celebrating Easter:** Make links between the celebration of Easter and the Easter story. The Palm Cross, its symbolism and connection with the Easter story. Easter eggs and the Easter garden as symbols of new life and new beginnings.

Teaching and Learning Activities

- Look at a range of bulbs and some flowers springing to life. Discuss how spring is a time for growth and new life in many different forms. Show a time lapse of spring awakening and flowers bursting into life.
- Introduce the idea of the Easter festival and how it is a celebration of new life and new beginnings. Revisit the idea of celebration. Explain what Christians are celebrating at Easter. Introduce the concept of resurrection. Ask the pupils why it is traditional to give Easter eggs at Easter. Look at Easter Eggs and how they are a symbol of new beginnings.
- Explain to the pupils that at Easter Christians remember a very special story. Introduce the story by asking the pupils how they would behave if a special person came to visit. Discuss famous people the pupils would like to meet. Imagine the Queen was coming to visit. What would they do to prepare? Look at a clip of the Queen visiting a primary school.

Suggested Assessment Focus

Pupils should be taught to:

- **Retell** the stories connected with Easter.
- **Use appropriate religious vocabulary** when explaining some of the key events of the Easter story e.g. crucifixion, resurrection etc.
- **Ask questions** about the Easter story and how it is a symbol of new life and new beginnings.
- **Identify** and **suggest meanings** for some of the symbols of new life associated with Easter.
- **Reflect** on and **talk about** aspects of the Easter story that made them feel happy or sad and relate them to their own experience.
- **Demonstrate creativity** by creating an Easter garden and designing an Easter card.
- **Explain** what events Christians are remembering at Easter.
- **Make links** between the celebrations at Easter and the Easter story.



Resources

- Miracle Maker DVD
- Time lapse of spring awakening.
- Opening Up Easter - RE Today
- Music - www.natre.org.uk
- Songs for Every Easter CD and Book - Mark and Helen Johnson (Out of Ark Music)
- A Child's Eye View of Festivals 2 DVD - Easter Celebrations.
- Wigan Resources

- The story of Easter starts when Jesus arrives in Jerusalem. Listen to the Palm Sunday story and talk about why people loved Jesus and what the occasion was like? Watch a clip of Jesus' arrival into Jerusalem from the film, 'Miracle Maker'. Look at a palm cross and discuss its symbolism. Pupils can make palm leaves and write on a message for Jesus or someone special in their own lives to show they are welcome.
- Complete the Easter story, bringing it to life using drama to sequence the key events. Ask pupils how they feel as they listen to the story and why. Ask the pupils to choose their saddest moment and happiest moment from the story. Design a mood board sequencing the feelings associated with the events in the Easter story. Include a colour and a feeling emoji for each part of the Easter story.
- Consider some of the characters in the story. Look at Peter, one of Jesus' closest friends. Explore the idea of friendship and the qualities of a good friend. Peter protects Jesus in the garden but then denies he knows Jesus. Is Peter a good friend? Make links between this aspect of the story and the pupils' own experiences.
- Explore with pupils how Easter is a new beginning. Plant an Easter garden and discuss the association with new life. Label the garden, making links with the Easter story.

Enrichment

- Go on a 'spring walk.' The pupils can be detectives looking for signs of new life.
- Pupils can make an Easter card to show their own way of symbolising new life. They can add a personalised message to a special person.
- In circle time, discuss the pupils' feelings and how their body responds to these feelings. For example, we might go red in the face when angry.
- Use a candle to illustrate Jesus' death with the candle being blown out when Jesus is crucified and then relit when talking about the resurrection.

Why do Christians love to tell stories about Jesus?

Unit Objectives

To enable pupils to conduct an enquiry into stories about Jesus.

1. To enable pupils to recall what they know about Jesus.
2. To enquire into the stories of Jesus, their meaning and impact on believers.
3. To be introduced to the idea of a parable and a miracle.
4. To recognise that the Bible contains stories which are special to Christians and that it should be treated with respect.
5. To reflect upon the stories of Jesus and to express their own ideas in response to stories Jesus told about friendship, kindness and caring.
6. To be able to explain what a miracle is and enquire into some of the miracles connected with Jesus.



Spiritual, Moral, Social & Cultural

Spiritual: Reflect on the meanings in the parables of Jesus and relate them to their own experiences.

Moral: Engage with the moral messages in the parables of Jesus.

Social: Look at the effect of Jesus' stories and their influence on people's lives and behaviour.

Cultural: Examine different cultures and customs through the stories of Jesus.

Suggested Content & Activities

Pupils should learn about:

- **The life of Jesus:** What do pupils know about Jesus? Who was Jesus? Why is he important today?
- **Jesus as a storyteller:** Explore the idea of a story. Enquire into favourite stories and books. How they are treated and why they are special.
- **The Bible:** Why is this book special to Christians?
- **The Parables of Jesus:** What is a parable? Explore some parables and their meanings and relevance in their own and other people's lives.
- **The miracles of Jesus:** What is a miracle? Explore some of the miracles of Jesus. Jesus walks on water. Jesus heals the blind man. The healing of the ten lepers. What is leprosy? Why it is important to say 'thank you.'

Teaching and Learning Activities

- Look at pictures of Jesus at different stages in his life. Pupils share what they know about Jesus. Who was Jesus? Why is he important to Christians today?
- Jesus was a storyteller. What is a story? Why do we like them? What makes a good story? Are there different types of stories? Pupils share their favourite story books explaining why they like that book. Explore the significance and importance of stories. Look at a variety of stories from other cultures and religious traditions and explore their purpose.
- Introduce the Bible as a very special book for Christians. Why is it a special book for Christians? It contains many stories about Jesus and many stories Jesus told. How do Christians show the book is special to them?
- Read the story 'Dogger', explore the feelings of losing something precious. Pupils explore the feelings of loss experienced by Dave in the story by using their faces to show different emotions, happy, sad, lonely, jealous, and excited. Create a feelings timeline.
- Introduce a parable as a story Jesus told with a deeper meaning that can be used to teach a moral lesson. Link the story of 'Dogger' with the parable of

Suggested Assessment Focus

Pupils should be taught to:

- **Retell** the stories Jesus told in words, drama and pictures.
- **Use religious vocabulary** such as parable, miracle, Bible etc.
- **Ask questions and suggest meanings** for the stories Jesus told.
- **Identify and explain** the difference between a parable and a miracle.
- **Reflect** on and **talk about** their own experiences relating to some of the themes in stories that are told about Jesus, for example friendship or the loss of something, being thankful, bravery and kindness.
- **Demonstrate creativity** by using their imagination when re-enacting one of the stories told about Jesus.
- **Recognise** that Holy books contain stories that are special to many people and should be treated with respect.
- **Share their opinions** on what makes a good story and why.



Resources

- 'Dogger' - Shirley Hughes
- Lost Coin and Lost Sheep Story set in a modern context - REquest.
- The 10 lepers - RE quest
- Mr Men - Mr Impossible - Roger Hargreaves
- Jesus and His Teachings (PowerPoint)
- Wigan Resources
- Bible Storyteller website
- Pictures of miracles and headlines.
- Puppet N Parables DVD - Articles of Faith
- The Brick Testament - The life of Jesus

the Lost Coin. Tell the story of the Lost Coin (Luke 15:8-10) and or the Lost Sheep (Luke 15 1-7). Watch RE Quest, which tells the story of the lost sheep in a modern context. Explain how this story helps Christians to know how precious they are to God. Pupils can reflect and consider what is special and valuable in their own life.

- Listen to the parable of 'The wise and foolish builders'. Listen to the chorus, 'The wise man built his house upon the rock.' Relate this to the concept of building your life on firm foundations. Create a wall of aspiration. Each pupil is given a brick to record something good they are going to do for others.
- Use the Mr Men books and Mr Impossible as a stimulus. Introduce stories about the miracles of Jesus. What is a miracle? Share the story of Jesus walking on water and Jesus calming the storm. Use drama and simple props to bring the story to life. 'Hot-seat' different characters within the story at different points. Why did people think this was a miracle?
- Allow pupils to explore other miracles attributed to Jesus and create a newspaper front cover reporting on different miraculous events. Encourage pupils to suggest some ideas for modern day miracles and create some headlines.
- Talk together about times when pupils have felt left out, or 'on the outside'. What was it like? Explain that having leprosy meant becoming an outcast. Read the story of Jesus and the ten lepers. Why was Jesus so impressed with the leper who came back? Why is it important to be grateful? Make a card to say 'thank you' to someone who has done something really special for you.

Enrichment

- Give the class a theme and allow them to create their own parable.
- Create a display of the covers of the pupil's favourite books.
- Look at pictures of the stories about Jesus. Get the pupils to explain which was their favourite story and why. Get pupils to identify the parables and the miracles.

What does it mean to be part of a Jewish family?

Unit Objectives

To conduct an enquiry into what it means to be part of a Jewish family.

1. To enable pupils to reflect on what is valuable and precious to them.
2. To recognise some of the similarities and differences between their home and a Jewish home.
3. To gain knowledge and understanding of Jewish practice and family life.
4. To conduct an enquiry into the importance of the mezuzah in a Jewish home and how it reminds people about God.
5. To be able to name and describe a religious artefact.
6. To enable the pupils to conduct an enquiry into the celebration of Shabbat in a Jewish home.
7. To explore why Shabbat is important in Jewish life and worship.
8. To ask interesting questions about Jewish life and worship.



Spiritual, Moral, Social & Cultural

Spiritual: Reflect upon their home and things that are precious to them and others.

Moral: Consider how Jewish people obey the rules of their religion in their home.

Social: Enquire into the practice of faith in a Jewish home and the importance of family life.

Cultural: Explore the Jewish faith and culture.

Suggested Content & Activities

Pupils should learn about:

- **Special things:** Discuss with pupils special things that are important in their lives.
- **The Jewish home:** Identify distinctive features of a Jewish home.
- **The Mezuzah:** What is a mezuzah and why is it important in the Jewish faith?
- **Jewish artefacts:** Enquire into and research a variety of Jewish artefacts found in the home.
- **Shabbat:** Explore the importance of Shabbat in a Jewish home. Enquire into the practice of Shabbat in a Jewish home. Explore the reasons why Shabbat is a day of rest in Judaism.

Teaching and Learning Activities

- Share an object which has special significance to you. Ask the pupils to speak about something that is precious and important to them. Discuss what precious items they have in their home and why they are important. How does it make them feel? Why is it special? Pupils should consider how we treat things that are special to us. Pupils can sketch and write about a special item explaining why it is special and how they care for it.
- Look at a Mezuzah and discuss how it is used and how it has the words of the Shema inside. Why do Jewish people have this in their home? What is the Shema and what does it teach the Jewish family about God? Explore the symbolism of the Mezuzah. Design and create a Mezuzah case. Write and identify the words they would like to have displayed in their home.
- Look at a variety of Jewish artefacts that might be found in a Jewish home such as the menorah, tallit, kippah, tefillin and seder plate. Encourage the pupils to handle them carefully and with respect. Discuss what could they be used for. Put some clues and pictures around the room and ask pupils to see if they can find out more. Why are these things special? Look at a picture of a Jewish home. How is it different or the same as their home? Pupils should be encouraged to ask questions about a Jewish home.
- Consider the importance and value of celebration in our everyday life, for example family meals or family days out. Introduce the Jewish practice of the Sabbath, a day of rest every week devoted to God

Suggested Assessment Focus

Pupils should be taught to:

- **Talk about** and explain how a Jewish home is different or the same as their home.
- **Use appropriate religious vocabulary** associated with Jewish life, such as mezuzah, menorah and shema etc.
- **Ask interesting and imaginative questions** about a Jewish home.
- **Reflect and share** with others the special things about their home and family.
- **Identify** a quality of God in Judaism.
- **Demonstrate** their knowledge and understanding of the mezuzah by designing and making their own mezuzah case with words that are special to them and their family.
- **Identify** a variety of Jewish artefacts found in a Jewish home, explaining what they are used for.
- **Describe** how Shabbat is celebrated by a Jewish family.
- **Give a reason** why Jewish people do not work on the Sabbath.
- **Give examples** of three things some Jewish people would not be allowed to do on Shabbat and explain why.
- **Respond to the statement:** 'It is a good idea to have a day of rest every week.'

Resources

- Wigan Resources - Mezuzah Template
- NATRE lesson plan - Good learning: Sharing Shabbat.
<https://www.natre.org.uk/primary/good-learning-in-re-films/>
- Opening up Judaism - RE Today Series
- Mezuzah and Shabbat resources - Twinkl
- Artefacts: BBC Bite size Key stage 1 Religious Education - Meet a Jewish Family
- Jewish Way of Life CD-ROM, freely available to REOnline <http://www.reonline.org.uk/specials/jwol/>

and a day of worship for all the family. Link the idea of a day of rest with the story of creation and how God rested on the seventh day. Sort out a range of pictures into examples of work and rest and discuss with pupils what some Jewish people can and cannot do on the Sabbath.

- Introduce the Shabbat meal and celebration. Watch a clip of the Shabbat meal being celebrated by a Jewish family. Look at a range of Shabbat artefacts and discuss their use during the meal. Play Kim's game, where pupils are challenged to determine which items are not essential to the Shabbat meal.
- Challenge the pupils to make a Shabbat kit. Include all the items that a Jewish family would need to celebrate Shabbat with instructions and explanations on how to use them. (NATRE lesson plan)

Enrichment

- Create a Jewish home in the classroom, displaying the artefacts you would find. Ask pupils to explore and ask questions about it. Label the objects and explain how they are used by a Jewish family. Explore the importance of family life in Judaism.
- Visit Liverpool Community Spirit homes of hospitality at Liverpool Cathedral.
- Invite someone from the Jewish community to talk about their home.
- Create a poster of activities that are allowed or not allowed during Shabbat.



How do we show we care for others?

Unit Objectives

To conduct an enquiry into how people show they care for others:

1. To discuss ways in which people are special and unique.
2. To enable pupils to think of ways in which they can use their talents to help others.
3. To enquire into the concept of charity in different religious traditions.
4. To explore the ways in which different religious traditions show they care for others.
5. To be able to retell stories about the importance of caring for those in need.
6. To learn about some famous Christian individuals who put their faith into action.
7. To be able to explain what is meant by charity.



Spiritual, Moral, Social & Cultural

Spiritual: Reflect and consider why each individual is special and unique.

Moral: Consider the actions of the characters in the story of the Good Samaritan.

Social: Research how people show they care for others through charity work.

Cultural: Explore the work of charities and how they are helping people from different cultures and backgrounds around the world.

Suggested Content & Activities

Pupils should learn about:

- **Talents:** Share with pupils the parable of the talents. Explore how people use their talents to benefit others.
- **Caring for others:** Christian teachings about caring for others. The story of the Good Samaritan.
- **Christianity in action:** Introduce famous Christians who have devoted their lives to helping others, for example Sister Frances Dominica, Dr. Barnado etc.
- **Charity work:** Explore the issue of homelessness and the work of the Salvation Army. Enquire into the nature and beliefs about charity in a variety of religious traditions exploring how they care for others. Explore the concept of charity in Islam and Sikhism.
- **Charity Events:** Explore a big charity event such as 'Children in need'. Discuss how they spend the money they raise to help others.

Teaching and Learning Activities

- Introduce the topic with some pupils sharing their skills and talents with the class. Read the Parable of the Talents (Matthew 25:14-28) and explore its meaning. Ask the pupils to think of ways they could use their talents to help others.
- Read the story of 'What if we all saved a few Starfish?' Highlight how we are all special and have individual gifts. Pupils to use a starfish template to record why they are special / why their friend is special and how our special gifts would benefit others.
- Jesus helped others because he was a good friend. Share stories from the Bible about why we should care for others e.g. four friends take the paralysed man to Jesus (Luke 5:17-26). Read 'The Good Samaritan' (Luke 10:25 - 37). Consider the points of view of different characters from the story and hot seat them. Discuss how these stories show how Jesus taught us to care for others. What did Jesus want Christians to learn from these stories?

Suggested Assessment Focus

Pupils should be taught to:

- **Talk about** the special talents Jesus had and how he used them to help others.
- **Demonstrate knowledge and understanding** of the work of famous Christians like Dr. Barnado and Sister Frances Dominica and how they helped others and why.
- **Use appropriate religious vocabulary** when talking about some of the stories Jesus told about helping others.
- **Ask questions and suggest reasons** about how and why we should care for others.
- **Reflect** on their own talents and how they could be used to help others.
- **Recall** the story of the 'Tiny Ants' and explain what it teaches about caring for others.
- **Identify and explain** some of the ways in which members of the Salvation Army help the homeless.
- **Reflect** on the meaning of kindness and care for others.
- **Respond to the statement: 'Caring for others is important.'** Do you agree? Give reasons for your answer.

Resources

- Wigan Resources
- 'The Good Samaritan' (Usborne Bible Tales by Heather Amery)
- Developing Primary RE - Special People of Faith and Action edited by Joyce Mackley
- 'What if we all saved a few Starfish' by The Mamma Bear Effect.
- RE: start - RE:quest- Bible stories
- Charlie and Blue find out about Jesus - TrueTube
- Bible Storyteller
- 'The Tiny Ants' - Gill Vaisey.

- Some people care for others because of their religious beliefs e.g. Sister Frances Dominica, Dr. Barnado and William Booth. Find out about their life and work and how they were inspired by Jesus to follow his example and help others (RE Today Resources).
- Introduce the concept of charity with reference to the parable of the Good Samaritan. Explore the work of the Salvation Army and its work with the homeless. Explore the issue of homelessness. Make links with the Good Samaritan and the people who walk by and do not help. Enquire into what the charity does to show they care.
- Research how other religious traditions show they care for others. Explore the concept of charity in Islam and the faith stories and beliefs that influence how they care for others. Read the story 'The Tiny Ants' and focus upon how we are all important and should take care of each other.
- Explore the role of the langar in Sikhism and how the Sikh community share what they have with others.
- Have a look at a big charity event like, 'Children in Need.' Explore what they do with the money they raise. How do they show they care for others? Challenge the pupils to think of ways they can help people in their local community.

Enrichment

- Organise a small fund raising event to donate money to a local charity. Invite a representative from a local charity into school to talk about the work of the charity and what the pupils can do to help.
- Consider some famous celebrities and how they use their talents to help others. Think of everyday people who use their talents to care for others (doctors/nurses). Make links with the world of work.

Why and how are Christmas and Chanukah celebrated?

Unit Objectives

To enable students to conduct an enquiry into how Christmas and Hanukkah are celebrated.

1. To be able to recall and demonstrate their knowledge of the Christmas story.
2. To know and understand the symbols traditionally associated with Christmas and their meanings.
3. To reflect upon why Christmas is an important festival for Christians.
4. To demonstrate knowledge and understanding of the story of Chanukah and how it is celebrated.
5. To identify similarities and differences between Chanukah and Christmas.
6. To enquire into what a festival is and why festivals are celebrated.



Spiritual, Moral, Social & Cultural

Spiritual: Expression of self through drama and the creative arts.

Moral: Reflect upon the actions of the characters in the Chanukah story.

Social: Explore the ways in which Christmas and Chanukah are celebrated in the home.

Cultural: Enquire into the celebration of festivals in other cultures and religious traditions.

Suggested Content & Activities

Pupils should learn about:

- **Festivals:** What are festivals and why are they celebrated?
- **The Christmas story:** Knowledge of the key events of the Christmas story and the characters within it. Why do Christians celebrate Christmas?
- **The Nativity Play:** Explore the characters in the play and act out a nativity play in the classroom.
- **Symbols of Christmas:** Explore some of the symbols associated with Christmas and their links with the Christmas story.
- **Chanukah:** Explore the Jewish festival of Chanukah through the symbol of the Chanukiah. Enquire into the story and the celebration of the festival in the Jewish community today.

Teaching and Learning Activities

- What words do the pupils associate with the word festival? What are festivals and why are they celebrated? Show some festivals from around the world. Discuss what you might need for a festival celebration. Consider the idea that most festivals have a story. Look at the story of the Chinese New Year festival or Carnival celebrations. Research some of the traditions associated with a festival celebration. Discuss with the pupils why people have festivals.
- Link these ideas to the festival of Christmas and the key events of the Christmas story. Watch and listen to a poetic summary of the story called the 'Nativity' (Bible storyteller). Pose the question 'Why do Christians celebrate Christmas?' Discuss this with the pupils and get them to record their ideas.
- Select some Christmas cards that tell the traditional Christmas story. Make sentence cards telling the story e.g. Mary and Joseph go to Bethlehem, Jesus is born in a stable. Pupils sequence them and match the Christmas card to the right sentence card, putting them in the correct order. Link this with the idea that festivals are used to teach children about their faith. The class could create their own children's Christmas story book with their own sentences and illustrations.

Suggested Assessment Focus

Pupils should be taught to:

- **Retell and sequence** the story of Christmas.
- **Use appropriate religious vocabulary** when explaining the key events of the Christmas story and Chanukah.
- **Talk** about and **make a decision** about a character they would like to be in the Christmas story **giving a reason** why.
- **Ask questions and suggest reasons** explaining why Christmas is special to Christians.
- **Identify and explain** some of the symbols associated with Christmas and their meaning.
- **Retell** the key events of the Chanukah story.
- **Describe** how Chanukah is celebrated.
- **Reflect** on why these festivals are called festivals of light.
- **Respond to the statement:** 'Festivals are a really good idea.' Give reasons to support your viewpoint.



Resources

- Woodlands Junior school - The true meaning of Christmas
<http://resources.woodlands.kent.sch.uk/customs/Xmas/meaning.htm>
- Developing Primary RE- 'Christmas'
- RE Today Series - RE Ideas- 'Christmas'
- YouTube - 'The Story of Chanukah'
- 'Lots of Latkes' - Sandy Lanton
- 'Latkes Recipe' - all recipes (website)
- 'Festival of Lights' - The Story of Chanukah
- 'The story of Chanukah' - The Rug Rats DVD
- 'The Chanukah Story' - Anita Ganeri
- The Nativitree poem by Gavin Owen
http://www.biblestoryteller.co.uk/The_Nativitree.asp

- Discuss with the pupils how Christians celebrate Christmas. Explore the idea of a Nativity play. Act out or watch a Nativity play. Produce some props and create a nativity scene as a focus for the play.
- Look at some of the symbols of Christmas e.g. star, lights, tree and discuss their meanings. Share 'The true meaning of Christmas', which focuses on different symbols. Get the pupils to select three symbols of Christmas they like best and explain why. Create a Christmas collage either as a class or individually, showing all the symbols of Christmas.
- Look at festivals from other world faiths. Show pupils the Chanukiah. Explain that sometimes Christians put this candlestick in their window at Christmas but it really belongs to the Jewish festival of Chanukah. Share the story of Chanukah with the pupils.
- Introduce the Chanukiah candle and link its symbolism to the story of Chanukah. Pupils can create a Chanukiah using a template. Each candle expresses the key values evident in the story, for example, hope, perseverance, freedom, peace, tolerance, courage, charity etc.
- Enquire into other Chanukah traditions and their meanings. Celebrate some Chanukah traditions in the classroom. It is forbidden to work by the light of the Chanukiah, the pupils can think of some fun ways to spend their time. Explain and play the dreidel game. Get the pupils to make their own dreidel. Make some traditional Chanukah foods such as potato latkes.

Enrichment

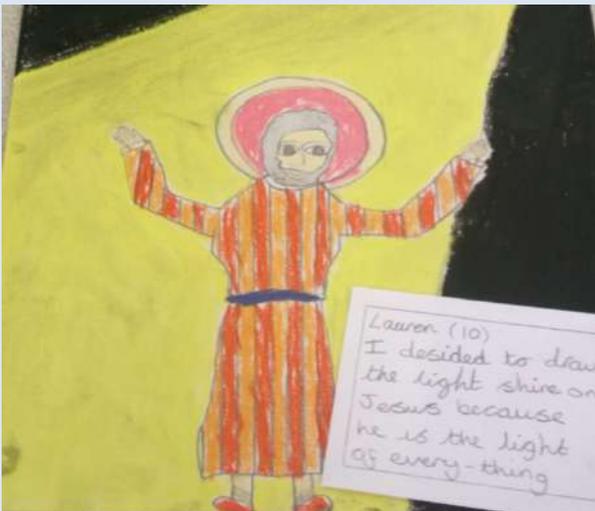
- Write about a part of the Christmas story from the point of view of one of the characters involved, e.g. the journey to Bethlehem by Joseph or Mary.
- Visit a synagogue or invite a Jewish member of the community into school to talk about Chanukah.

Who is an inspiring person?

Unit Objectives

To conduct an enquiry into inspiring leaders.

1. To enable pupils to reflect upon and identify inspiring people in their own lives.
2. To enable pupils to identify the qualities they would associate with a good leader.
3. To give pupils the opportunity to reflect upon their own personal qualities and explain what they could do to inspire others.
4. To enable pupils to formulate their own questions about leadership.
5. To explain how Jesus demonstrated he was an inspiring leader for Christians.
6. To identify the leadership qualities Moses demonstrated, when leading the Israelites out of Egypt and suggest reasons why people followed him.



Spiritual, Moral, Social & Cultural

Spiritual: Explain who inspires them in their life and what qualities they have.

Moral: Discuss the qualities of an inspirational person.

Social: Reflect upon the impact of an inspirational leader on a community.

Cultural: Enquire into inspirational leaders in other cultures and religious traditions, past and present.

Suggested Content & Activities

Pupils should learn about:

- **Inspiring people:** Identify inspiring people from the world of celebrity and sport.
- **Inspiring characters in story books:** Explore the lives of inspiring people in story books and say why they inspire others. What qualities do inspiring people possess? Explore ways in which you could be inspiring to others.
- **Jesus an inspiring person:** Enquire into the story of the first disciples and Zacchaeus and the influence Jesus had on their lives. Explore why Jesus is an inspiration to others today.
- **Moses:** Explore how Moses inspired his people to follow him. Share the story of the Passover and its importance in Jewish life today.

Teaching and Learning Activities

- Ask pupils to think of a person who inspires them such as a parent, sports person or someone from history. Pupils can explain what makes this person inspiring. Write a kenning poem about their chosen hero or inspiring person.
- Move on to talk about leaders. Play a game of 'Simon says' or 'Follow my leader' and ask the pupils to show how it feels to be a leader or a follower. Ask pupils to think how they could inspire people to follow them. They can identify a character in a book or a story that they would identify as a good leader and give reasons why.
- Discuss what makes a good leader. Play the song from the Lion King, 'I just can't wait to be king'. Ask the pupils whether they think Simba will be a good leader. What qualities does a good leader have? Create a list of 'leadership qualities' as a class.
- Design an advert for a good leader. The advert could be for a new head teacher, football manager, expedition leader etc.

Suggested Assessment Focus

Pupils should be taught to:

- **Reflect and talk about** a person who inspires them and explain why.
- **Suggest reasons** why Christians believe Jesus was a great leader.
- **Retell** a story about Jesus to show what a good leader he was.
- **Describe** the key features of the story of Moses, identifying the leadership qualities he demonstrates.
- **Use appropriate religious vocabulary.**
- **Ask questions** about what qualities make a good leader.
- **Identify and explain** some of the qualities that make a good leader.
- **Reflect** on their qualities and how they can inspire others.
- **Identify** and talk about characters in story books that inspire others.
- **Respond to the question:** 'A good leader cares for others before themselves.' Do you agree? Give reasons for your answer.

Resources

- Wigan Resources
- Developing Primary RE - Special People of Faith and Action.
- 'Opening up Christianity' - RE Today
- 'Exploring Leaders and Followers' - RE Today
- The story of Zacchaeus
- (Sermons4Kids)
<http://www.sermons4kids.com/Zacchaeus.pps>
- 'The Magpie's Tale - Jesus and Zacchaeus' Nick Butterworth.
- The Lion King song, 'I just can't wait to be king'
- Bible stories RE Quest / You tube
- Bible storyteller - The Story of Zacchaeus

- Discuss with pupils how Jesus was a good leader to Christians and investigate this further by looking at stories from the life and teachings of Jesus. Share the story of Peter and Andrew becoming the first disciples of Jesus. (Luke 5. V1-11). Encourage the pupils to write the story on fish shaped paper and display in a net with the leadership qualities displayed on boats.
- Read the story of Zacchaeus and talk about how his life changed after he met Jesus. Think of what leadership qualities Jesus has in these two stories. Discuss in pairs 'Jesus was a good leader because...' Choose 5 statements which most accurately describe Jesus' leadership.
- Investigate how Moses was a good leader. Share the story of Passover and Moses leading his people out of Egypt. (Exodus 7-14). Discuss why the Israelites followed Moses. Why did they trust him? Would you have followed Moses? Encourage pupils to justify their opinions.
- Enquire into the stories of other religious leaders such as the Buddha and Guru Nanak. Explore why people followed these leaders and why they were an inspiration to others.
- Explain to pupils that one of the main qualities of a good leader is someone who thinks of others before themselves. Look at pictures of religious leaders and consider how they demonstrated this quality.

Enrichment

- Show pupils some pictures of famous leaders, from a variety of faiths and decide what qualities make them an inspiration to others.
- Why do people follow Jesus today? Pupils write down some answers on a sign post template. Make a signpost with 4 'fingers' with space to write ideas.

Why and how do special places and symbols show what people believe?

Unit Objectives

To conduct an enquiry into special objects and places and how they demonstrate belief.

1. To reflect upon and discuss special objects that are important to the pupils.
2. To identify some symbols and objects that are special to Christians.
3. To make links between the Easter story and some of the symbols and objects that are used during the festival.
4. To explore some of the feelings Christians associate with the Easter story.
5. To conduct an enquiry into the church as a special place for Christians.
6. To identify the main features of a church and explain their function.



Spiritual, Moral, Social & Cultural

Spiritual: Pupils share with others their own precious objects and places that are special to them.

Moral: Discuss how people show respect for things that are special to themselves and others.

Social: Enquire into the function of the church and its significance in the Christian community.

Cultural: Enquire into the traditions and symbols associated with the Easter festival.

Suggested Content & Activities

Pupils should learn about:

- **Special and sacred objects:** Look at special and sacred objects.
- **Special and sacred objects in Christianity:** Explain what a sacred object is and identify some objects and artefacts that are special to Christians.
- **Special symbols and objects associated with Easter:** Enquire into some artefacts that are associated with and symbolic in the Easter Festival.
- **Special and sacred places:** Pupils share their own special place and give reasons why it is special.
- **The Church:** Explore the main features of a church and their function. Discuss why it is a special place for Christians.

Teaching and Learning Activities

- Discuss what makes some things special and sacred to you and your family. Why are these things special? Pupils to share something precious of their own. Show pupils the Wiltshire starter activity PowerPoint. Ask the pupils to respond to the picture and identify ways in which the Torah is shown as special to the Jewish children. How can we show respect for other people's precious or sacred belongings?
- Discuss what symbols and artefacts are and how they are used in Christianity. Show pupils a selection of artefacts and symbols used by Christians for example, a cross, wedding ring, christening candle, icon, rosary beads, water stoup, chalice, hymn book and Bible. Play a game 'What am I?' The pupils have to identify which artefact the teacher is describing.
- Set up a tray with ten items that are associated with Holy Week and Easter, for example, a palm cross, bread and wine, hot cross bun, toy donkey, daffodil, crucifix, cross and chocolate egg. Read the Easter story. Pupils make connections between the story of Easter and the symbols and objects. Using the objects on the tray, play 'Kim's Game', creating links

Suggested Assessment Focus

Pupils should be taught to:

- **Retell and sequence** the story of Easter.
- **Use appropriate religious vocabulary** when explaining some of the symbols used by Christians.
- **Reflect and talk** about an object that is special to them and why.
- **Ask questions and suggest reasons** explaining why the church is special to Christians.
- **Identify and explain** the main features of a Christian church and their function.
- **Identify and explain** some of the symbols and objects that are special to Christians, suggesting reasons why.
- **Make links** between the symbols of Easter and the Easter story.
- **Suggest reasons** for the differences between a cross and a crucifix.
- **Reflect** on some of the feelings associated with the Easter story.
- **Reflect** on what it means to show respect and how we can show respect for special objects and places.
- **Respond to the statement:** 'It is important to have a special place to worship God.' Discuss and give a reason for your viewpoint.

Resources

- Developing Primary RE - 'Special Places' RE Today.
- 'Opening Up Easter' Series - RE Today.
- 'The Easter Story' by Heather Amery
- Miracle Maker DVD
- RE:start/RE:quest - The Church
<http://request.org.uk/restart/>
- Features of a church PowerPoint (Wigan Resources)
- Bible Storyteller - A selection of Easter stories.
- Wigan Resources
- Collection of photographs/postcards/guide books etc. of different special buildings. Collection of pictures of different churches www.request.org.uk
- Virtual tour of a church
<http://www.request.org.uk/main/churches/tours/tours.htm>

between the story and the symbols.

- Focus upon the symbol of the cross. Show the pupils a selection of crosses and crucifixes. Highlight that a cross has no image of Jesus, as it focuses upon the resurrection. Ask the pupils to choose the cross that they like best and explain why. Discuss which of the crosses reflect sadness/ joy. Pupils design their own cross reflecting the feelings associated with the Easter events.
- Introduce the concept of special places through the story 'Ellie's Doorstep' by Alison Catley. Pupils can talk about their own special place and why it is special to them. Create a postcard showing a place that is special in their lives.
- Ask pupils what a church might look like. Why is it a special place for Christians?
- Arrange a visit to a local church or take a virtual tour of a church from the classroom. Get the pupils to ask questions about the church and suggest meanings. Pupils to identify the main features of the church and how they are used.

Enrichment

- Design and decorate an egg using symbols that reflect Easter.
- Make a class glossary of objects that pupils would expect to find in a church.
- Visit a local church. The pupils need to gather as much information as possible when they visit the church. Create a floor book of the visit.

What can we learn from Christian and Jewish Creation stories?

Unit Objectives

To enable pupils to conduct an enquiry into the Christian and Jewish Creation stories.

1. To develop an understanding of the concept of creation.
2. To appreciate the world by exploring the many amazing things it contains, including images, story and music.
3. To identify and explore ideas for creating the perfect world.
4. To demonstrate knowledge and understanding of the Jewish and Christian creation story and acknowledge other views about how the world began.
5. To identify ways in which religious people and organisations make a response to God by caring for the world.
6. To identify ways in which mankind is harming our world and explore possible solutions.
7. Enquire into festivals in different religious traditions that celebrate and give thanks for the world.



Spiritual, Moral, Social & Cultural

Spiritual: Explore awe and wonder through poems, pictures and music.

Moral: Investigate the things mankind is doing to the world and whether it is right or wrong.

Social: Enquire into how people and communities should protect the world for the future.

Cultural: Explore creation stories in different cultures and religious traditions.

Suggested Content & Activities

Pupils should learn about:

- **Creation:** Explore the concept of creation. Enquire into famous creations and inventions.
- **Our amazing world:** Explore with pupils the awe and wonder represented in the natural world. Discuss and identify the ingredients that are needed to create a perfect world.
- **Explore the idea of the world as God's creation:** Consider the Bible accounts of the creation of the world. Acknowledge other views about how the world began such as the Big Bang theory.
- **How can we look after the world?** Consider ways in which we are harming our world and explore possible solutions.
- **Religious traditions:** Explore how religious individuals and organisations are helping or have helped to protect the world. Enquire into religious festivals that give thanks for our world.

Teaching and Learning Activities

- Provide the pupils with a range of materials e.g. play-dough, Lego, building blocks or paper and encourage pupils to create something. Pupils discuss and present their creations. Explain the concept of creation. Watch a clip from 'Charlie and the chocolate Factory'. What amazing creations did Willy Wonka invent? Read a story book about inventors and creators. Find a picture or book on the best invention ever and share this with the class.
- Watch a clip of 'The Snowman' by Raymond Briggs. James admires the snowman he has made. Discuss how this would have made him feel.
- Look at natural objects in detail, notice how stones, leaves, snowflakes etc. are made or watch a clip from the 'Wonderful Earth Nature Film'. Reflect upon the wonder of the world. Pupils share something that they think is amazing about the world and say why. Pupils could create their own picture or utilise a photograph, mind mapping it with associated adjectives.
- Watch the video clip, 'The Magician's Nephew - Creation.' If you could create a world, what would it

Suggested Assessment Focus

Pupils should be taught to:

- **Retell and sequence** the story of creation in the Bible through story, dance or poetry.
- **Identify and explain** one thing from the creation story showing why it is important to care for the world.
- **Reflect and give their opinion** on what they think is amazing about the world and explain why.
- **Ask questions and suggest answers** to puzzling questions about the creation of the world.
- **Use religious vocabulary** such as creation and awe.
- **Reflect** on their own feelings about the world and the creation story, using colour, words, actions and music.
- **Give examples** of what we are doing to harm our world and suggest ways in which we can put it right.
- **Explain** what it means to create something.
- **Respond to the statement:** 'Our world is perfect.' Do you agree? Give reasons for your answer.



Resources

- 'How can I look after the world' PowerPoint.
 - 'The Most Magnificent Thing' by Ashley Spires.
 - 'The Trouble with Dad' by Babette Cole.
 - 'Picturing Creation' pack by Kate Neal.
 - 'The snowman' by Raymond Briggs.
 - 'In the Beginning' by Steve Turner
 - Developing Primary RE Series -Stories about God)
 - Twinkle - Creation PowerPoint
 - Kids4truth - Creation animation
 - The Magician's Nephew - Creation (YouTube)
 - 'The film, 'Charlie and the chocolate factory.'
 - 'If I ruled the world' by Tony Bennett with slideshow
- <https://www.youtube.com/watch?v=mxElN3WI9so>

be like? Compose a class poem in which everyone contributes 2 lines using the statement, 'If I created the world it would be...' Play the song, 'If I ruled the world.' Discuss with pupils the world described in the song. What do they like about this world? Are there things they would change if they ruled the world. Pupils design their own world using a variety of media, for example, the Minecraft App.

- Introduce the Biblical creation story and explore how this helps people understand God as the creator of the world. Create a creation story book, with the pupils creating pictures and writing sentences for each day. What does the story tell us about God? Acknowledge that there are other views about how the world began.
 - Utilise the PowerPoint 'How can I look after the world?' Encourage the pupils to think about how we are harming our world and what we can do to protect it. Make a poster to promote positive actions to help save our environment. Explore how people who are not religious might care for the world and why.
 - Find out what religious people have done to protect the natural world. Research information about St Francis of Assisi (the patron saint of animals and ecology) and look at a range of images of him. Which symbols is he associated with and why? What did he do to help look after God's creation? Enquire into the work of the Jewish National Fund and its work to protect the natural world.
 - Enquire into festivals that celebrate our world such as Harvest or Sukkot.
- ### Enrichment
- Use the poem 'In the beginning' by Steve Turner. Allow the pupils to use movement to show each stage of creation.
 - Go on an 'awe and wonder' walk. Create an 'awe and wonder wall' in the classroom.
 - Explore how religious charities care for the world.

What do Muslims believe?

Unit Objectives

To conduct an enquiry into what it means to be a Muslim.

1. To develop a knowledge and understanding of the importance of God in Islam.
2. To enquire into and learn about the religion of Islam and the life of a Muslim believer.
3. To enable pupils to ask questions about the beliefs and practices of Islam.
4. To consider the importance of the 99 names given to Allah and how these reflect the beliefs about God in Islam.
5. To reflect on some of the qualities of God in Islam.
6. To enable pupils to discover why there are no images of Allah.



Spiritual, Moral, Social & Cultural

Spiritual: Reflect on how we show kindness and love to others.

Moral: Discuss the rules in Islam concerning the use of images of God.

Social: Enquire into the everyday life of a Muslim child.

Cultural: Consider the importance and purpose of names in other cultures and religious traditions.

Suggested Content & Activities

Pupils should learn about:

- **Introduction to Islam:** Explore the key features of Islamic life through the eyes of a Muslim child.
- **Shahadah:** Explore beliefs about God in Islam through the Shahadah and the call to prayer.
- **The 99 names of Allah:** Enquire into the meaning and significance of the 99 names of Allah. Explore and engage with some of the qualities associated with God in Islam.
- **The importance of names and their meanings:** Explore the importance of names as a symbol of identity and meaning.
- **No images of Allah:** Why are there no images of Allah in Islam?
- **The use of calligraphy** as an expression of worship. To explore other aspects of worship that show the importance of God in Islam.

Teaching and Learning Activities

- Introduce the Islamic faith through the use of letters and photographs from a Muslim pupil. Encourage the pupils to ask her some questions and leave them in an envelope so she can reply. Read the Muslim story book 'I am a Muslim' by Cath Senker, about Aaliyah and her family and see if there are any answers to the pupils' questions. Consolidate the pupils' introduction to Islam by using a variety of Islamic artefacts and pictures.
- Play the You tube clip, 'I am a Muslim'. It is obvious God is very important in Aaliyah's life. Why is this? Give the pupils the opportunity to suggest reasons. Conduct an enquiry into how Muslims show respect for Allah in their daily life and worship.
- Share the Islamic faith story about a 'Slave set free'. The story introduces the concept of the belief in one God and tells the story of the first Muezzin and the call to prayer. (NATRE resources). Listen to the Adhan and discuss what it teaches Muslims about God.
- Explain that Allah is so important to Muslims that he has been given 99 names to represent his many

Suggested Assessment Focus

Pupils should be taught to:

- **Reflect and talk about** their name and what it might mean.
- **Suggest reasons** why Muslims are not allowed to have images of Allah.
- **Describe** some of the key features of a Muslim child's daily life **and identify** how it is different and the same as their own.
- **Use appropriate religious vocabulary** when explaining some key features of what it like to be a Muslim.
- **Ask questions** about Muslim daily life.
- **Identify and explain** some of the qualities of God in Islam and **make links** with their own experiences and that of others.



Resources

- Wigan Resources.
- 'My Muslim Faith' by Khadijah Knight.
- 'I am a Muslim' by Cath Senker.
- Opening up Islam - RE Today Services
- You Tube clip 'I am a Muslim'
<https://www.youtube.com/watch?v=qg3Gs78twqA>
- NATRE lesson plan - Good learning: Slave set free (Wigan Resources)
- NATRE Good Learning in RE films -Slave set free-
<https://www.natre.org.uk/primary/good-learning-in-re-films/>

qualities. Ask the pupils to write down their name. Discuss how they got their names and look up some of the meanings of the names of people in the class. Explain to pupils that in some traditions your name is picked because of what it means. Look at the use of names in other religious traditions such as the use of biblical names or Christian names. In Sikhism the use of 'Kaur' meaning princess and 'Singh' meaning lion as a middle name or surname for girls and boys.

- Discuss the 99 names given to Allah and investigate some of their meanings. Ask the pupils to consider how people may remember the 99 names of Allah. Introduce the prayer beads Muslims use when they recite the 99 names.
- Explain to pupils that Muslims are not allowed to draw pictures of Allah. There are no pictures of God in their place of worship. Ask the pupils to suggest why this might be? Muslims decorate the mosque with God's names using calligraphy. Pupils can trace some of the names given to Allah in Arabic, using calligraphy and explain their meanings.
- One of the 99 names of Allah is Al Wadud (loving, kind one). Create a class kindness tree, with the pupils adding a leaf to record acts of loving kindness. Make links with the kindness shown to Bilal in the faith story. Explore some of the other 99 names of Allah and what they teach about the good qualities a person should demonstrate in their lives. Ask pupils to determine which they think is the most important of the 99 names of Allah and give reasons why.

Enrichment

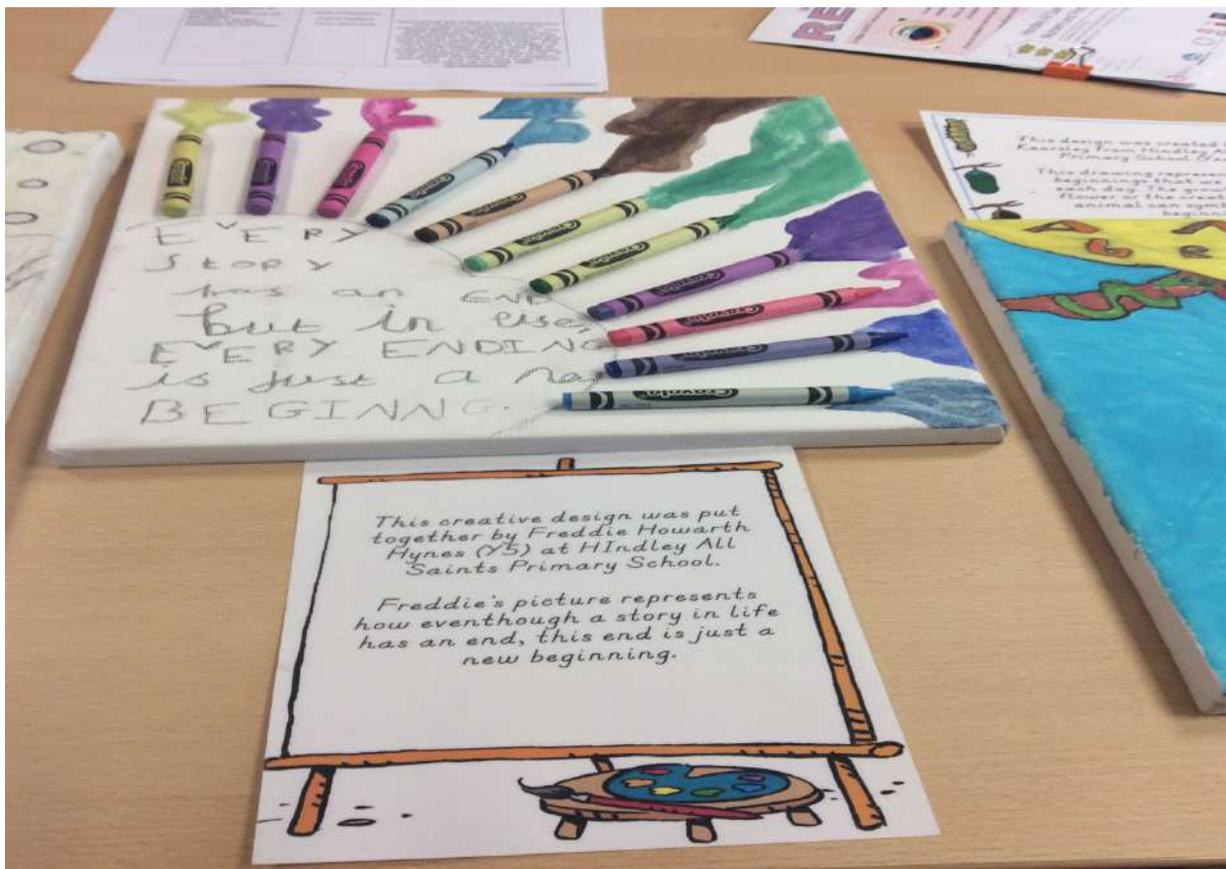
- Discuss name calling and ask pupils how they would feel if they were called names. Link this to Allah, the loving and kind. How can we show kindness to others?
- Invite a Muslim visitor into school to share their beliefs about God.
- Visit a local mosque to find out more about the call to prayer and the Muezzin.

Key Stage 2



Key Stage 2: Programme of Study

The Key Stage 2 programme of study contains six units in each year, which have an enquiry focus. The Unit titles are written as questions to reflect the enquiry focus of the Agreed Syllabus. The units are set out with clear objectives and suggested content. Included in the programme of study are suggested teaching and learning activities that give ideas for how the unit of study could be delivered. These are flexible and teachers may wish to adapt certain activities dependent upon the needs of their class or the context in which they teach. They are not prescriptive and it is hoped that teachers will use these and the resources that support them as a foundation for developing their own schemes of work. Included in the programme of study are learning outcomes, which are referred to as 'Assessment Focus'. These can also be developed and extended, but give schools a starting point and focus for assessment in the units. Assessment foci should reflect the key skill areas for development in RE. The programmes of study also refer to SMSC; these links give a suggested focus, which is by no means exhaustive. The order of the units should be taught as specified, to ensure that key units are covered at particular times of the year. There is also a wide variety of resources available to aid the delivery of the units of work.



What makes some books sacred?

Unit Objectives

To enquire into the nature of holy books and why they are regarded as sacred and special.

1. To give pupils the opportunity to reflect on and discuss books that are special to them.
2. To recognise and determine the characteristics that makes a text or book sacred and holy.
3. To describe how and why sacred texts are important to believers.
4. To identify the sacred texts in different religious traditions and describe how people show respect for them.
5. To explain the meanings of the stories from sacred texts such as the Bible and explore the principles for living which they teach.
6. To explore a story from a sacred text that provides inspiration and guidance to a religious believer.
7. To identify how religious meaning is expressed through different types of language, for example parables, poems, psalms and prayers.



Spiritual, Moral, Social & Cultural

Spiritual: Reflect and share books that are important and special in the pupils own lives.

Moral: Discuss the different morals evident within the stories studied and apply them to modern day life.

Social: Look at how the Bible is used in society and in the Christian community today.

Cultural: Consider how sacred texts are shown respect in different religious traditions.

Suggested Content & Activities

Pupils should learn about:

- **Special Books:** What makes some books special?
- **Sacred Texts:** Explore the concept of sacred. What makes a text sacred?
- **The Bible:** Explore the nature and distinctive characteristics of the Bible. Explore the types of literature it contains and its influence on Christians today.
- **Stories from Sacred Texts:** Read the stories in sacred texts and enquire into the teachings and messages they convey.
- **Holy Books:** The nature and importance of the Torah in the Jewish faith. Why it is so special and how is this shown? Consider how Muslims show respect for the Qur'an. Explore the importance of the Guru Granth Sahib in Sikhism and how its treatment reflects its value in the Sikh religion.

Teaching and Learning Activities

- Display a collection of both your own and the pupils' special books. Why are they special? Show a wedding album or diary. Look at some pictures of special books. Discuss why the books might be special and how you might treat a special book. Compare and contrast the different types of books. Ask pupils to determine which is the bestselling book of all time and suggest a reason why this might be.
- What makes a book sacred or holy? Allow pupils to make suggestions. Discuss how you would treat a book that you believe came from God. Look at a video of how the Guru Granth Sahib is treated in Sikhism. Give pupils the opportunity to ask questions and suggest possible answers.
- Explain that different religions have their own special books. Enquire into the importance of the Torah to the Jewish people. Explain how the Torah is treated and how Jewish people show it is special. Give pupils an opportunity to design a mantle for the Torah scroll. Pupils could use symbols associated with Judaism in their design. Explore writing letters from the Hebrew alphabet.
- Without telling the pupils what it is, bring a wrapped copy of the Qur'an into the classroom. With clean hands, carefully unwrap the book. How am I treating the book? What does it tell you?

Suggested Assessment Focus

Pupils should be taught to:

- **Reflect and talk about** books that are special to them and why.
- **Describe** how religious traditions show respect for their holy books.
- **Use appropriate religious vocabulary** to refer to sacred texts, such as Guru Granth Sahib, Torah, Quran, Bible, sacred etc.
- **Suggest reasons** why holy books are sacred and different from other books.
- **Recall** stories from the Bible and **suggest possible** meanings for the stories.
- **Explain** how Christians use the Bible and why it is important to them.
- **Explain** how a religious community shows respect for its holy book.
- **Identify** the holy books of other religious traditions.
- Explain the different types of literature contained in the Bible by creating a Bible library.
- **Respond to the statement:** 'Sacred books are more special than other books'. Do you agree? Give reasons for your answer.

Resources

- Wigan Resources.
- Bible resources -RE:start/RE:quest
- Developing Primary RE - Words of Wisdom
- Exploring Sacred Stories - RE Today
- The Brick Testament
- Lesson plan on Qur'an similes - Wigan resources
- Pathways of Belief - Torah and Qur'an videos
- Why is the Bible special?
- <https://www.youtube.com/watch?v=6jv6EeFoLF8>
- Bible Storyteller
- <http://www.biblestoryteller.co.uk/>

- Explore how the Qur'an guides Muslims in their everyday lives. Share the stories, 'The Crying Camel' and 'The Old Women and the Prophet.' Ask pupils to identify things or people that help them, in the same way the Qur'an helps Muslims, for example, and 'Who is like a lighthouse that guides you?' Explore a selection of Qur'an similes. Provide the pupils with the opportunity to create their own similes about a holy book/sacred text they have studied.
- Introduce the Bible as the special Christian holy book. Where does it come from? Why is it so special to Christians? How do Christians use the Bible?
- Display a collection of Bibles, old, new, and picture Bibles. Who uses a Bible? Why? When? Which Bible do you like best? Why? Look at the tradition of keeping a family Bible.
- Explore the different types of literature used within a Bible. Produce a Bible library showing all the types of books it contains.
- The Bible is full of stories. Read a variety of stories with the pupils, for example, 'Noah's Ark', 'Jonah and the Whale' and 'Feeding the Five Thousand'. Explore the characters and discuss the values evident within the stories. Make your own class 'Bible' of favourite stories. Look at a range of Bible covers and challenge the children to design their own.
- Share with pupils a story that can be found in three of the sacred texts studied, such as Noah's Ark. Allow pupils to discuss and identify any similarities or differences and discuss the reasons.

Enrichment

- Look at how sacred texts are used in a court of law even today. Why is this? Why would it be important to tell the truth if you swore on a sacred text?
- Enquire into the work of the Gideon's and their mission to share the Bible with others. Invite a speaker into school to talk with the pupils.

What are the deeper meanings of festivals of light?

Unit Objectives

To enquire into the festivals of light; Diwali and Christmas.

1. To reflect on the symbolism of darkness and light.
2. To explore the stories behind the festivals of Diwali and Christmas and how they reflect the concepts of good overcoming evil.
3. To explore the symbolism of light in the Christmas/Diwali festivals.
4. To enable pupils to consider why Jesus is often called the 'Light of the World'.
5. To explore how Diwali and Christmas are celebrated by Hindus today and why.
6. To give pupils the opportunity to talk about and reflect on celebrations that are special to them.
7. To enable pupils to express their own response to the values and beliefs at the heart of each festival.
8. To know and understand the meaning of the term 'festival of light.'



Spiritual, Moral, Social & Cultural

Spiritual: Reflect upon personal experiences of darkness and light.

Moral: Explore the idea of right and wrong/ good and evil in the festival stories.

Social: Explore how the Christian and Hindu community celebrate festivals of light.

Cultural: Research into the diverse nature of festival celebrations in different cultures across the world.

Suggested Content & Activities

Pupils should learn about:

- **Celebrations:** Explore the nature of festivals and celebrations.
- **Christmas and Diwali:** Explore the two festivals through story and symbolism. Enquire into how these festivals are celebrated and the stories they remember.
- **Festivals of Light:** What is a festival of light? What does light symbolise? Look at the symbolism of light in different contexts within religious traditions and festivals.
- **Good and Evil:** Explore the concepts of good and evil. Show how these concepts link with the stories and celebrations of festivals of light.

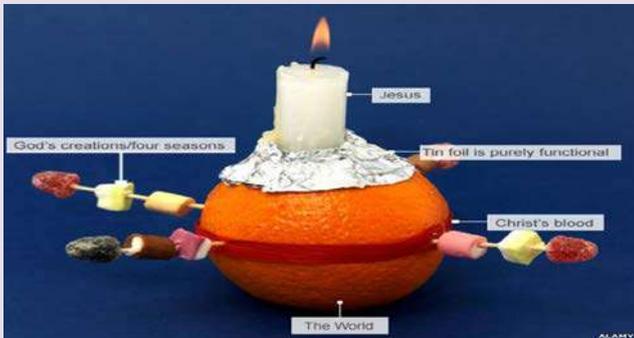
Teaching and Learning Activities

- Discuss how and why significant events in the pupils' lives are celebrated.
- Explore how our experiences of darkness and light make us feel and illustrate with the use of candles. Read the book 'The Owl Who Was Afraid of the Dark' by Jill Tomlinson. Consider the importance of light in our everyday lives. (RE Today- Christmas).
- Introduce the idea of Festivals of light. View a variety of images of these festivals being celebrated. Ask questions about the images and suggest what a festival of light could be.
- Share the nativity story focusing upon the symbols of light. Show the pupils a selection of religious and secular Christmas cards and ask them to identify any other symbols of light evident in the pictures. Discuss how the star was seen as a 'guiding light' for the wise men. Encourage the pupils to reflect on the guiding lights in their lives and how a person's behaviour can bring light into the lives of others.
- Explore the painting 'Light of the World' by William Holman Hunt. Use a structured response sheet to focus discussion. What do you think the artist's secret message is? Why do you think Jesus is called the light of the world? Make Christingles and explore the symbolism. If appropriate light the Christingle to gain a more spiritual understanding.

Suggested Assessment Focus

Pupils should be taught to:

- **Describe** how Diwali is celebrated in a Hindu home.
- **Use appropriate religious vocabulary** such as Christingle, Diwali, Christmas, rangoli etc.
- **Suggest reasons** explaining why Jesus might be called the 'light of the world'.
- **Recall** the key features of the story of Diwali and the Christmas story.
- **Make and explain the links** between the festival stories and the symbols of light in festival celebrations.
- **Identify** symbols of light in both festivals suggesting reasons for them.
- **Reflect** on their experience of darkness and light.
- **Identify** the good and evil characters in the Diwali story.
- **Explain the concepts of good and evil** and give examples.
- **Explain** what a festival of light is and give examples.



Resources

- Wigan Resources.
- BBC clips - Diwali celebrations
- Twinkle - Diwali Resources
- 'The Owl That Was Afraid of the Dark' by Jill Tomlinson.
- 'Light of the World' by William Holman Hunt
- Christingle worksheets (Messy Church).
- 'The Christ Child and the Woodman' - RE Today.
- RE:quest.

- Tell the story 'The Christ Child and the Woodman'. This story emphasises the religious meaning of Christmas through what is now a secular tradition. On a blank candle template, pupils describe a kind, caring deed they have done.
- Show the pupils some pictures of a Hindu home during Diwali. Ask pupils to make observations and ask questions about the pictures. Explore how Hindu homes are decorated during the festival of Diwali. Introduce Diwali as a festival of light. Why might it be called this? Explain that light represents good and darkness evil and at Diwali people are remembering a story where good overcomes evil.
- Read the story of Rama and Sita or watch a clip from the movie, 'A Little Princess,' which tells the story of Rama and Sita. Consider the key themes that run through this story and celebration, including light and dark as symbols of good and evil. Design a mask for one of the characters in the story and evaluate whether he/she represents light or darkness, good or evil. Re-enact the story using shadow puppets or masks.
- Undertake a variety of activities to show how Diwali is celebrated, for example, watch a clip of Diwali celebrations on BBC Clips. Pupils can make diya lamps using clay or create a Diwali card with a Diwali greeting inside. Encourage the pupils to make links between the story and the symbolism of the celebrations. Explore the diverse nature of these festivals of light in the world today.

- The concepts of good and evil can be further explored within this module using examples from history or current affairs. Explore with pupils' things they associate with good and evil.
- Create your own festival of light celebrating all the good in the world today.

Enrichment

- Create a piece of art work showing darkness and light in our world today.
- Visit a Hindu temple at Diwali and experience a festival of light.

What do different people believe God is like?

Unit Objectives

To conduct an enquiry into beliefs about God from religion and belief.

1. To recognise that people have different views about God.
2. To enquire into the concept of faith and why people put their faith in God.
3. To know and understand some of the qualities Christians associate with God and why.
4. To reflect upon and share their own ideas about God.
5. To provide pupils with the opportunity to reflect upon and ask their own big questions about God.
6. To express their own spirituality through poetry or art.



Spiritual, Moral, Social & Cultural

Spiritual: Reflect upon the idea of God through art and music.

Moral: Reflect on whether believing in God makes you a better person.

Social: Listen and respond sensitively to other pupil's ideas about God.

Cultural: Recognise that culture and religion influence the diverse views and beliefs about God.

Suggested Content & Activities

Pupils should learn about:

- **Faith:** What is faith? Explore the idea of faith in their lives and the lives of others. Explore the idea of believing in God through faith.
- **God:** Enquire into different beliefs about God from religion and belief.
- **Christian beliefs about God:** Explore beliefs and qualities associated with God in Christianity.
- **Personal response to God:** Pupils reflect on the nature of God and respond by sharing their idea of God through art and poetry.

Teaching and Learning Activities

- Who do you trust? Why? What is faith? Discuss the 'Leap of Faith' clip from Indiana Jones and the Last Crusade. What do people put their faith in? Tell the story of a religious person who put their faith in God. Look at the story of Daniel in the Bible. Why do people put their faith in God? Make calligrams of the word faith.
- What do different people believe about God? Read the poem 'God is in the whirring of the world spinning round...' and mind-map the words and phrases used to describe God. Create a class book, with the pupils art work depicting the various descriptions of God in the poem. Can the pupils create additional lines?
- What do Christians believe about God? Christians believe in one God who is a Trinity, the father, son and Holy Spirit. How can you be one God but three separate persons? Think of a traffic light, it can be red, amber, green but it is still one traffic light. Use various symbols (candles, shamrock, clover leaf or triangle) to consolidate this concept. Pupils could design a symbol of the trinity.
- Create a poster showing what qualities God has in Christianity using words and symbols to represent these qualities. The poster can be called God is.... Pupils can pick a main quality they like about the Christian God and make it the feature of their poster.
- Discuss which of God's qualities might cause people to think carefully about how they live their lives. If God is all-knowing and all-seeing would this affect

Suggested Assessment Focus

Pupils should be taught to:

- **Share** their ideas about God and respond sensitively to the ideas of others.
- **Use appropriate religious vocabulary** to describe some of the qualities associated with God in Christianity and what they mean.
- **Ask interesting and imaginative questions** about God and the world in which we live.
- **Reflect** on the nature of God in a **creative way** demonstrating through art/poetry their response to the idea of God.
- **Identify and explain** some qualities that Christians associate with God.
- **Demonstrate** knowledge and understanding of the nature of God in one other religious tradition.
- **Give a reason** why someone might not believe in God.
- **Give an example** of something a person might do or not do because they believe in God.
- **Respond to the question:** 'Where is God?' Give reasons for your answer.



Resources

- Wigan Resources.
- Leap of Faith - Indiana Jones - You Tube
- Website - REQuest - video clip on God the Father
- Searching for God: Hide and Seek by Patrick Corley age 8 (Spirited Arts.) 2011
- God is in the whirring of the world by Alice Brewer age 11 (Spirited Arts)2011
- God - NATRE Spirited Arts website
<http://www.natre.org.uk/spiritedarts/>

what we do and say? Are there things we do in the world that we would do differently if we knew God was watching? Do people live their lives differently because they believe in God?

- What do other people think about God? Explore with pupils the idea that some people don't believe in God. Introduce the word Atheism. Read the poem, 'I counted to ten...' Ask the pupils why this person does not believe in God.
- Give pupils a list of statements that show different ideas about God. Get the pupils to decide which one they like best and say why.
- Show the pupils a selection of poems encouraging them to reflect upon their personal idea of God. ('Where is God? Who is God? NATRE Spirited poetry/Art). Pupils could write their own poem about God or use similes to describe God, for example, "God is like a torch because he lights up the right path for you to choose."
- Enquire into the nature of God in other religious traditions. Pupils can determine some questions they would like to ask about God as part of their enquiry. Pupils could research the names for God in the different religious traditions, the beliefs about God and how God is worshipped. They could present the results of their enquiry to the class.

Enrichment

- Share with the pupils' different artistic interpretations of the Trinity. For example, Andrei Rublev - Icon of the Trinity, Jean Lamb - Trinity, Masaccio - Holy Trinity. Discuss with the children what they think the artist was trying to portray. Where do they think it should be displayed? Why?
- Create their own piece of Art work or poem entitled 'Where is God?' and enter it for the competition 'Spirited Arts' RE Today website.
- Invite a member of a faith community into school to share their beliefs about God or visit a local place of worship to explore how God is worshipped.

What matters to Christians about Easter?

Unit Objectives

To enquire into the reasons why Easter is important in the Christian faith.

1. To reflect on why the events of Easter are so significant for Christians.
2. To explore the story of Jesus washing the disciples' feet and understand what Christians learn from this and how it might influence their daily life and actions.
3. To describe the key events of the Last Supper and explore its links with Christian belief and practice.
4. To reflect upon what Christians think is special about Jesus with reference to how they remember him and why.
5. To know how the symbols associated with the Easter story relate to the beliefs and values of Christianity.
6. To be able to ask important questions about their own values.
7. To reflect and share their own feelings relating to loss and remembrance.



Spiritual, Moral, Social & Cultural

Spiritual: Reflect and share feelings of separation, remembrance and joy relating to the Easter story.

Moral: Explore the moral lessons that can be learned from the Easter story?

Social: Enquire into the events of the Last supper and research how Christians today gather in Holy Communion/Mass/Eucharist to remember Jesus' sacrifice.

Cultural: Enquire into how do different cultures and religious traditions welcome people today?

Suggested Content & Activities

Pupils should learn about:

- **The Easter Story:** Explore the Easter story in the context of the events leading up to Easter.
- **Jesus:** What do people remember about Jesus? Look at the story of Jesus washing the disciple's feet. Explore through this the concepts of service and humility in the Easter story and how they are put into practice by Christians today.
- **The Last Supper:** Make links between the story and the celebration of Holy Communion/Mass/Eucharist.
- **The Resurrection:** Explain the meaning of the term resurrection. Explore the stories that surround the resurrection with pupils. Discuss their thoughts and feelings relating to loss and remembrance.
- **Easter Symbols:** How do the symbols traditionally associated with Easter link with the Easter story?

Teaching and Learning Activities

- Provide the pupils with an overview of the Easter story. Introduce by explaining that Lent is the preparation time for Easter. Holy Week is the week which leads up to Easter starting with Palm Sunday.
- Read 'Badger's Parting Gifts'. Lead into discussion about things our friends / family have taught us, including those who may have died or gone away. How do these help us to remember? Pupils could think about what they would like their friends to remember about them. Have they given good things / values to their friends? Play the game 'What would my friends say about me?'
- Enquire into ways in which people greet and welcome people today in different traditions and cultures. Explore the tradition of washing feet as a way of welcoming someone. Focus upon the washing of the disciples' feet by Jesus. Washing the disciples' feet was a symbol of service and humility. Explore the concepts of humility and service. Does this give Christian people today clues about how Jesus would want them to behave and act towards others? Write about someone who normally helps you. How could you reverse roles? Pupils could look at the poem 'Children learn what they live'. Identify the values Jesus was trying to show when he washed his disciples' feet. Pupils could draw around their own feet and annotate them with some of the qualities Jesus was showing

Suggested Assessment Focus

Pupils should be taught to:

- **Describe** the main events of the story of the Last Supper and explain their significance for Christians today.
- **Use appropriate religious vocabulary** - resurrection, Holy Communion, crucifixion etc.
- **Ask questions and suggest reasons** for example, why did Jesus wash the feet of his disciples?
- **Recall** the story of Jesus' appearance on the road to Emmaus and explain why it made Christians rejoice.
- **Make links** between the story of the Last Supper and how Christians remember Jesus today in the Eucharist.
- **Identify** things that they think Jesus would want to be remembered for.
- **Reflect and share** their own feelings regarding loss and remembrance.
- **Explain the concepts** of humility and service.
- **Respond to the question:** 'Washing a person's feet is a good way to show they are welcome.' Do you agree? Give reasons for your answer.

Resources

- Wigan Resources.
- 'Remember Me' by Christina Rossetti
- 'The Last Supper' by Leonardo da Vinci
- 'Badger's Parting Gifts' by Susan Varley. (You Tube) ISBN 0688115187
- Video clip of the Last Supper - BBC Learning Zone
- Poem - 'Children learn what they live' By Dorothy Law Nolte.
- Request

to his disciples. Make links with the custom in the UK of giving Maundy money.

- Look at Leonardo da Vinci's picture of the Last supper. Explain that many Christian Churches use the symbol of bread and wine as part of their regular worship to remember Jesus' instructions to his followers. The story of the Last Supper could be dramatized, freeze framed and photographed with feelings discussed. Add captions, speech bubbles and thought bubbles to photographs.
- Jesus said two words when he shared his meal 'Remember me.' Explore the service of Holy Communion (Eucharist) and how Christians remember Jesus during this service. Pupils could design a communion cup with appropriate symbols. Read poem 'Remember Me' by Christina Rossetti. Can the pupils write their own version in the style of the poem? The poem could be all the things that Christians would want to remember about Jesus.
- Discuss with pupils the joy of meeting someone who you thought you would not see again. Listen to stories of Jesus appearing to people after his resurrection, for example, 'the road to Emmaus'. Look at the Bible accounts and ask pupils to ask questions and give opinions on these events. Discuss the feelings that would surround these events. How would these events be reported today? Write a newspaper report or act out a news desk report entitled, 'Jesus is alive!' Interview some of the key characters in the story. Include some different views on these events from the disciples, the Jewish leaders and the Romans.

Enrichment

- The thief on the cross also wanted to be remembered. Discuss with pupils why this might be.
- Explore how people who have gone away are remembered today for example, photographs, gravestones and memory boxes. Create a Christian memory box for Jesus.
- Explore some of the Easter symbols e.g. the cross, the hot cross bun, the Paschal Candle. Explain how the symbols on the Paschal candle include the light, the cross, the alpha and omega, the year and the five grains of incense.

What is worship?

Unit Objectives

To enquire into the concept of worship.

1. To explain what worship is and why it is important to believers.
2. To gain knowledge and understanding of the main features of Christian worship.
3. To know when the Christian holy day is and what Christians do on that day and why.
4. To identify holy days in other religious traditions.
5. To gain knowledge and understanding of the Church building and its features, their functions and symbolism.
6. To research places of worship in other religious traditions and identify significant features associated with them.
7. To reflect upon and share their own thoughts and feelings about worship.
8. To explore how places of worship bring religious communities together.



Spiritual, Moral, Social & Cultural

Spiritual: Consider how a place of worship can be a spiritual home for the believer.

Moral: Discuss whether all Christians should go to church on Sunday.

Social: Research how a religious building is used by the community.

Cultural: Conduct an enquiry into worship in other religious traditions.

Suggested Content & Activities

Pupils should learn about:

- **Worship:** What does it mean to worship?
- **Christian worship:** How and why do Christians worship?
- **Holy days:** How are holy days observed by believers in Christianity, Judaism and Islam?
- **Places of worship:** What is the purpose and function of a place of worship? How do places of worship bring communities together?
- **The Church:** Conduct an enquiry into the role of the church building in Christian worship. How are the different features used and how do they reflect Christian beliefs? Explore Church life and worship.
- **The Synagogue:** Enquire into the role and function of the synagogue in Jewish life and worship.
- **The Mosque:** Enquire into the role and function of the mosque in Islamic life and worship.

Teaching and Learning Activities

- What does it mean to worship? Show a video or pictures of football supporters going to a match. Ask the pupils what the people are doing to show that their team is special and worth their support. Explain to pupils what the word worship means.
- Why do people worship? Discuss with pupils what things believers do to worship God. Show the PowerPoint of a typical week in the life of a Christian family. What are they doing to worship God? Pupils could write a week-to-view diary noting all the different ways Christians worship God in the week.
- Ask the pupils what they do on Sunday. Introduce Sunday as the Christian holy day and ask pupils to suggest what Christians might do on a Sunday. Invite a Christian visitor into school, to explain why Sunday is special to them and what they do on Sunday. Consider holy days in different religious traditions and discuss what happens on these days and how and why they are special.
- Many Christians visit church on Sunday. Show pupils some pictures of different churches and highlight similarities and differences. Explain the reasons for this. Take a virtual tour of a church or visit a local church. Allow the pupils to identify the main features of the church and ask questions about

Suggested Assessment Focus

Pupils should be taught to:

- **Identify and describe** the main features found in a place of worship.
- **Ask some thoughtful questions** about why people choose to attend a church, mosque or synagogue.
- **Explain** the meaning of the term worship, giving examples of how people worship.
- **Use appropriate religious vocabulary** when referring to worship and places of worship. Use key words such as Mosque, Synagogue, Church, altar and pulpit accurately and in context.
- **Make links** between features of a place of worship and the beliefs of the religious tradition.
- **Reflect** on how people worship and why.
- **Explain** how places of worship bring religious communities closer together.
- **Explain** how religious people think worship connects them with God.
- **Respond to the statement:** 'All Christians should go to church on Sunday'. Do you agree? Give reasons for your answer.

Resources

- Wigan Resources.
- <http://www.jewishinteractive.org/>
- PowerPoint - 'A Typical Week in the Life of a Christian Family' (Wigan Resources)
- <http://www.cleo.net.uk/resources/index.php?ks=2&cur=15>
- <http://www.bbc.co.uk/education/clips/z834wmn>
- BBC Clips.

them. Create a plan of a church labeling key features with correct explanations.

- Determine some enquiry questions on how Christians worship God in the church. What would they expect to see or experience in a church? Examples may include hymns, collection, sermons, holy communion, prayers and Bible readings. Give each group of pupils an aspect of Christian worship to research and report back to the class. Give pupils a picture of Christian worship to annotate.
- Choose one other place of worship. Look at some pictures of a mosque or a synagogue. How are they different and similar to a church? Arrange a visit or a virtual tour of one of these places of worship. Identify and research some key features of this place of worship. Pupils could write a simple guide to the mosque or synagogue for people to use.
- Using their knowledge of places of worship, pupils could create a model of a church, synagogue or mosque and label the key features.

Enrichment

- Visit a place of worship or take a virtual tour around a place of worship.
- Groups to research different places of worship and share their findings in a presentation.
- Invite visitors into school to share their experiences of worship.
- Create a model of a church in a shoe box and include the key features.

What qualities do leaders of religions demonstrate?

Unit Objectives

To enquire into the qualities demonstrated by leaders of different world faiths.

1. To gain knowledge and understanding of the qualities of a good leader and consider how they are demonstrated by the leaders/founders of different world faiths.
2. To enquire into the leaders and founders of religious traditions and how they were called by God to lead faith communities.
3. To explore the concept of vocation with reference to leaders and members of faith communities.
4. To enquire into the roles and responsibilities of modern leaders of worship and learning in religious traditions.
5. To reflect on the importance and impact of these leaders in religious communities today.



Spiritual, Moral, Social & Cultural

Spiritual: Reflect on the qualities of a good leader.

Moral: Explore the concept of vocation.

Social: Discuss the roles and responsibilities of modern day leaders of faith communities.

Cultural: Reflect upon the impact of religious and secular leadership on religious traditions and cultures.

Suggested Content & Activities

Pupils should learn about:

- **Leadership:** Look at famous leaders in society and religious traditions. Consider the qualities of a great leader. What responsibilities does a leader have?
- **Religious Leaders:** Enquire into the leaders and founders of religious traditions and how they were called by God to lead faith communities. Explore the idea of being called by God to serve him.
- **Vocation:** Explore the idea of giving up everything for God and devoting your whole life to his service.
- **Leaders of worship and learning in religious communities:** Enquire into the lifestyle and work of a leader of a faith community today. Identify these leaders and explore what they do.

Teaching and Learning Activities

- What is a leader? Show pupils some famous leaders. Can they identify them and explain what qualities these leaders demonstrate? Create a fact file on someone they consider to be a good leader explaining why.
- Interview the Head teacher to determine what it is like to be a leader. The pupils could determine some questions they would like to ask the Head teacher.
- If God was picking a leader for a new religion what kind of qualities do you think he would expect the person to have?
- Ask the pupils what they know about the religion of Islam. Create a mind map. Tell the story of Prophet Muhammad and his influence on Islam. Explore with pupils what it means to be a prophet. Why do you think God chose Prophet Muhammad? Tell the story of the spider in the cave. What did it teach Prophet Muhammad? Explain that Muslims believe God gave Prophet Muhammad his message in Arabic.
- Consider the importance of Prophet Muhammad in the Islamic faith today. Explore how this is demonstrated by Muslims, for example, PBUH, Shahadah and birth ceremony.

Suggested Assessment Focus

Pupils should be taught to:

- **Describe** the life of Muhammad and **explain** his influence and importance in Islam today.
- **Describe** the life of Abraham and **explain** his influence and importance in Judaism today.
- **Use appropriate religious vocabulary** such as Prophet Muhammad, Abraham, Imam, Rabbi and Priest etc.
- **Ask questions and suggest reasons** for why these people were chosen by God.
- **Recall** the names of the religious leaders and the religious traditions they represent.
- **Identify** the qualities demonstrated by the leaders of the religious traditions.
- **Explain the work** of a religious leader in a specific religious tradition.
- **Explain** the concept of vocation and reference examples of people who have made the religious life their vocation.
- **Respond to the statement:** 'Abraham was a good leader'. Do you agree? Give reasons for your answer.



Resources

- Wigan Resources
- RE:quest.
- RE Today resources.
- Wiltshire Resources.
- TES
- True Tube

- How did the religion of Judaism begin? Look at the story of Abraham. What qualities did he show that made God choose him? Focus on his faith and total commitment to God. Tell the story of sacrificing his son Isaac. Why did God test his faith? Consider the importance of Abraham in the Jewish faith today.
- Explore the leadership qualities of other religious leaders from other religious traditions and identify qualities that made them a good leader.
- Explore the concept of vocation and research examples of people who have made the religious life their vocation. Explore the idea of giving everything to focus on the religious life. Look at the life of a Buddhist monk and how he gives up everything to seek enlightenment. Make a list of things he has to give up and give pupils the opportunity to reflect on the value of things in life.
- Who are the present day leaders of religions? Identify special people who lead worship in different religious communities, for example priest, vicar, rabbi and Imam. Pupils need to research their job role and what they do to inspire others and lead worship in their religious communities. Create a job advert for a religious leader outlining the job they will do and the qualifications and qualities expected.
- Invite religious leaders from the local community into school to discuss their job. Pupils could prepare enquiry questions prior to the visit.

Enrichment

- Look at the Pope and how he leads the community of Roman Catholic Christians. Where does he go? What does he do? What you can find out about him?
- Explore the idea of what it means to be a prophet. Look at other people who were called by God to be prophets.
- Look at the idea of receiving a calling from God. What does a calling from God mean? Look at modern day leaders of religions and their stories of being called by God to do his work.

Can religious teachings help us decide the best way to live?

Unit Objectives

To enquire into rules religious and secular and explore the impact they have on a person's everyday life.

1. To look at the nature and function of rules in society today.
2. To identify personal, family, school and community codes for living which influence behaviour.
3. To gain knowledge and understanding of the 10 commandments and how religious believers put them into practice.
4. To reflect and consider some of the consequences of not obeying the rules.
5. To gain knowledge and understanding of religious rules and how they impact on people's lives today.
6. To enable pupils to reflect upon religious rules for living and evaluate their importance.
7. To determine ten rules to live by which could make the world a better place.
8. Explore whether it is ever right to disobey the rules.



Spiritual, Moral, Social & Cultural

Spiritual: Explore the importance in religious traditions of rules that are sacred and come from God.

Moral: Consider the rights and wrongs of obeying rules and the consequences for themselves and others.

Social: Evaluate the impact of rules from religion and belief on a person's daily life.

Cultural: Enquire into the codes for living in different religious traditions.

Suggested Content & Activities

Pupils should learn about:

- **Rules:** What are rules? What rules do we follow and why? Consider rules in our society. Make links with the laws of the country. What happens if we break the rules? What are the consequences?
- **Adam and Eve:** Study the story of Adam and Eve and the consequences of breaking the rules.
- **Religious Rules:** Discuss the 10 commandments and their meaning. How do Jews and Christians put the 10 commandments into practice today?
- **Telling lies:** 'Do not bear false witness.' What happens when people tell lies? Explore with pupils the value of this rule.
- **Honour your father and mother:** Discuss with pupils and explore the idea of respect.
- **The Golden Rule:** Is there a rule that is more important than any other?
- **The commandments of Jesus:** Discuss why these commandments are considered by Christians to be the most important.
- **Top Ten Rules for Living:** Pupils determine the top ten rules for living that could make the world a better place and explain why.

Teaching and Learning Activities

- Which rules do we follow? Link with classroom and school rules. Give pupils some symbols from the Highway Code and see if they can say what rules they represent. Discuss why we need rules. Consider what the world would be like if there were no rules.
- What happens when rules are broken? Watch a clip from 'Charlie and the Chocolate Factory'. Discuss the consequences for the children who broke the rules. Explore the disobedience of Adam and Eve in the Garden of Eden and consider the consequences of their actions for mankind. Pupils can create their own story entitled, 'Breaking the rules'.
- Create some islands around the room that link with sources of 'authority' that people turn to when making moral decisions. Select dilemmas for the pupils to discuss and ask the pupils to answer the questions. What do you want to do? What do you think you ought to do? What helps you know what you should do and why?

Suggested Assessment Focus

Pupils should be taught to:

- **Demonstrate knowledge and understanding** of religious rules and their impact on people's lives today.
- **Identify** some of the religious rules for living.
- **Explain** the meaning behind some of the 10 commandments.
- **Use appropriate religious vocabulary correctly in context.**
- **Ask questions** about rules and **suggest reasons for** their importance.
- **Recall** some of the Ten Commandments and **explain** how people put them into practice today.
- **Make links** between religious rules for living and a believer's daily life.
- **Identify** your neighbours and suggest ways you can show you care for them.
- **Reflect** on religious rules for living and **give an opinion** on which rules show us the best way to live.
- **Create** some rules that will make the world a better place.
- **Respond to the question:** 'You should always obey the rules' Do you agree? Give reasons for your answer.

Resources

- Wiltshire Resources.
- Wigan Resources.
- RE Today - Exploring codes of living.
- RE online - Interviews with young people of faith.
- Willy Wonka and the Chocolate Factory (Film or book) by Roald Dahl. (Literacy Link)
- BBC Bite size clips - The Ten Commandments.
- PowerPoint - 'Rules for Living' (Wigan Resources)
- The 10 commandments (Exodus 20: 1 - 21)

- Introduce the Ten Commandments and get pupils to discuss their meaning. Consider the commandment 'You shall not bear false witness'. Discuss with pupils whether it is ever right to tell lies. Read 'The Boy Who Cried Wolf' and explore the effects of telling lies. Discuss the commandment, 'Honour your father and mother'. What does it mean to respect your parents? Look at how this might be put into practice in different cultures and religious traditions today. Discuss ways in which Jews and Christians put the commandments into practice in their daily lives.
- Utilise the statements provided on the PowerPoint to discuss which of the 'Rules for Living' they think are the most important. Why? Could any of them be left out? Apply the 'Diamond 9' activity where pupils rank order the rules, searching for a 'Golden Rule'. Pupils could argue for and against particular statements. Compare and contrast with rules from other religious traditions.
- Introduce the Two Commandments of Jesus (Mark 12: 28-34) in which he tells Christians to love God and love your neighbour. What does this mean? Who is your neighbour? Pupils explain how they can show they care for their neighbour. Explore how Christians might put this into practice today.
- Show pupils some pictures of our world today. Pupils put together 10 rules that would make the world a better place to live; they can include religious rules if they wish.
- Discuss some famous people who broke the rules because they thought the rules were unfair. Where they right to do this? Look at the life of Mahatma Gandhi and how he broke the rules he felt were unfair.

Enrichment

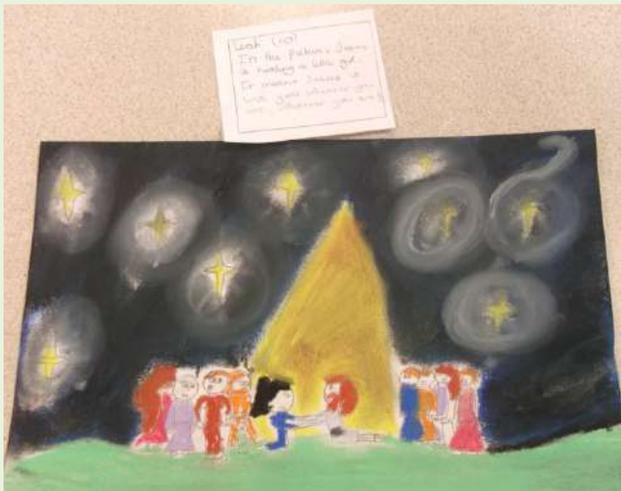
- Compare and contrast religious rules from a variety of religious traditions. Consider the 613 rules of the Torah.
- Read some interviews with young people from a variety of faith communities and find out what they believe and how it affects the way they live their lives.

How is Christmas celebrated in other cultures?

Unit Objectives

To enquire into how Christmas is celebrated around the world.

1. To gain knowledge and understanding of the customs and traditions associated with Christmas in other cultures.
2. To know and understand the term Advent and the customs and traditions associated with it.
3. To enable pupils to describe the symbolism, practices and beliefs associated with Advent.
4. To enable pupils to enquire into the custom of carol singing and explore the connection between carols and the Christmas story.
5. To explain how Christmas customs help Christians to think about the true meaning of Christmas.
6. To enable pupils to express their own response to the values and beliefs at the heart of different Christmas customs.
7. To explore Christmas from a secular perspective.



Spiritual, Moral, Social & Cultural

Spirituality: Express their own response to Christmas through art, carols and music.

Morality: Consider the values and beliefs at the heart of different Christmas customs.

Social: Enquire into how Christmas is celebrated in different communities.

Cultural: Enquire into the celebration of Christmas in different cultures around the world.

Suggested Content & Activities

Pupils should learn about:

- **Advent:** Explore the meaning behind and the celebrations associated with Advent.
- **Christmas Symbols:** Explore the symbols associated with Christmas and their connection to the Christmas story.
- **Christmas traditions:** Investigate some Christmas traditions such as carol singing, its origins and importance in Christmas celebrations.
- **Christmas in other cultures:** Pupils investigate how believers celebrate Christmas in other cultures around the world.
- **Christmas in a secular society:** Research examples of secular ways of celebrating Christmas.

Teaching and Learning Activities

- Show the pupils an Advent calendar and ask what Advent is. The word 'advent' means coming. Advent is a time of hope and preparation. What does that mean? When does it begin? How should Christians prepare for Christmas? Utilise the Advent calendar PowerPoint to discover information about Advent. Discuss similarities and differences between the season of Advent and other seasons e.g. Lent and Pentecost. Pupils could design their own Advent calendar.
- The two most common artefacts linked to Advent are the Advent wreath and the Advent calendar. Investigate these and the origin of other Christmas symbols e.g. the crib (St. Francis of Assisi), Christmas tree (St. Boniface and Prince Albert), cards, gifts, candles, decorations and carols. Discuss the beliefs reflected in these customs?
- Enquire into the tradition of singing Christmas carols. Look at some famous carols and their stories. Discuss whether they accurately portray the Christmas story. Examine some modern day adaptations of famous carols in the music world. Pupils could illustrate an existing carol.
- Discuss the pupil's own experiences of Christmas

Suggested Assessment Focus

Pupils should be taught to:

- **Describe** the symbolism, practices and beliefs associated with Advent.
- **Explain** the term Advent means and its importance in the Christian calendar.
- **Use appropriate religious vocabulary** to describe the symbolism of Advent.
- **Ask questions and suggest reasons** for some of the customs and traditions associated with Advent and Christmas.
- **Make links** between the Christmas story and the customs and tradition in other cultures.
- **Identify** some of the different ways Christmas is celebrated around the world.
- **Enquire** into the custom of carol singing and make links with the Christmas story.
- **To use** a different language to either greet each other or sing a carol.
- **Research** the customs and traditions associated with Christmas in other cultures.
- **Respond to the statement:** 'The world has lost the true meaning of Christmas' Do you agree? Give reasons for your answer.

Resources

- Twinkl resources - 'Christmas around the world'.
- Wigan Resources
- RE Today: Christmas – A year by year approach (edited by Joyce Mackley).
www.santas.net/aroundtheworld.htm
- The Lion Storyteller Christmas Book by Bob Hartman
- Why Christmas.com website
<http://www.whychristmas.com/customs/whenchristmasiscelebrated.shtml>
- The Christmas travel guide
<http://www.kids-world-travel-guide.com/christmas-around-the-world.html>
- O little town of Bethlehem by Cliff Richard.
- Twinkl resources - Design your own Advent calendar.

celebrations in the UK. Develop this further by researching Christmas customs around the world for example celebrate a traditional Russian Christmas. Get the pupils to use other languages to wish each other a Merry Christmas. Listen to Christmas carols in other languages. Use school website/blog to contact family/friends/other schools around the world to share their experiences of Christmas.

- Undertake a research project and using website links enquire into other customs and traditions past and present. Recreate some of the customs and traditions from around the world in the classroom. Pupils to express their findings utilising a range of media.
- Look at images of the nativity portrayed in art work from around the world. What do the children find most interesting? Create their own nativity scene drawing upon their learning.
- Enquire into the celebration of Christmas in a secular society. Find examples of customs associated with Christmas that are not religious. Discuss whether the world has lost the true meaning of Christmas.

Enrichment

- Make and taste Christmas food from around the world.
- Create your own nativity story book and illustrate it with art work from around the world.
- Explore modern pop music versions of popular carols.
- Attend a carol service.

What do creation stories teach us about caring for the world?

Unit Objectives

To enquire into creation stories and how they teach believers to care for the world.

1. To gain knowledge and understanding of the creation stories in different religious traditions and cultures.
2. To reflect on the beauty of the world through music, poetry and imagery.
3. To enable pupils to explain what the creation stories teach us about how people should care for the world and why.
4. To gain knowledge and understanding of secular explanations for the beginning of the world.
5. To enquire into the work of a religious charity looking after the world and how they are putting their beliefs into practice.
6. To explore the concept of stewardship.



Spiritual, Moral, Social & Cultural

Spiritual: Enable pupils to reflect on the awe and wonder of the world through music, poetry and imagery.

Moral: Discuss the moral responsibility of looking after the world.

Social: Explore the concept of stewardship within a faith community.

Cultural: Enquire into stories of creation in different religious traditions and cultures.

Suggested Content & Activities

Pupils should learn about:

- **Our World:** Pupils to be given the opportunity to experience the awe and wonder of the world.
- **How did the world begin?** Pupils share their thoughts and ideas on how the world began.
- **Creation stories:** Explore the creation stories from a variety of religious and non-religious traditions.
- **Caring for the World:** What do creation stories teach us about caring for the world? Why is it important to care for the environment and what can be done? Research the work of Greenpeace and how they are fighting to protect the world for future generations.
- **Religious Charities:** Explore the idea of looking after the world for God. Research the work of some religious charities and what they are doing to care for the world.

Teaching and Learning Activities

- Play Louis Armstrong's song 'What a Wonderful World' to enable pupils to reflect upon the wonder of the world. Create a 'Creation' acrostic poem that expresses all the features that make our world special. Pupils to design a world called 'Awe and Wonder' and illustrate in pictures and words all the amazing things that the world has to offer.
- Ask pupils to think of questions about the world in which they live and how it came to exist and discuss them.
- Mind map the beliefs of pupils regarding the creation of the world. Build on prior learning about the Biblical creation story through the website 'The Brick Testament.'
- Introduce the Hindu creation story through the PowerPoint 'Hindu Creation Story.' What is the most memorable part of the story? What is the most puzzling? What does the story tell us about how Hindus believe we should look after the world? Discuss how we can share this message in the form of a text message, blog, twitter, e-mail or a poster.
- Introduce the Islamic creation story. Utilise the website RE Online to e-mail a believer, asking them questions about their beliefs and how it affects the

Suggested Assessment Focus

Pupils should be taught to:

- **Enquire** into and **describe** the main features of creation stories from different religions and cultures.
- **Identify and make links** between the creation stories and how believers care for the world.
- **Explain** the concept of stewardship and give an example from a religious tradition.
- **Use a developing religious vocabulary** to describe and explain the creation stories and their teachings.
- **Ask questions and suggest reasons** for the different creation stories and the secular explanations for the beginning of the world.
- **Reflect** on the beauty of the world and give their own response to it.
- **Recognise** the similarities and differences between the creation stories and secular explanations for how the world began.
- **Describe and explain** the impact creation stories have on believers and how they care for the world.
- **Research** the work of a Christian charity caring for the world and **make links** with the creation stories and their teachings.
- **Respond to the statement:** 'Our world is the most amazing place'. Do you agree? Give reasons for your answer.

Resources

- Louis Armstrong clip: What a Wonderful World
<https://www.youtube.com/watch?v=bkTLIO2zanM>
- Christian Creation story - Genesis Chapter 1 & 2
www.bricktestament.com
- Hindu Creation Story
<http://www.youtube.com/watch?v=pfyOjKaxBFs>
- E-mail a believer
www.reonline.org.uk/supporting
- Chinese New Year
http://www.mythicjourneys.org/bigmyth/myths/english2_chinese_full.html
- The Fire Children - A West African Folk Tale

way they treat the world.

- Compare religious creation stories with scientific theories of how the world began. Share the Chinese creation story with the children, focusing upon Yin and Yang and the balance of good and evil. Create a table of how the concept of Yin and Yang can be applied to the environment, for example, Yin not dropping litter and Yang polluting the world.
- Compare and contrast the range of creation stories studied, focusing on human responsibility to care for the world. Pupils to consider ways in which they can protect and care for the world today. Explore the concept of stewardship from a religious perspective.
- Explore with pupils why we need to care for the world. What is happening to our world that we need to take care of it?
- Get the pupils to make a study of the work of the religious charities CAFOD/Christian Aid/ Jewish National Fund and explain what they are doing to care for the world and why. Invite a speaker from a charity into the classroom or look at some of the videos on their website.
- Pupils organise a "caring for the world" activity in their own community. Organise a "caring for the world event" for your school. This could involve a litter pick or a "plant a tree day".

Enrichment

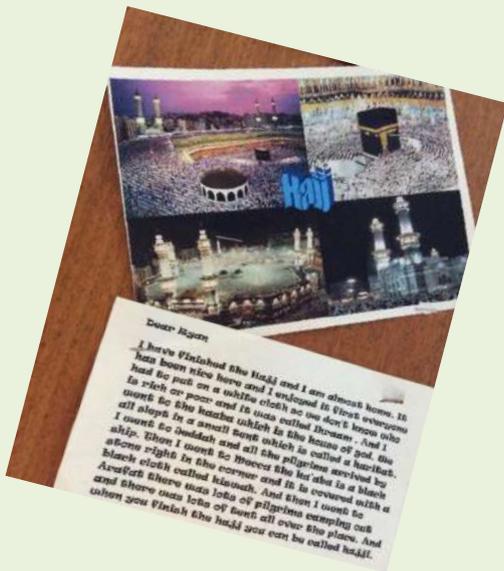
- Utilise the Christian creation rap as a stimulus for the children to create their own.
- To illustrate a creation story.
- To research the work of a charity working to look after the environment.
- Create their own travel brochure for an 'Around the world trip' showing all the wonders the world has to offer.

Why is pilgrimage important to some religious believers?

Unit Objectives

To enquire into the religious practice of pilgrimage.

1. To gain knowledge and understanding of pilgrimages in different religious traditions.
2. To be able to explain what a pilgrimage is and why it is important to believers.
3. To explain the reasons why people go on pilgrimage and the impact it has on their lives.
4. To describe the main features of the Muslim pilgrimage to Mecca and the symbolism and stories associated with it.
5. To be able to describe the Christian pilgrimage to Lourdes and the symbolism and stories associated with it.
6. To enable pupils to enquire into the importance of the Holy land as a place of pilgrimage for Christians.
7. To enable pupils to express their own thoughts and feelings on commitment, duty and pilgrimage.



Spiritual, Moral, Social & Cultural

Spiritual: Reflect on the spiritual strength that pilgrimage gives believers.

Moral: Reflect on the idea of commitment in their own lives and the lives of others.

Social: Consider the idea of how a pilgrimage brings a religious community together.

Cultural: Research into and gain knowledge and understanding of pilgrimage in different faith traditions and cultures.

Suggested Content & Activities

Pupils should learn about:

- **Commitments:** Explore with pupils the commitments they have in their lives and how they make them feel.
- **Pilgrimage:** Enquire into the nature of pilgrimage.
- **The Hajj:** Enquire into the nature and importance of pilgrimage to Mecca in the life of a Muslim believer.
- **Christian places of pilgrimage:** Enquire into the nature and importance of pilgrimage to Lourdes in the life of a Christian believer. Look at reasons why some Christians would not go to Lourdes on pilgrimage. Explore diversity within the faith.
- **The Holy land:** Enquire into the nature and importance of pilgrimage to the Holy land in the life of a Christian believer. Make links with the life of Jesus.
- **Easter pilgrimage to Jerusalem:** Enquire into what Christian pilgrims do to remember Jesus at Easter in Jerusalem and why.
- **The value of pilgrimage:** Explore the value of pilgrimage and its impact in the lives of a believer.

Teaching and Learning Activities

- Discuss with the pupils the different commitments they have in their lives e.g. sports team, learning an instrument, scouts etc. Consider the benefits and sacrifices associated with these commitments. Pupils can write about what they are committed to, explaining why. How does their commitment make them feel? Compare their commitment to that of an Olympic athlete.
- Ask the pupils to consider where they might go on a once in a lifetime journey. Explain the word 'pilgrimage' and explain how people from many different faiths undertake pilgrimages to significant places in their religion. For many, it is not only an outward journey but reflects an inner journey of spiritual growth. Determine a definition for pilgrimage and show pupils a variety of pilgrimage locations. Together identify the places of pilgrimage.
- Explain that for Muslims it is a duty if you can afford it, to visit the city of Mecca once in their lifetime. Show a video clip of Muslims taking part in the Hajj. Ask pupils to note down any questions they want to ask. Respond to the question: 'Why do Muslims go on the Hajj?' Ask pupils to discuss the

Suggested Assessment Focus

Pupils should be taught to:

- **Describe and explain** the main features of the Islamic pilgrimage to Mecca and the symbolism and stories associated with it.
- **Explain** the importance of pilgrimage in the religious life of a believer.
- **Use appropriate religious vocabulary** when describing pilgrimages such as Lourdes, Mecca, Hajj, holy land etc.
- **Identify** the main features of the Christian pilgrimage to Lourdes.
- **Explain** some reasons why pilgrimage is important in the lives of believers.
- **Recall and describe** the story behind the pilgrimage to Lourdes.
- **Enquire** into the Christian pilgrimage to the Holy Land, producing a guide to the pilgrimage.
- **Reflect** on and share their thoughts and feelings on the idea of pilgrimage.
- **Respond to the question** - 'There is no point going on pilgrimage because God is everywhere'. Do you agree? Give reasons for your answer.



Resources

- Wiltshire Resources
- Wigan Resources
- TES Resources.
- 'Islam in words and pictures'
- BBC Class clips - The Hajj

commitment and preparation involved in this journey. If possible, invite a Muslim visitor into school to talk about their experience of going on Hajj. Produce a pilgrim map of the Hajj with places to be visited and the reasons and stories associated with them.

- Undertake an enquiry based activity on Christian places of pilgrimage such as Lourdes. Why do Christians want to visit Lourdes? Tell the story of St. Bernadette. What is a miracle and do they really happen? Do people just visit Lourdes in the hope of a miracle? Discuss some of the miracles people claim to have happened at Lourdes.
- Why do some Christians visit the Holy land? What is the Holy land? What happened in these places and why would Christians want to visit? Create a pilgrimage travel guide for Christians, explaining the different places to be visited and their connection with Jesus. Enquire into Jerusalem as a place of pilgrimage at Easter. How is the Easter story re-enacted during Easter in the city? Explore the pilgrim's journey down the Via Dolorosa.
- List all the reasons why religious people go on pilgrimage. Create a similarities/difference chart to reflect the diversity between and within faiths with regard to pilgrimage. Identify reasons why some Christians never go on pilgrimage? Pupils to give their opinion on whether they feel it is important for a religious believer to go on pilgrimage.

Enrichment

- Enquire into Jerusalem as a place of pilgrimage in many religious traditions. Pupils could write a letter to a newspaper (e.g. The Jerusalem Herald) outlining the importance of Jerusalem as a holy site for three faiths. Describe the common experience that pilgrims from these faiths might have and suggest why this might be a reason to seek peace in Jerusalem.
- Other places of Pilgrimage for Christians could be explored, such as Knock in Ireland/Vatican City Rome.

Where, how and why do people pray?

Unit Objectives

To enable pupils to enquire into the concept of prayer.

1. To gain knowledge and understanding of prayer in different religious traditions.
2. To explain what prayer is and why it is important to believers.
3. To identify the different styles and forms of prayer.
4. To consider some famous prayers and their meaning.
5. To enable pupils to reflect upon and share their own thoughts and feelings about prayer.
6. To identify and explain the symbolism behind how people pray.
7. To identify different aids to prayer and say how they are used.
8. To give pupils the opportunity to write their own prayer or poem.



Spiritual, Moral, Social & Cultural

Spiritual: Explore and reflect on the pupils own experience of prayer.

Moral: Consider the morality of people's prayers.

Social: Explore the practice and function of prayer in different religious traditions.

Cultural: Explore how prayer is used in different cultures and religious traditions.

Suggested Content & Activities

Pupils should learn about:

- **Prayer:** What is prayer? What is the purpose and function of prayer?
- **Famous prayers:** The Lord's Prayer. The Shema.
- **Types of prayer:** Explore with pupils prayers of thanksgiving, supplication, adoration and confessional prayers.
- **Reasons why people pray:** Explore the story of the Pharisee and tax collector and what it teaches about prayer.
- **Styles of Prayer:** How do people pray?
- **Aids to prayer:** Look at rosary beads and the Islamic prayer mat as aids to prayer.

Teaching and Learning Activities

- How do we communicate with each other today? Pupils to mind map all the different ways people communicate. Highlight which they think is the best form of communication and say why. An important part of worship is communicating with God. Pupils think of a question they want to ask God. Write an e mail or a text to communicate with him. Discuss whether this is a good way to communicate with God.
- Ask pupils how they think religious people communicate with God. In groups, pupils discuss what prayer is. Who are people talking to when they pray? Why do people want to pray to God? Look at some pictures of people praying. Ask the pupils what they think they are praying for. Allow pupils to share the focus of their prayers if they wish and whether they feel their prayers were answered.
- Look at some famous prayers, for example, 'The Lord's Prayer' (Luke 11v2-4). Play "the Millennium Prayer" by Cliff Richard. What does the Lord's Prayer actually mean? Pupils to create their own copy of the prayer and illustrate it. Look at other famous prayers and discuss their meaning.
- Explore different types of prayers. (Thanksgiving, supplication, adoration and confessional prayers.)

Suggested Assessment Focus

Pupils should be taught to:

- **Explain** what prayer is and why it is important in different religious traditions.
- **Use appropriate religious vocabulary** such as prayer, tallit, tefillin, rosary beads etc.
- **Ask questions and suggest reasons** for why and how people pray to God.
- **Recall** some famous prayers and their meanings.
- **Make links** by comparing and contrasting prayer as practised in different religious traditions.
- **Identify** different types and styles of prayer.
- **Reflect** and share their own thoughts and feelings about prayer.
- **Describe and explain** some different aids to prayer and how they are used.
- **Apply their learning** by writing a prayer or designing a prayer room suitable for prayer in different faith traditions.
- **Respond to the statement:** 'God always answer prayers' Do you agree? Give reasons for your answer.



Resources

- Wigan Resources
- Cliff Richard - Millennium Prayer song
- TES Resources.
- Religious artefacts - Rosary Beads/ Prayer mat
- Twinkl Resources

- Look at the story of 'The Pharisee and the tax collector'. What does it teach us about prayer? Use the story of Mr. Proud and Mr. Sorry. Whose prayer do you think God would be most happy to hear and why? Discuss why some people think God does not answer prayers.
- Share with pupils some images of our world today, both positive and negative. If they could write a prayer or poem what would it say? Pupils to be given the opportunity to write their own prayer or poem.
- What do believers do when they pray? Pupils to enquire into how Christians pray. Why do you think they put their hands together and close their eyes? Why do some Christians kneel when they pray? Look at how believers pray in other religious traditions. In Islam they kneel, prostrate themselves and pray five times a day. Discuss with pupils why this might be.
- Research different aids to prayer. Discuss in groups the correct name for each item and suggest ways in which it might help someone pray. In Christianity, the rosary beads, prayer book, cross, statues and candles are used. In Islam, the prayer mat and prayer beads are aids to prayer. In Judaism, the tallit and the tefillin are important when praying. Pupils to select three aids for prayer and write a 'museum label' explaining what it is and how it is used in prayer.
- Pupils could design a special place for prayer, which could be used by believers from different faiths.

Enrichment

- Make some prayer beads and write some prayers to go with the prayer beads.
- Write a prayer in one of the styles of praying listed.
- Discuss with pupils whether it is better to pray using your own words or set words.
- Discuss whether believers can pray anywhere.

How are faith communities represented in Wigan?

Unit Objectives

To enquire into the nature and character of faith communities represented in Wigan.

1. To conduct an enquiry into the nature and diversity of religion in the Wigan area.
2. To identify religious activities and communities in Wigan.
3. To research a religious community or group represented in Wigan, finding out about their work and how they practise their faith.
4. To be given the opportunity to meet people from a faith community in Wigan and to visit a faith community in Wigan.
5. To reflect on the value of respect and consider how we treat people who are different from ourselves in our community.
6. To design a charter stating how we would show respect for all people within our community.



Spiritual, Moral, Social & Cultural

Spiritual: Explore the spirituality of others through meeting or visiting members of faith communities.

Moral: Consider the rights and wrongs of how we treat people in our community.

Social: Explore faith communities within the Wigan area.

Cultural: Enquire into the culture and distinctive features represented by faith communities in Wigan.

Suggested Content & Activities

Pupils should learn about:

- **Wigan:** What are the distinctive characteristics of life in Wigan?
- **Religion in Wigan:** Identify religious activities and communities represented within the Wigan area. Conduct an enquiry into a religious group represented in Wigan.
- **Organise a visit to a local religious community:** The Salvation Army Church, Tomorrows Church at Wigan Pier etc.
- **Showing respect:** How do we show respect for people who have a religious faith in Wigan? Pupils design a charter for all their ideas.

Teaching and Learning Activities

- Pupils to identify things they associate with Wigan. Design a postcard which reflects life in Wigan.
- Pupils investigate the question, 'Is there any religion in Wigan?' Look at 'spot the religion' worksheet for Wigan and get the students to circle the religious activities in the picture and explain why they have been identified as religious. Carry out a survey or consult data of different faiths represented in Wigan and produce a bar chart to reflect the statistics. Discuss with pupils why some faith communities have a greater degree of representation than others.
- Look at some images of religious buildings and groups represented in Wigan. Ask the pupils to identify them and ask questions about them. Design a logo for Wigan reflecting the faith communities and groups in the community.
- In groups, conduct research into some religious groups in your local area.
- Organise a visit to a religious community in Wigan or invite a representative of a faith community from

Suggested Assessment Focus

Pupils should be taught to:

- **Use appropriate religious vocabulary** when referring to faith communities represented in Wigan.
- **Investigate** religion in the local area and produce a report or give a presentation to the class.
- **Ask interesting and imaginative questions** when conducting an interview with a member of a faith community or visiting a local religious community.
- **Demonstrate knowledge and understanding** of faith communities in Wigan.
- **Explain** the impact of religion on people's lives.
- **Explain** the diversity of religions represented in the community.
- **Ask thoughtful enquiry based questions** about faith communities in the local area.
- **Develop religious literacy** through discussion about religious issues.
- **Produce a bar chart** representing religious diversity in the Wigan area.

Resources

- TES Resources.
- Wigan Resources PowerPoint
- Worksheet showing an overview of religious communities in Wigan.
- Today's Community Church (Wigan Pier).
- The Salvation Army. (A religious charity).
- RE Today resources.

Wigan into your classroom. Invite them to say something about their faith and how they practise their faith in Wigan. They can write up their visit or interview with annotated pictures of the particular faith community they have studied.

- Design a large map of the community of Wigan plotting on it the religious groups and traditions represented in it.
- Imagine you are not from Wigan and you have come to live in the town. How might people treat you and why? How would you want to be treated? Pick one word that would be important to you to sum up how you want to be treated or arrange a diamond nine from a selection of words provided. Explain the word and demonstrate how this could be shown in practice.
- Design a Charter for people in Wigan which says how they will show respect for faith communities and people who belong to them. Discuss with pupils the importance of showing respect for others.
- Plan and organise a faith festival for Wigan. In groups decide on a faith community to represent. Create a banner to represent your faith community that could be displayed in Wigan town hall, telling people all about your beliefs.

Enrichment

- Enquire into a local religious charity and arrange a visit or an interview with a representative of the charity.
- Organise a religious trail around the local area. This could include places of worship/graveyards/ shrines etc.
- Arrange a visit to a place of worship in the local area, something that will challenge any preconceptions the pupils may have.

What are the Five Pillars of Islam?

Unit Objectives

To conduct an enquiry into the five pillars of Islam.

1. To gain knowledge and understanding of the five pillars of Islam and how they impact on the lives of Muslim believers.
2. To explore the concept of duty in their own lives and the lives of religious believers.
3. To explain what Muslims believe with reference to the Shahada.
4. To be able to explain the practice of prayer in Islam and its importance.
5. To explore the concept of charity through the practice of Zakat and its importance in Islam.
6. To explain why Muslims fast during Ramadan.
7. To explain the Muslim duty of Hajj and the reasons why Muslims complete this duty.



Spiritual, Moral, Social & Cultural

Spiritual: Reflect on the practices and values that are important in pupils' lives.

Moral: Consider the concept of duty.

Social: Reflect on the impact of the five pillars on a Muslim's daily life.

Cultural: Explore the beliefs and practices of Islam in a variety of cultural settings.

Suggested Content & Activities

Pupils should learn about:

- **Duty:** Explore the concept of duty and the practices and values that are important in pupils' lives.
- **The five pillars of Islam:** Explore the duties and importance of the five pillars of Islam.
- **Belief:** What does it mean to believe? What do Muslims believe and why?
- **Prayer:** What is prayer? How do Muslims pray and what impact does it have on their daily life. Why is prayer important to Muslims?
- **Zakat:** Explore with pupils the idea of charity and giving something back to God to help others. Explore the Islamic practice of Zakat. Research the work of an Islamic charity like Islamic Relief.
- **Fasting:** Enquire into the idea of fasting. What is fasting and why do people fast? Explore the month of Ramadan and its impact on Islamic daily life.
- **Hajj:** The Islamic pilgrimage to Mecca.

Teaching and Learning Activities

- Reflect on what beliefs, practices and values are significant in the pupils' lives, what pupils do daily, annually and individually as part of a family and the school community. Explore with the pupils the idea of duty. What is a duty? What duties do they have in their daily lives? Introduce the five pillars of Islam.
- Discuss with pupils the nature of belief. Pupils could write down something they believe. Explain the first pillar the Shahada and its importance in Islam.
- Pupils conduct an enquiry into the second pillar of Islam – Salah (Prayer). Explore prayer in Islam, its function, symbolism and importance in the daily lives of believers. Share with pupils the call to prayer, the Adhan. Share some prayer artefacts or show a video of Muslim prayer. Look at the compass and its function and how it is used to find the direction of Mecca. Locate Mecca using coordinates and draw an arch on the wall like a minbar in the Mosque. Enquire

Suggested Assessment Focus

Pupils should be taught to:

- **Demonstrate knowledge and understanding** of the five pillars of Islam.
- **Explain** how keeping the five pillars can impact on a Muslim's daily life.
- **Identify** the challenges of keeping the five pillars for Muslims living in Britain today.
- **Ask interesting and imaginative questions** about the five pillars and why they are important in Islam.
- **Explain** what a duty is and give examples both religious and secular.
- **Reflect** on their own beliefs and practices and the importance of religious belief and practice in the lives of believers.
- **Use a developing religious vocabulary** to identify, describe and explain the main features of the five pillars of Islam such as belief, prayer, pilgrimage, fasting, charity etc.
- **Use Arabic words and English words** to identify the five pillars of Islam.
- **Explain** what is meant by charity, giving examples from religion and belief.



Resources

- Wigan Resources
- TES Resources
- BBC Clips
- Artefacts - prayer mat/compass
- Twinkle Resources
- Mo Farah - An Islamic sportsman training for the Olympics.

into the symbolism of washing before prayer. Show a picture of a Muslim at prayer to annotate and explain why prayer is important to Muslims. Discuss with pupils how praying five times a day affects a Muslim's daily life. Compare and contrast prayer in Islam with other religious traditions.

- Explore with pupils the third pillar, Zakat. Discuss the concept of charity in Islam. Work out some percentages of people's salaries/wages that are given as Zakat. Look at the work of an Islamic charity such as 'Islamic Relief'.
- The fourth pillar is Sawm, fasting. Explain what fasting is and why it is important in Islam. Ask pupils how they would feel if they had to do this and suggest reasons for this Muslim practice. Explore the idea of temptation. What would it be like to fast in school when other people are eating around you? What is the impact of fasting on Muslims involved in sport?
- Building on prior learning, ask pupils what they can remember about the Hajj. Pupils to design an advert for the pilgrimage to Mecca, giving reasons why it is important for Muslims to complete this journey at least once in their lifetime.
- Pupils to produce a diagram of the five pillars, explaining in each pillar what they have learned. Label with the English and Arabic names.
- Discuss the impact of the five pillars on the daily life of a Muslim; consider the challenges faced in keeping the five pillars in the UK.
- Discuss and explore the impact on faith of keeping the five pillars of Islam.

Enrichment

- Design a prayer mat using symmetry.

Suggested Assessment Focus

Pupils should be taught to:

- **Demonstrate knowledge and understanding** of how art, architecture and poetry express religious beliefs and aid worship.
- **Use appropriate religious vocabulary** such as hymns, stations of the cross, pulpit etc.
- **Ask interesting and imaginative questions** about the use of art, architecture and poetry and how it expresses religious beliefs.
- **Give an opinion** on the use of religious art in worship.
- **Explain** how culture can influence religious art.
- **Explain** the reasons why some religions restrict the use of religious art.
- **Reflect** in a creative way on their own beliefs and values
- **Respond to the statement:** 'You should not use images of God in worship.' Do you agree? Give reasons for your answer showing including religious and non religious viewpoints.

Resources

- Wigan Resources
- Footprints by Mary Stevenson
- Poems by Helen Steiner Rice
- Spirited Poetry **NATRE**
- [Spirited website http://www.natre.org.uk/spiritedarts/](http://www.natre.org.uk/spiritedarts/)
- Renaissance and Modern Artists. Leonardo da Vinci and the Last supper
- Developing Primary RE - Symbols of faith & Opening up Hinduism.

reflects the beliefs and practices of the believers.

- Show pupils a wide variety of religious art work. Ask questions and suggest how they are expressing religious beliefs. Look at the religious art on Christmas cards. Which cards do they like/dislike? Discuss which reflect the true meaning of Christmas and why. Design their own Christmas card with a verse inside that reflects the true meaning and essence of Christmas.
- Discuss with pupils the large statue of Christ the Redeemer in Rio de Janeiro. Look at images of Christ in different cultures. Discuss how culture can influence religious art. Develop this enquiry into what did Jesus actually look like. Compare to Islam and Judaism, where images of God are unacceptable. Discuss the use of images in worship. Consider the reasons for not using images in worship in some religious traditions.
- Enquire into the function of stained glass windows in some churches. Compare some traditional and modern stained glass windows as expressions of faith. Make or design a stained glass window, which represents the pupils own personal beliefs and ideas.
- Explore a variety of poetry, for example, poems by Helen Steiner Rice or 'Footprints' by Mary Stevenson. Discuss the beliefs and ideas the poem conveys. Encourage pupils to write their own poem for the NATRE Spirited Poetry competition.

Enrichment

- Design a place of worship.
- Compare and contrast the Anglican and Roman Catholic cathedrals in Liverpool.
- Compare and contrast a traditional mosque with a house mosque and explain how they express faith.
- Consider the commandment 'Thou shalt not make for yourself graven images'. Refer to the Bible story of the golden calf.

What is important in Jewish life and worship?

Unit Objectives

To enquire into Jewish beliefs and practice.

1. To gain knowledge and understanding of Judaism.
2. To identify and explain a variety of Jewish artefacts.
3. To make links between the religious rules of the Torah and Jewish religious practice.
4. To gain knowledge and understanding of Jewish food rules.
5. To explain how Jewish food rules impact on Jewish daily life.
6. To research into the beliefs and practices associated with the Jewish Sabbath and their significance in Jewish life.



Spiritual, Moral, Social & Cultural

Spiritual: Explore the spiritual nature of Jewish daily life.

Moral: Enquire into the rules of the Jewish faith and how they impact on Jewish daily life.

Social: Explore the nature and character of family life in Judaism.

Cultural: Enquire and explore the nature of Jewish life and culture.

Suggested Content & Activities

Pupils should learn about:

- **Introduction to Judaism:** Research some basic facts about Judaism. What does it mean to be Jewish? Explore the diversity within the Jewish faith.
- **Jewish Artefacts:** Research and investigate the use and importance of Jewish artefacts in Jewish life and worship.
- **Jewish Law:** Enquire into some of the rules of the Jewish faith written in the Torah and how they are put into practice in Judaism today.
- **Keeping Kosher:** Explore the Jewish practice of keeping kosher and its impact on Jewish life.
- **Shabbat:** To enquire how a Jewish family celebrates the Sabbath and enquire into the challenges of observing the Sabbath in a secular society.

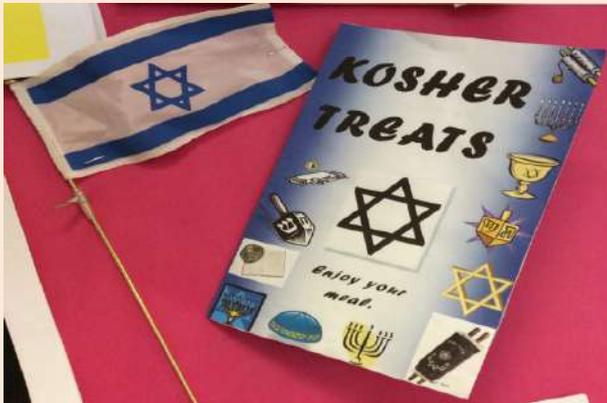
Teaching and Learning Activities

- Pupils to mind map what they know and associate with the Jewish faith. Recap on prior learning about Jewish belief and practice.
- Research some Jewish artefacts used in Jewish life and worship. Consider how they might be used. Pupils to select an artefact and explain what the artefact teaches them about Judaism. Annotate some pictures of Jewish artefacts.
- Explore with pupils how they would identify someone who is Jewish. Study some items of Jewish clothing and research the reasons why they are worn. Look at the symbol of Judaism and how it is displayed on the Israeli flag. Explore the Jewish community's connection with the land of Israel.
- Discuss why we obey rules. Consider the 613 rules of the Torah and how they affect the lives of Jewish people today. Enquire into and discuss with pupils what it would be like to obey so many rules. What is the nature of these rules and what do Jewish people believe?

Suggested Assessment Focus

Pupils should be taught to:

- **Demonstrate knowledge and understanding** of the Jewish religion.
- **Identify** some key Jewish religious artefacts and explain their function in Jewish life and worship.
- **Use a developing religious vocabulary to identify** Jewish artefacts such as Menorah, Mezuzah, Havdallah candle, Seder plate etc.
- **Describe and explain** the main features of Jewish life such as Shabbat and keeping kosher.
- **Ask questions about and research into** the Jewish Sabbath and its importance in Jewish life and worship.
- **Reflect** on and compare and contrast their own way of life with Jewish daily life and worship.
- **Suggest reasons** why it might be difficult to have a day of rest on the Sabbath in Britain today.
- **Discuss** the idea of keeping Kosher and **identify** ways in which this may impact on Jewish daily life.



Resources

- Wigan Resources
- Jewish museum in Manchester
- BBC Class Clips
- Twinkl Resources
- Jewish artefacts.
- Jewish Museum Manchester
- Homes of Hospitality - Liverpool Community Spirit.

- Have a class discussion about favourite food. Are there rules about what people can and can't eat? Explore kosher rules about food in Judaism. Watch BBC class clips on keeping kosher. Using a set of kosher rules and a variety of pictures, pupils should decide whether the foods are kosher. Feed back to the class giving reasons. Show a picture of a Jewish kitchen with two sinks. Ask the pupils to suggest reasons why. What rules might influence the design of a Jewish kitchen? Create a Kosher poster showing food that Jewish people are allowed to eat giving reasons why.
- Ask the pupils what they do from sunset on Friday to sunset on Saturday. Why might the Sabbath be special in Judaism? Conduct an enquiry into how a Jewish person would spend their holy day. Discuss the idea of doing no work for one day during the week and explore the impact. Study the nature and character of the Jewish Sabbath as a day of rest. Make links with the creation story and how God rested on the Sabbath day. Discuss the challenges of keeping the Sabbath in a secular society.
- What does it mean to be Jewish? Explore the diversity within the Jewish community. Recognise that there are different groups within the Jewish faith such as Orthodox and Reformed Jewish communities and they have different practices and customs.

Enrichment

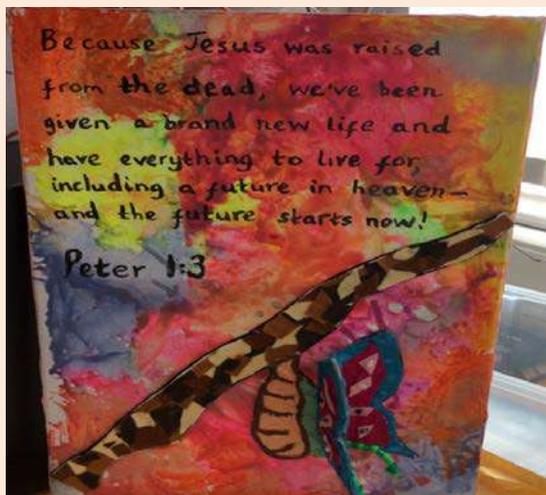
- **Arrange a trip** to the Jewish museum in Manchester or the homes of hospitality at Liverpool cathedral.
- **Invite a member of the Jewish community** into school to talk about their faith.
- **Visit a Kosher shop** or bring some kosher foods into the classroom.

Why is Easter so important to Christians?

Unit Objectives

To enquire into the events of the Easter story and their significance in Christian belief.

1. To gain knowledge and understanding of the Easter story.
2. To enquire into stories about the resurrection of Jesus, identifying similarities and differences in the biblical accounts.
3. To be able to explain what is meant by the resurrection and its significance for Christians today.
4. To explore the concepts of betrayal, denial, doubt and sacrifice in the Easter story.
5. To identify and make links between the Easter story and the key Christian beliefs of sacrifice and forgiveness.
6. To reflect on the concept of sacrifice and forgiveness in the pupil's own life and experience.
7. To explain why Jesus is sometimes referred to as the lamb of God and how this links with the concept of sacrifice.



Spiritual, Moral, Social & Cultural

Spiritual: Explore the ideas of sacrifice and forgiveness in their own lives.

Moral: Reflect on whether you should forgive others when they do something wrong.

Social: Consider how the death and resurrection of Jesus impacts on Christians today.

Cultural: Explore the concepts of sacrifice and forgiveness and their influence and impact in society.

Suggested Content & Activities

Pupils should learn about:

- **Resurrection:** Enquire into the events of the resurrection stories. What is the significance of the resurrection for the Christian believer?
- **The Easter Story:** Identify and enquire into the key events of the Easter story. Discuss the importance of the Easter story for Christians today.
- **The Garden of Gethsemane:** Explore key words such as betrayal, denial, doubt and sacrifice.
- **Sacrifice:** Explore the concept of sacrifice from a contemporary perspective and in the Easter story. Consider the importance of Jesus' sacrifice for Christians today. Explore the reference to Jesus as the lamb of God and its sacrificial symbolism.
- **Forgiveness:** Explore with pupils the concept of forgiveness and how this concept is reflected in the Easter story.
- **Good Friday:** What is good about Good Friday? Explore the importance of these events for Christians today.

Teaching and Learning Activities

- Watch video clip of Aslan's resurrection, from 'The Lion, Witch and the Wardrobe.' What was the resurrection? Make links between the story and Jesus resurrection. Read two accounts of Jesus' resurrection. Ask the pupils to highlight important parts of each story. Identify similarities and differences between the two versions. Use this as an introduction to the Easter story. Explore key events in the Easter story by freeze framing scenes. Display pictures of the key events and annotate with a narrative summarising these events. Discuss with pupils why Easter is the most important festival for Christians?
- Read the Easter story, up to and including Jesus' death. Consider the story from the point of view of a Roman centurion who believed Jesus was the 'son of God'. Role play the activity, 'the soldier's dilemma'. What would they have done in this situation and why?
- Explore the idea of sacrifice by looking at modern examples of sacrifice. Reflect on sacrifice from a

Suggested Assessment Focus

Pupils should be taught to:

- **Demonstrate knowledge and understanding** of the key events of the Easter story.
- **Explain** why Easter is so important to Christians.
- **Make links** between the Easter story and the story of, 'The Lion, the Witch and the Wardrobe.'
- **Explain** what is meant by the concepts of sacrifice and forgiveness and give examples to illustrate their understanding.
- **Demonstrate religious literacy** by using words such as sacrifice and forgiveness correctly in context and with reference to the Easter story.
- **Ask questions and apply** their own ideas and experiences to beliefs about resurrection, sacrifice, hope and life after death
- **Explain** what is meant by the term, 'resurrection'.
- **Suggest a reason** for the name 'Good Friday'.
- **Explain** the reference to Jesus as the Lamb of God and how this links with the concept of sacrifice.
- **Engage** with the role play, 'the soldier's dilemma' and give well justified opinions as to the right course of action.

Resources

- Wiltshire Resources
- RE Today - Opening Up Easter
- 'The Nail man' by Steve Turner
- Aslan's Resurrection - The Lion, the Witch and the Wardrobe' by C.S. Lewis.
- Variety of crosses and crucifixes
- Farmington Fellowship - 'Of Lions, Wardrobes and Turkish Delight.
- 'I don't believe in Easter' by Paul Cookson
- The soldiers dilemma lesson by Lat Blaylock

personal perspective. Explore how sacrifice can cause hurt but benefit others. Make reference to Aslan's death, why did he make this sacrifice.

- Explore further the idea of sacrifice in relation to Christian beliefs about Jesus' crucifixion: God would sacrifice his son Jesus so that people could be saved from their sins. Consider the concept of Jesus as the 'Lamb of God.' Make links with the story of Abraham and God's request to sacrifice his son. Discuss with pupils Abraham's decision and whether they think he was right. Use real-life scenarios to allow pupils to investigate why Jesus died and what difference did his sacrifice make to Christians? (RE Today resources).
- Establish the meaning of the word 'forgiveness'. In small groups, pupils devise 6 scenarios in which somebody does something wrong / hurtful to someone else. Discuss and share the different scenarios. Can the person be forgiven? How hard would it be to forgive them? Explore how Christians believe Jesus' death was part of God's plan to show people can be forgiven and start afresh. Just before Jesus died he said "Father forgive them." What did people need forgiving for? (RE Today resources).
- Discuss the question 'What was good about Good Friday? Explain how Christians believe that Jesus willingly died to save them. Discuss the quote, 'Greater love has no man than this...' Ask pupils if they agree with the quote and make links with the crucifixion.

Enrichment

- Using an outline of the cross, reflect on and record around it why the cross is such an important symbol for Christians.
- Explore Easter and its importance to Christians through the story, 'The Lion, the Witch and the Wardrobe' by C.S. Lewis. Look at the story as a Christian allegory of the Easter story. Explore the concepts of forgiveness and sacrifice in the story and how they are reflected in the events of Easter.

Why do believers see life as a journey?

Unit Objectives

To enquire into rites of passage that mark important events in a person's life.

1. To gain knowledge and understanding of the birth, initiation, marriage and funeral ceremonies in Christianity and other religious traditions.
2. To explain what a rite of passage is.
3. To identify the main events in a person's life that are marked by rites of passage.
4. To gain knowledge and understanding of the symbolism contained in a rite of passage.
5. To reflect on their own experiences of rites of passage both religious and secular.
6. To enable pupils to explore the idea of making promises, their importance in religious ceremonies and their impact on themselves and others.



Spiritual, Moral, Social & Cultural

Spiritual: Reflect and share thoughts and feelings on significant events in life.

Moral: Consider the idea of moral responsibility that comes with adulthood or keeping promises.

Social: Explore how different communities and religious traditions celebrate significant events in people's lives.

Cultural: Enquire into the symbolism of rites of passage in different cultures and religious traditions.

Suggested Content & Activities

Pupils should learn about:

- **Life as a journey:** Pupils create their own timeline of life's journey. Explore the symbolism of footprints in life's journey.
- **Milestones in life:** Identify the four key milestones in life people think are the most significant and why? Look at how these milestones are celebrated or remembered in Britain today.
- **Rites of Passage:** Introduce and explain the idea of rites of passage.
- **Birth ceremonies:** Explore the ceremonies that mark the birth of a baby in Christianity and one other religious tradition.
- **Initiation ceremonies:** Explore coming of age ceremonies in a secular society. What do they signify and why do they happen? Enquire into religious and secular responsibilities associated with adulthood and initiation. Enquire into the Jewish ceremonies of **Bar and Bat Mitzvah** and how they relate to growing up and responsibilities.
- **Confirmation and Adult Baptism.**
- **Marriage Ceremonies:** To explore the idea of marriage and wedding ceremonies in Christianity and one other religious tradition. Explore their symbolism and importance in life's journey.
- **Funerals:** To explore the idea of funerals as a way of marking the end of life's journey. Look and explore from the perspective of a celebration of life.

Teaching and Learning Activities

- Introduce the idea of life as a journey. Ask pupils if they think this is a good way to describe life. Pupils discuss important events in their life so far and draw an annotated timeline of their own life as a journey. Photos and feelings could be included. What does this timeline say about them? How have different experiences changed them for good or bad? What experiences do we all share?
- Look at the symbolism of footprints in life's journey. Consider famous quotations. Pupils record on a

Suggested Assessment Focus

Pupils should be taught to:

- **Explain** what a rite of Passage is and **identify** the four main events they signify.
- **Demonstrate knowledge and understanding** of rites of passage in Christianity and one other religious tradition.
- **Use a developing religious vocabulary to** identify, describe and explain the main features of a rite of passage. (Bar/Bat Mitzvah, Confirmation, Marriage, vows etc.)
- **Ask questions about and research into** rites of passage in Christianity and one other religious tradition.
- **Explain** the symbolism contained in a rite of passage.
- **Reflect** on their lives and the significant events so far.
- **Share** with others experiences of rites of passage both religious and secular.
- **Suggest reasons** why rites of passage are important in both religious and secular communities.
- **Respond to the statement:** 'Promises are made to be broken.' Do you agree? Give reasons for your answer.

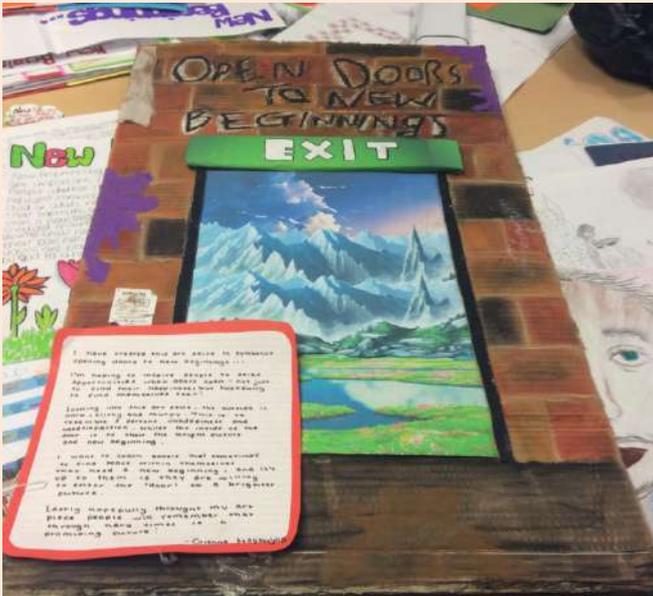


footstep outline, an important event in their journey so far, and identify some life goals.

- Look at some pictures of special events, for example, birthdays, coming of age parties, weddings and funerals. Discuss with pupils why we have these special occasions. Ask the pupils to share their experiences of some of these events. Pupils to identify the four key events in life they signify. Explain that they are significant milestones in a person's life and they may want to celebrate them. Introduce the idea of rites of passage ceremonies that mark important events in a person's life.
- Enquire into religious birth ceremonies. Consider baptism and dedication ceremonies in Christianity and the birth ceremony of one other religious tradition.
- Ask the pupils when they think they will be old enough to make their own decisions and look after themselves. When do they think they will be grown up? What age? Watch a clip from 'Home Alone.' The law says 18. Why is this? What can you do at 18 that you couldn't do before?
- Look at when religions think you are old enough to take on adult responsibilities and enquire into the ceremonies that mark these occasions. In Judaism, the Bar/Bat Mitzvah ceremony recognises that they are now old enough to take on religious responsibilities within their religious community. Watch a class clip of a boy preparing for his Bar Mitzvah. Consider his new responsibilities. Design a Bar Mitzvah card; tell the story of a Bar/Bat Mitzvah.
- Research confirmation and adult baptism in Christianity. Discuss with pupils the reasons for the two ceremonies and their significance.
- Consider other ceremonies such as marriage that mark important events in a person's life. Enquire into the Christian wedding ceremony. Watch a clip of the

Enrichment

- Introduce the idea of a diary which records a person's journey through life. Look at some famous diaries/ biographies/auto biographies.
- Act out a wedding ceremony in the classroom or get pupils to go on a guided journey with their eyes closed to a wedding. Talk them through the wedding and allow pupils use their imagination to visualise the ceremony.
- Design a wedding plan poster showing all the symbolism in a Christian wedding ceremony.
- Class clips of the Hindu Wedding ceremony. Compare and contrast with a Christian wedding ceremony.
- Explore the idea of promises. List and discuss the promises made in rites of passage ceremonies.



Resources

- Wigan Resources
- RE Today Rites of Passage Resources.
- REOnline
- REQuest
- BBC Class clips - wedding ceremonies
- Twinkle Resources
- Opening up promises RE Today
- TES Resources

royal wedding. Discuss the symbolism in the marriage ceremony.

- Pupils reflect on the vows and promises made in the wedding ceremony. What do they mean? Consider the idea of making promises and what it means to make a promise. Why is it important to keep promises? What happens when promises are broken?
- Pupils create a wedding album which will include pictures of the main features of a Christian wedding ceremony. They can write captions explaining what is going on in each picture giving reasons why.
- Compare and contrast a Christian wedding ceremony with a wedding ceremony in another religious tradition. Research the Hindu wedding ceremony. Write a diary entry for the day you were a guest at a Hindu wedding. Design a Hindu wedding sari or produce a Mehendi hand pattern for a Hindu wedding.
- Funerals are the last rite of passage. Look at funeral ceremonies as a celebration of someone's life. Research the life of a famous person who has died. Write a speech saying how amazing their life was which celebrates their achievements.
- Produce a rites of passage timeline for a religious believer from Christianity or another religious tradition. Write a paragraph explaining each ceremony and its importance in their religious journey.

Jan 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th 13th 14th 15th 16th 17th 18th 19th 20th 21st 22nd 23rd 24th 25th 26th 27th 28th 29th 30th 31st

NEW BEGINNINGS!

There are millions of new beginnings we experience all the time. They can be something as simple as a new day, month or year. However they can be something life changing like having a baby, getting married or moving to another country. My mum has had many different adventures and new beginnings. So this is the story of my mum's new beginnings.

When my mum was 6 she moved from Bolton to Bootle with her family.

She started a new school and made new friends.

She lived in Bootle town through primary and high school.

When she was 16 she got a horse.

My mum was so excited when she got Zieggy.

When my mum turned 20, she sold Zieggy the horse and moved to Greece to be a holiday rep.

When she was in Greece she met new friends and did things she would never be able to do anywhere else.

Then in 2001 they had their 1st child ME!

Then in 2005 my little brother Fin was born!

So when my mum finally came back to England she met my dad!

They were married in an old hall!

My mum was very happy!

This inspired my mum to have children of her own!

Then in 2010 the best thing happened.

WE GOT A PUPPY!

Evie

Florida

Spain

France

Green

my mum and dad were really happy.

Since then we have been on millions of adventures together...

And now the 5 of us live happily ever after, with many more new beginnings to come!

Why, where and how do Hindus worship?

Unit Objectives

To enquire into and explore the concept of worship in Hinduism.

1. To enquire into and understand the beliefs about God in Hinduism.
2. To enquire into the concept of God in Hinduism.
3. To research different Hindu gods, determining their qualities in Hinduism.
4. To explore the concept of worship.
5. To gain knowledge and understanding of where, how and why people worship in Hinduism.
6. To be able to recognise and explain the key features of a Hindu shrine and how they reflect Hindu belief.
7. To give pupils the opportunity to visit a Hindu place of worship.



Spiritual, Moral, Social & Cultural

Spiritual: Reflect on qualities and characteristics that are seen to be of value in society.

Moral: Consider the good and bad qualities a person may have.

Social: Explore how Hindu worship is part of life in a Hindu home.

Cultural: Explore the religion of Hinduism and its connection with the culture of India.

Suggested Content & Activities

Pupils should learn about:

- **Characteristics and qualities:** Determine the characteristics and qualities that form a person's unique identity.
- **Hindu gods and goddesses:** Explore the concept of God and research the qualities of God represented by gods and goddesses in Hinduism. Explore how the gods are worshipped in Hinduism.
- **Worship:** What is worship? How and why do people worship?
- **Hindu worship in the home:** The Hindu shrine and the practice of puja and its importance in Hindu worship.
- **Hindu worship in the Mandir:** The features and role of the Mandir in Hindu worship.

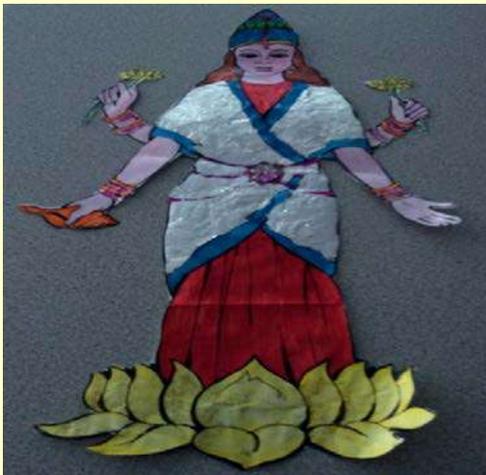
Teaching and Learning Activities

- Discuss the different roles we have (brother, sister, friend, son, grandson etc.) Draw out the idea that the same person can show different characteristics at different times and in different situations. Give the pupils an outline of a human and fill it with all the different qualities they feel best represent their character.
- Introduce pupils to the Hindu idea of God. Show pictures of some of the Hindu gods/goddesses and discuss their most important characteristics. Play Hindu Top Trumps, a game in which pupils can discover the different qualities gods have in Hinduism. They can determine and discuss the merit of these qualities. Explain that each of these gods represents the characteristics of the one God, Brahman.
- Pupils can research a Hindu god/goddess. Encourage them to describe and explain the qualities the god/goddess has. Pupils can create an image of the god/goddess illustrating their particular qualities. Link these ideas with the Hindu belief in Brahman.

Suggested Assessment Focus

Pupils should be taught to:

- **To conduct an enquiry** into the nature and qualities associated with Hindu gods.
- **Ask and respond to questions** about worship in Hinduism.
- **Explain** the beliefs about God in Hinduism.
- **Identify** and explain the key features of a Hindu shrine explaining the beliefs they reflect.
- **Reflect and identify** their personal characteristics and qualities.
- **Explain** the concept of worship with reference to worship in Hinduism.
- **Demonstrate religious literacy** by describing and explaining the main features of Hindu worship, using key religious terminology.
- **Express viewpoints and opinions** relating to worship in Hinduism with reference to religion and belief.
- **Use appropriate religious vocabulary** such as shrine, puja, Aum correctly in context.
- **Demonstrate knowledge and understanding of** why, where, and how Hindus worship.



Resources

- Wigan Resources
- RE Today - Exploring Worship - Joyce Mackley
- TES - Puja worship.
- REonline
- Hindukids.com
- BBC learning zone clips -Hindu worship in the home.

- Talk about special places where the pupils go if they want to be quiet or think. Make links with the concept of 'worship'. Introduce the Hindu shrine as a place where a Hindu family comes to pray. Look at pictures and allow pupils to ask questions. Encourage pupils to try to find the answers to their questions. Explain the term puja and why it is important in Hindu worship.
- Look at the 'Aum' symbol and explain its meaning. Explore the different objects found in a home shrine including pictures of gods/goddesses/loved ones. Get the pupils to create a Hindu shrine in the classroom, labelling and explaining the meaning behind things used.
- Using a video, show how Hindus use the shrine in their home when they are worshipping God. Describe the events of puja at home. Explore the idea of 'offering'. Who do we give things to? Why?
- Enquire into the features of a Mandir. Explore how Hindus worship in the Mandir. Talk about the Arti ceremony and the 'five elements' from which Hindus believe everything is made.
- Explain that Hindus treat the images and statues of their gods like special guests: they're respected, cared for, offered food and kept clean. Pupils to enquire into why this happens in Hindu worship.

Enrichment

- Visit a Mandir or invite a member of the Hindu faith community into school to talk about their faith.
- **Reflection:** If you had a family shrine, what ideas of God would you have there and why?
- Compare and contrast Hindu worship in India with Hindu worship in the UK.

Can religions help to build a fair world?

Unit Objectives

To enable pupils to enquire into how religions can build a fairer world.

1. To determine what is fair and unfair in their own and other people's lives.
2. To enable pupils to consider examples of injustice and poverty around the world and to determine what could be done about it.
3. To enquire into whether religion can do anything to build a fairer world.
4. Enquire into the work of Samaritan's purse and what they are doing to help those who live in poverty around the world.
5. To enable pupils to organise a charitable event that raises money or helps a charity fighting injustice in the world.
6. To look at why religions want to help to create a fairer world. Look and consider some of the teachings of Jesus and other religious leaders.
7. To enable students to conduct an enquiry into the work of a religious charity.



Spiritual, Moral, Social & Cultural

Spiritual: Reflect on the nature of injustice in the world through prayer and poetry.

Moral: Explore and consider answers to the question. Is it fair?

Social: Enquire into the ways in which religious communities are trying to fight injustice in the world.

Cultural: Explore the diversity of lifestyles in different cultures and traditions.

Suggested Content & Activities

Pupils should learn about:

- **Justice and injustice:** Is it fair? What does it mean to treat people unfairly? How does it feel? What do the terms justice and injustice mean? Identify examples of injustice in the world today.
- **Poverty:** What is poverty? How does it affect people's lives? Is it fair? Enquire into the work of Samaritan's purse and its work to stop the injustice of poverty. Design and create a shoe box to give to others, as part of the charity's Christmas Appeal.
- **The Good Samaritan:** Enquire into Christian teachings about helping others. The story of the Good Samaritan and the commandment, 'Love your neighbour' and their impact on Christians today. Explore the concept of shared humanity.
- **Charity work:** Research the work of charities from religion and belief that are working to fight injustice in the world.

Teaching and Learning Activities

- Discuss with the pupils the question 'Is it fair?' In groups, the pupils can share experiences where they feel they have been treated unfairly. Pupils need to explain why they felt that they were treated unfairly. Read a story about unfairness or show a clip from a movie. (A Cinderella story). Ask the students to determine what was unfair and what could be done about it.
- Give the pupils a drink of fresh clean water. Ask pupils to share their feelings about the drink. Explain that in some countries they don't have fresh clean water. Ask the pupils if they think this is fair. Show some images of people living in poverty around the world and ask the pupils what they think and feel when they see these images. In groups, get the pupils to brainstorm some examples of unfairness in the world today. Pupils share their views and ideas with the rest of the class. Create a class collage showing all the unfair things in the world today.

Suggested Assessment Focus

Pupils should be taught to:

- **Ask and respond to questions** about fairness and injustice in the world.
- **Identify** examples of injustice in the world and suggest solutions.
- **Explain** how and why religion wants to fight injustice in the world.
- **Research** a charity fighting injustice and present their research in the form of a presentation to the class.
- **Identify** the things needed to take action to bring about a fairer world.
- **Reflect upon and express** their ideas and beliefs about treating others with justice and love in light of their learning, through story, art, and drama, music and prayer.
- **Demonstrate religious literacy** in discussion and by giving opinions with reasons relating to religion and belief.
- **Use appropriate religious vocabulary** such as injustice, justice, charity etc.
- **Demonstrate knowledge and understanding** of what injustice is and what religions are doing about it and why.
- **Respond to the statement:** 'There will always be injustice in the world.'

Resources

- Wigan Resources
- 'Love in a box' (Samaritans purse) by Melissa Bester
- Charity websites
- Shoe box appeal organisation pack
- **RE Quest** What is Samaritan's purse?
- **Charities** - Oxfam, Christian Aid, Cafod and Tzedek.
- **RE Quest**- The Good Samaritan
<http://request.org.uk/jesus/parables/the-good-samaritan/>

- Ask the pupils what some people may get for Christmas. Discuss with pupils if they think it is fair that some children won't get any presents this Christmas. Show a clip from Samaritan's purse, Christmas shoe box appeal. Explain that these presents will go to children who will not receive presents at Christmas. Play 'Love in my box' by Melissa Bester. Discuss with pupils whether they feel it is a good idea and why. Get the pupils to plan their own shoe boxes by giving them the guidelines. Pupils to make up their own shoe box to give to the charity with a message included.
- Discuss with pupils why religious people want to make a fairer world? Look at Jesus and his teachings including 'Love your neighbour' and the 'Good Samaritan'. Act out the parable of the 'Good Samaritan'. What was Jesus trying to teach in this story? How should Christians treat others? What could religious people do to stop injustice in the world? Look at the idea of prayer. Pupils to write a poster poem about injustice in the world including their thoughts and feelings.
- Research other charities from religion and belief, finding out what they are doing to stop poverty around the world and why they are doing it. Pupils could give a presentation to the class showcasing the results of their enquiries.
- Pupils to be given the opportunity to make their own personal pledge to stop injustice in the world.

Enrichment

- Organise a charity event to raise money for a charity fighting injustice in the world.
- Plan a class assembly to highlight an injustice in the world, include poems and prayers that will give ways in which we can make a fairer world.

How are faith communities represented in the UK?

Unit Objectives

To conduct an enquiry into the diverse nature of religion and belief in the UK.

1. To conduct an enquiry into the nature and character of religion and belief in the UK.
2. To be able to identify religious communities represented in the UK.
3. To research into a religious community represented in the UK, determining the distinctive features and key beliefs and practices of that faith community.
4. To be able to identify and explain the symbols of the major religious communities represented in the UK.
5. To identify some of the challenges faced by religious communities practising their faith in the UK.
6. To identify some British and shared universal values and their importance in determining how we treat others in society today.



Spiritual, Moral, Social & Cultural

Spiritual: Explore the spiritual nature of different faith communities represented in the UK.

Moral: Consider the rights and wrongs of how we treat others.

Social: Research into the challenges faced by faith communities in the UK.

Cultural: Enquire into the cultural and religious diversity of the UK.

Suggested Content & Activities

Pupils should learn about:

- **The United Kingdom:** To determine the four countries that make up the United Kingdom, their distinctive features and characteristics.
- **The diversity of religious traditions and cultures** represented in the UK. Enquire into their distinctive beliefs and practices. Look at statistics that show the representation of faith communities across the UK.
- **Research one religious tradition** represented in the UK. Enquire into how that community practise their faith. Explore how life in the UK affects how they practise their faith.
- **British values:** To determine what British values are and how they might influence how we act towards others.

Teaching and Learning Activities

- Pupils to suggest what is meant by the United Kingdom. Identify the four countries that constitute the UK. Mind map the distinctive features that are associated with each country. Draw a design for a UK flag with four sections, each representing a country in the United Kingdom. Fill each section with a collage of images associated with that country, including their flag.
- Use this idea to explain to pupils, that although each country has its own identity, history and customs, we are all still British citizens and part of the UK. Discuss what it means to be a British citizen.
- Identify religious groups represented in the UK. Look at 'spot the religion' worksheet and get the pupils to circle the religious activities in the picture. Why do they think they are religious?
- Research different faiths represented in the UK and produce a bar graph to reflect the statistics. Determine the top six faiths represented in the UK. Allow the pupils to suggest reasons why some faith

Suggested Assessment Focus

Pupils should be taught to:

- **Identify** the major faith communities represented in the UK and their symbols.
- **Demonstrate knowledge and understanding** of faith communities represented in the UK and their distinctive beliefs and practices
- **Ask and respond to questions** about the different faith communities.
- **Explain** the distinctive features of one faith community represented in the UK.
- **Research** a faith community represented in the UK and present your research to your peers.
- **Identify** some of the challenges faced by faith communities represented in the UK and suggest possible solutions.
- **Identify** some core British values and shared universal values relating to how we should treat people.
- **Reflect upon and express** ideas and beliefs about how we should treat others with reference to British and shared universal values.
- **Demonstrate religious literacy** in discussion by giving opinions with reasons relating to religion and belief in the UK.
- **Use appropriate religious vocabulary** such as Judaism, Islam, Sikhism, Hinduism, Christianity and Buddhism.

Resources

- Wigan Resources
- British Values Booklet published by RE Today
- Wigan Resources

communities have a greater degree of representation than others.

- Conduct an enquiry into one or more of the six major faith communities represented in the UK. Initially, get the pupils to think of questions they would ask about the faith communities. In groups, pupils could research into the significant features, beliefs and practices of each faith community and present their findings to the class in the form of a mini project.
- Organise a visit to a religious community or arrange a visit from a member of a faith community other than Christianity. Ask them to share some of their beliefs and practices. Explore the challenges faced by religious communities practising their faith in the UK. Encourage pupils to ask questions and record their visit or interview on the particular faith community they have studied.
- Design a faith flag showing the main faiths represented in the UK. Attach this flag to the back of the UK flag which students designed earlier. Create a display of the flags in the classroom.
- As a British citizen, how would you be expected to act and behave towards someone from a different religious tradition or culture from your own? What are British values and shared universal values and how can we put them into practice in society today?

Enrichment

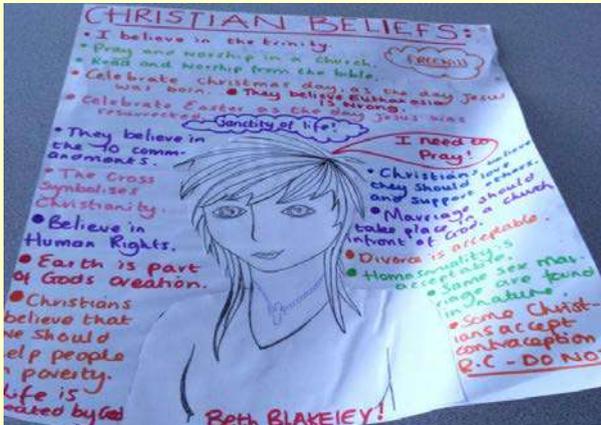
- Write an article for a magazine on the religious community you have researched, explaining what you have discovered.
- Design a charter of British values suggesting ways in which they can be demonstrated in society today.

How do Christians follow Jesus?

Unit Objectives

To enquire into how Christians follow Jesus.

1. To gain an understanding of how following Jesus impacts on a Christian's way of life.
2. To gain knowledge and understanding of key Christian beliefs and make links with the actions and lifestyles of believers.
3. To conduct an enquiry into the nature and importance of the Bible in Christian life by asking questions and researching answers.
4. To identify different genres of books contained in the Bible.
5. To learn how to look up a Bible reference.
6. To enquire into the diverse role of a religious leader such as a vicar/priest in the Christian faith.
7. To enable pupils to be able to identify and describe in a creative way the key festivals and events of the Christian calendar and explain how they are celebrated in the Christian community.



Spiritual, Moral, Social & Cultural

Spiritual: Explore the concepts of temptation and sacrifice in their own life.

Moral: Explore the morality of temptation and sacrifice.

Social: Enquire into the diverse lifestyles of a Christian.

Cultural: Research the Christian Calendar and consider how important events are celebrated by the Christian community.

Suggested Content & Activities

Pupils should learn about:

- **The Christian lifestyle:** Explore with pupils the key features of the Christian lifestyle.
- **Christian beliefs in practice:** Consider key Christian beliefs and make links with the way Christians practise their faith.
- **The Bible:** Explore the nature and importance of the Bible as a source of authority in Christianity.
- **Bible referencing:** Study the structure and contents of the Bible library. Learn how to look up a Bible reference.
- **The priest/vicar:** Research the diverse roles of a religious leader such as a vicar/priest in the Christian faith.
- **The Christian calendar:** To explore the key festivals and events of the Christian calendar.

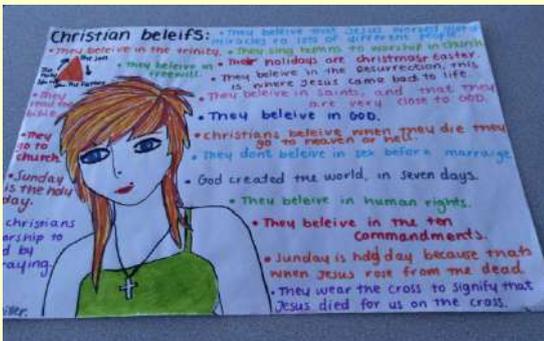
Teaching and Learning Activities

- In groups, share with pupils a picture of Christians worshipping. Each member of the group in turn looks at the picture and has to replicate it on their sheet. Once they have completed the picture ask the pupils to think of some questions they would like to ask about the picture and write them on the sheet. The sheet is then passed to another group for them to suggest some possible answers. Share the questions and answers as a whole class. (NATRE Lesson plan).
- Share some statements from the teachings of Jesus. See if pupils can work out what they mean and how they might match with different parts of their picture. Discuss how they would expect a Christian to behave and say why.
- Explore the concept of vocation. Look at the job of a vicar/ priest. How do they put into practice Jesus teachings? Invite a local vicar/priest into school so pupils can interview them. Pupils to plan questions and record answers. Produce a diary of a week in the life of a vicar or priest showing how they follow Jesus.

Suggested Assessment Focus

Pupils should be taught to:

- **Describe and explain** what a Christian does to show that they follow Jesus.
- **Identify** key features of the Christian lifestyle.
- **Describe and explain** a typical week in the life of a vicar, priest or minister.
- **Explain** the concept of vocation.
- **Use appropriate religious vocabulary** when referring to the Christian lifestyle, Church, Holy Communion, Cross, Pentecost etc.
- **Ask questions and suggest reasons** for the nature and importance of the Bible in Christian life.
- **Make links** between key Christian beliefs and actions.
- **Identify** the main festivals in the Church calendar and be able to explain the events they remember.
- **Apply learning** by looking up a Bible reference.
- **Make links** between the teachings of Jesus and Christian belief and practice.
- **Respond to the statement:** 'Christians should always obey the Bible.' Discuss this statement and give reasons for your answer.



Resources

- Wiltshire Resources
- Twinkl
- Wigan Resources
- TES

- Give groups of pupils a variety of artefacts and get them to determine which object the Pastor would take with him when doing different aspects of his job during the week. Pupils have to justify their choices and explain why that artefact was selected. (NATRE lesson plan).
- Look at a Bible and encourage pupils to ask questions about its nature and importance in the Christian faith. Record the questions and get pupils to discuss possible answers. In groups, list all the different books they can borrow from the library. Explain that the Bible is a compilation of 66 different books. Explore the different types of books represented in the Bible and their purpose.
- Discuss how Christians use the Bible. Show a series of slides demonstrating how Christians use the Bible today. Demonstrate how to Bible reference and create a quiz with words and answers from the Bible.
- Consider the pattern of the church's year. In groups, research key celebrations. Create a Christian Calendar, noting important festivals. Give an explanation of each event and draw a picture to represent that event or festival. Look at how liturgical colours are used throughout the church year. Compare and contrast diversity of practice within the different Christian denominations.

Enrichment

- Focus on Lent in the Christian calendar and the events it represents in the Bible. Ask why Christians often give things up for Lent. Explore feelings associated with not having something, such as temptation and sacrifice. Make connections between their own experience and the experience of Jesus in the wilderness being tempted by the devil.
- Explore the concept of sacrifice in more depth. Link with the Christian belief in Jesus as the ultimate sacrifice.

Who has made a difference because of their beliefs?

Unit Objectives

To enquire into the lives and work of people who have made a difference because of their religion or beliefs.

1. To determine and discuss what qualities inspiring people demonstrate.
2. To enquire into the difference Mother Teresa made to the lives of the people of India.
3. To explore how faith influences people to make a difference in their own and other people's lives.
4. To demonstrate knowledge and understanding of how people from religion and belief, stand up and make a difference to the lives of others.
5. Explore the concepts of humanity, equality and faith through the lives of individuals.



Spiritual, Moral, Social & Cultural

Spiritual: Reflect on how you can be an inspiration and impact positively on the lives of others.

Moral: Consider the moral dilemma of those who have and those who have not.

Social: Explore the impact of inspirational people in the lives of individuals and communities.

Cultural: Enquire into the work of Mother Teresa in India.

Suggested Content & Activities

Pupils should learn about:

- **Inspiring People:** What qualities make a person inspiring? What does it mean to inspire others?
- **The Life and work of Mother Teresa:** Explore the motivation and impact of her work amongst the poor of India. Consider how her religious faith inspired her work and the work of the 'Missionaries of Charity' today. Link with the teachings of Jesus and explore the concept of faith in action.
- **Rosa Parks and the bus boycott:** Explore the concept of equality and how Rosa's beliefs in equality motivated her to stand up for what she believed. Reflect on the impact of her actions and how they inspired others.
- **Standing up for what is right:** Explore the impact of bullying. Consider possible solutions to this issue.
- **Inspirational people from religion and belief:** Research individuals or groups of people who have made a difference because of their beliefs and determine their impact on the lives of others. Explore the concept of shared humanity as a motivation for helping others.

Teaching and Learning Activities

- Watch a clip from the Pride of Britain Awards. Why are these people inspiring? What difference have they made in other people's lives? If you could nominate someone who would they be and why? Discuss with pupils what inspiring people do and how and why they inspire others.
- The Nobel Peace Prize is an international award that is given to people who have made a difference to others. A winner of the Nobel Peace Prize was Mother Teresa. Research into the life of Mother Teresa and explain what difference she made to people's lives. Consider the impact of her faith on her actions. What was life like living in India at that time? What did she do about it and which of the teachings of Jesus do her actions link to? Link with the commandment to 'Love your neighbour'. Get the

Suggested Assessment Focus

Pupils should be taught to:

- **Ask and respond to questions** about what it means to inspire others.
- **Conduct an independent enquiry** into the life and work of an inspirational person.
- **Explain** the life and work of Mother Teresa and her impact on the lives of others.
- **Explain** how Mother Teresa put into practice the teachings of Jesus.
- **Identify and explain** the qualities that inspirational people demonstrate.
- **Make links and explain** how faith and belief can influence a person's actions.
- **Reflect upon and express** their own views about what qualities they have and how they could be an inspiration to those around them.
- **Demonstrate religious literacy** by expressing viewpoints and opinions relating to the work of others and their ability to inspire. Demonstrate a good understanding of key religious terms and concepts such as equality, humanity and faith.
- **Use appropriate religious vocabulary** such as equality, faith and humanity.
- **Demonstrate knowledge and understanding** of the lives of inspirational people from religion and belief and their influence on the lives of others.
- **Respond to the statement:** 'We should all try to make a difference in the lives of others.' Do you agree? Give reasons for your answer.

Resources

- Wiltshire Resources - Rosa Parks
- Wigan Resources
- You Tube - Band Aid/Live Aid 'Do they know it's Christmas?
- Faith in action book: 'Mother Teresa'
- Twinkle
- RE Today

pupils to create a certificate of achievement for Mother Teresa explaining what she did and how she is an inspiration to others. Enquire into the work of the 'Missionaries of Charity' today.

- Tell the story of Rosa Parks and the bus boycott. Imagine you are in Rosa's shoes. How would you feel? Discuss whether it was fair or unfair what happened to Rosa and say why. She believed like others that all people were created equal and she was prepared to stand up and make a difference.
- Read a story about bullying. Ask the pupils what they would do in this situation. Would they be prepared to stand up and make a difference because of their beliefs? The pupils can explain something they feel passionate about.
- Enquire into the lives of other inspirational people of faith such as Bishop Dinus of Maputo and Malala Yousafzai and explore how they are influenced by the teachings of their faith. Pupils could produce their own enquiry project into the life and work of these people and their impact on the lives of others.
- Discuss if you need to be religious to be an inspiration to others? Introduce the concept of shared humanity. Research into inspirational people who help others and who have made a difference to the world. Consider the work of Live Aid and Band Aid 30 and their work in raising money to help those in need. Play their song and explore how they were inspirational and impacted on the lives of others.

Enrichment

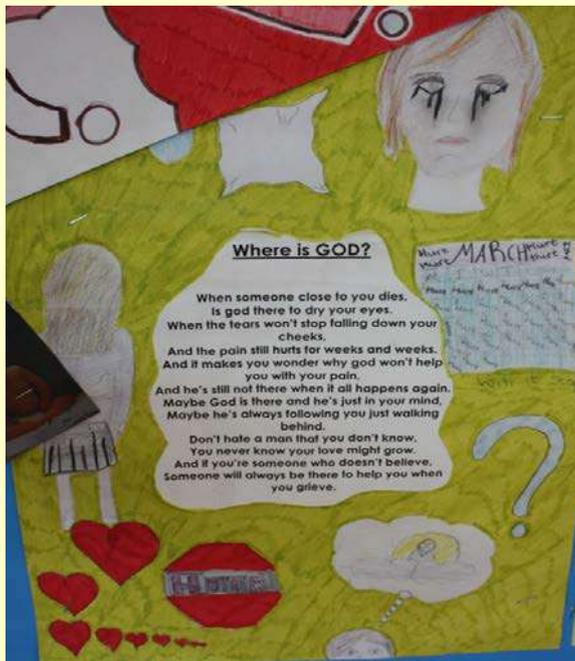
- Having studied the lives of many people who have made a difference to the world, link with the UK honours system which recognises the work of inspirational people. Design an award with all the qualities that you think an inspirational person demonstrates. Have a class vote for the most inspirational person of all time, explaining why.
- Look at the **concept of vocation** and being called by God to make a difference.

Why do some people believe in life after death?

Unit Objectives

To conduct an enquiry into beliefs about life after death.

1. To enable pupils to identify some ultimate questions.
2. To enable pupils to ask questions and suggest answers to the question, 'What happens when we die?'
3. To enable pupils to reflect upon and share their own thoughts and feelings about death and the afterlife.
4. To explore key religious beliefs about life after death.
5. To explore the concept of judgment in relation to beliefs about life after death.
6. To be able to explain and understand the purpose of funerals from the perspective of religion and belief.



Spiritual, Moral, Social & Cultural

Spiritual: Reflect upon thoughts and feelings about life after death.

Moral: Explore how beliefs in life after death impact on how people live their lives.

Social: Consider the tradition in society of having a ceremony that marks the end of a person's life.

Cultural: Explore and enquire into beliefs and ceremonies associated with life after death in different cultural or religious traditions.

Suggested Content & Activities

Pupils should learn about:

- **Ultimate questions:** Explore some of the big questions in life that are difficult to answer.
- **Life after death:** Explore in a sensitive way beliefs about life after death from religion and belief.
- **Heaven and Hell:** Explore and reflect on the Christian beliefs about life after death.
- **Reincarnation:** Explore and investigate the belief in reincarnation.
- **Concept of Judgement:** Enquire into the concept of judgment in terms of the afterlife and what impact it has on a person's lifestyle.
- **Funeral Rites:** Enquire into the purpose and practice of funeral rites.

Teaching and Learning Activities

- Ask the pupils to think of questions that are difficult to answer. Explain that these questions are sometimes unanswerable and people have different answers to the same questions. Talk to the pupils about life's big questions, such as 'What happens when you die?'
- Ask pupils to look at different sayings about death and allow the pupils to suggest what they might mean. Share with the pupils the clip from Charlotte's Webb when Charlotte dies. Ask the children to write any questions they have about death from watching the clip. Identify key questions and remind pupils that there may be lots of different answers. Ask the pupils to share any answers they might have.
- Look at what happens when someone dies. What do people do? Look at pictures of Tutankhamun's tomb. How did the Egyptians act when someone died? Look at the idea of a funeral. What would you do if a pet died? What happens at a Christian funeral and how does it show the person was special? Look at images and statements about Christian funerals and put them in order. Pupils try to think of reasons why people have funerals. Explore the idea that a funeral is a celebration of life not just a time to mourn.

Suggested Assessment Focus

Pupils should be taught to:

- **Ask questions and suggest answers** to the question, 'What happens when you die?'
- **Conduct an enquiry** into views about life after death from religion and belief.
- **Identify** some mysterious and puzzling questions that religions give answers to.
- **Reflect upon and express** their own beliefs about life after death supported with reasons.
- **Use a developing religious vocabulary** to express their viewpoints and opinions about life after death. Use religious key words such as funeral, heaven, soul, reincarnation etc.
- **Demonstrate knowledge and understanding** of what Christians and Hindus believe about life after death.
- **Demonstrate knowledge and understanding** of a ceremony that marks the end of a person's life and its value.
- **Explain** how beliefs in life after death may affect a person's everyday life.

Ensure that you have considered any pupils who have experienced a difficult or traumatic event or have experienced loss within their family.

Resources

- Wiltshire Resources
- 'Death of a loved one' by Abigail Tyler.
- The story AkBal & Birbal (Heaven). You tube.
- Exploring Puzzling Questions - RE Today.
- Exploring the journey of life and death - RE Today.
- Wigan Resources - Coping with Loss
- Poem - 'Heaven' by Steve Turner.

- Introduce the Christian belief that when you die you go to heaven or hell. Read the poem 'Heaven' by Steve Turner. Use this and some images of heaven as a stimulus to generate the kinds of questions and answers that can surround death/dying and the Christian belief in heaven. Consider what Christians think heaven is like. Look at what the Bible says heaven is like. Do pupils agree? Is it a good answer to the ultimate question? Ask the pupils to design a picture showing their idea of heaven.
- Do you get to heaven if you do things wrong? Play the song 'Tears in Heaven' by Eric Clapton. Explore and investigate the concept of judgement. Use the idea of passing or failing a test to explore this idea further. Get the pupils to imagine that they are in charge of heaven for one day. Who would they allow into heaven? What qualities would that person have? What type of life would they have to live? Ask pupils how they think Christians should live their lives in order to go to heaven when they die. Do beliefs about life after death influence the way people live their lives?
- Watch the death of the beast in 'Beauty and the Beast.' Use this to illustrate the belief in reincarnation. Explore the belief in reincarnation through the life cycle of a butterfly that during its life turns into something completely different. Pupils have to explain 3 beliefs about life after death and select which explanation they prefer and why?

Enrichment

- Conduct a class survey and draw a bar chart to show what your class views were on this question.
- **Coping with Loss** -Explore feelings associated with death and the afterlife.
- Discuss the concept of the soul. What is the Soul? Can we prove the soul exists? Why do some people believe it is the soul that moves on after death?

Key Stage 3: Programme of Study



Key Stage 3: Programme of Study

Throughout Key Stage 3, pupils should extend their knowledge and understanding of Christianity and other principal religions in a local, national and global context. They should reflect on the impact of religion and belief in the world, considering both the value of interfaith dialogue and the tensions that exist within and between religion and belief. They should explore and enquire into moral issues that impact on our society today and consider both religious and secular views on the rights and wrongs and their influence on the individual, community and society. Pupils should explore a variety of ultimate questions from a variety of religious and non-religious perspectives, evaluating arguments and formulating their own reasoned opinions while considering the viewpoints of others sensitively and respectfully. Pupils at key Stage 3 should push their knowledge and understanding of religion to a higher level. It is important that teachers build on the foundations of knowledge and understanding in respect of religious traditions and their practices but also explore some of the challenges and issues that religion faces in society today.

Within the units that relate to a specific religious tradition there should be an open exploration and recognition of diversity within and between faith communities.

The first unit to be delivered at Key Stage 3 is 'What are the features of religious communities?' This provides continuity with and progression from Key Stage 2 and should be taught as the Introductory Unit. This will enable teachers to assess and build on prior learning at Key Stage 1& 2. The delivery of the other units in the programme of study at key stage 3 is flexible. The Unit titles are written as questions to reflect the enquiry nature and focus of the Agreed syllabus. The study of Christianity remains a priority and should be studied in each of the three years. The emphasis is on quality of learning not quantity and therefore it is recommended that schools study a minimum of three religious traditions in depth, one of which must be Christianity. Pupils should study a minimum of ten out of the thirteen modules available; this should be determined by the teaching and learning context of the School. Key stage 3 Units specify learning outcomes in relation to the content of the Unit; these are termed Assessment focus and should be used as a way of measuring progress. The breadth of content allows for a wider range of assessment foci and pupil achievements. Ideally, schools should undertake an assessment relating to each unit of study, which can be summative or formative.

Schools may be creative in the delivery of the units combining elements of each unit to create more challenging and interesting focuses of study. If there are restrictions on curriculum time, affecting the delivery of the programme of study, such as a two-year key stage 3 then the syllabus will need to be adapted. Teachers need to make sure that all pupils have the necessary knowledge and understanding of religious traditions and worldviews and the skills needed to progress to a more detailed and challenging level of study at Key Stage 4.

Key Stage 3: Programme of Study

Units of study at Key Stage 3

1. What are the main features of religious communities?
2. Who was Jesus?
3. What does it mean to be a Christian?
4. How do Christians put their beliefs into practice?
5. What does it mean to be Jewish?
6. What does it mean to be a Muslim?
7. What does it mean to be a Hindu?
8. What does it mean to be a Buddhist?
9. What does it mean to be a Sikh?
10. How can people and communities live together?
11. How is religion expressed in the Arts?
12. How do people respond to Ultimate Questions?
13. How do people respond to Moral Issues?

Extended Project/Independent Learning

Religion and Media
Religion and Science
Rights and Responsibilities
Religion and Global Issues
Religion and Medical Ethics

What are the main features of Religious Communities?

Unit Objectives

To enquire into the distinctive features of religious communities.

1. To demonstrate knowledge and understanding of the six major world religions represented in the UK and their distinctive characteristics and symbols.
2. To identify and be able to explain the distinctive features of religious communities.
3. To explore concepts such as belonging, transition, initiation, acceptance and symbolism in relation to religious communities.
4. To be able to explain what religion is and make links between religious belief and practice.
5. To demonstrate knowledge and understanding of the diverse nature of religious communities and the value of religion in society today.
6. To enquire into the challenges faced by religious communities practising their faith in a secular society or different culture.



Spiritual, Moral, Social & Cultural

Spiritual: Reflect upon the value of themselves and others.

Moral: Consider the morality of obeying the law of the country when it conflicts with religious law.

Social: Demonstrate knowledge and understanding of the distinctive features of religious communities.

Cultural: Consider the challenges faced by religious communities, practising their faith in a different culture/secular society.

Suggested Content & Activities

Pupils should be taught about:

- **Religion:** What is religion? What things are associated with religion? Why do we study religion?
- **Religious traditions:** Research the different religious traditions represented in the UK and their distinctive symbols and characteristics.
- **Distinctive features of religious communities:** Explore aspects and features of religious communities and how they express their faith. (Religious dress, rites of passage, symbolism, worship, beliefs, sources of authority and festivals)
- **Value of self and others:** Explore the value of self and others in religious and non religious communities.
- **Religion in a secular society:** Consider the value of religion in society today from a religious and non-religious perspective. Explore the challenges faced by religious communities practising their faith in a secular society or different culture.
- **Human experience:** Explore the characteristics of shared human experiences such as symbolism, transition, initiation, acceptance and belonging, with reference to religion and belief.
- **Diversity:** Explore the diverse nature of religious communities.
- **Religion and the law:** Explore clashes between religious communities and the law of the country such as the ban on religious symbols in French state schools.

Teaching and Learning Activities

- **'The Island':** Explore the story of people shipwrecked on a deserted island who establish a community. Take the pupils on a journey through the different stages of the community's development, from recording their history, establishing rules, creating rites of passages and organising celebrations/festivals. Make links with religion and its distinctive features. Create a visual island in the classroom. Use the, 'Theatre of Learning' resources by Sue Philips.
- **The most amazing thing:** Pupils explain the most amazing thing about the world they live in and share it with others. They look at themselves as the most amazing thing and conduct an interview with parents/carers on how amazing they are.

Suggested Assessment Focus

Pupils should be taught to:

- **Demonstrate knowledge and understanding** of the six major religious traditions represented in the UK and their distinctive characteristics and symbols.
- **Describe and explain** the distinctive features of religious communities and give examples.
- **Reflect** on the value of self and others in the world and in religious communities.
- **Demonstrate religious literacy** in discussion, debate and the expression of **reasoned opinions**. Refer to key religious beliefs, concepts and practices using religious language and terms with accuracy and in context.
- **Explain** what religion is and **give examples**.
- **Use appropriate religious vocabulary** when referring to the distinctive features of religious communities and the six major world religions and their followers. For example, rites of passage, worship, Buddhism, Buddhist, Hinduism, Hindu. etc
- **Ask questions and suggest reasons** for diversity within different religious traditions.
- **Explain** how religious belief and practice impact on people's lives today.
- **Describe** some of the challenges faced by religion in a secular society and suggest possible solutions.
- **Enquire** into the value and importance of religion in society today. **Discuss debate, evaluate and analyse** different viewpoints from religion and belief.
- **Respond to the question: 'Religion is not important anymore.'** Discuss and evaluate responses to this question.

Resources

- Theatre of Learning - 'The Island' by Sue Philips.
- <http://www.theatreoflearning.org/free.html>
- Wigan Resources
- Liverpool Community Spirit homes of hospitality. <http://www.liverpoolcommunityspirit.org/>
- Think RE website
- rsrevision.com
- True Tube
- TES

Make links and explore how the value of self and others is shown in religious communities.

- **The Challenges**. Pupils are given some key facts about a religious tradition and they have to think of all the challenges and issues that might get in the way of them practising their faith. Discuss these challenges and suggest solutions. Explore diversity within a faith by discussing the statement. **'All Christians believe the same things'**.
- **The Banning of Religious symbols in French schools**. Analyse a variety of media reporting on the changes in the law that will ban the wearing of religious symbols in French schools. Research the facts and evaluate the arguments for and against the issue with reference to religion and belief. In groups produce a news desk report on what is happening and how people feel about the issue. Discuss the statement, **'Religious believers should always obey the law.'** Explore clashes between religious belief and authority.
- **Design and write a magazine article** showing religious clothing, explaining its religious significance and function. Discuss in groups the statement, **'Religious faith is best expressed through what you wear.'** Explore the value of religious dress as an expression of faith.
- **Design a Faith flag for the UK** which represents the six main religious communities. Link with the UK and the four different countries represented in it.
- **Evaluation Question: 'Religion is not important anymore.'** Enquire into the value of religion in society today, its influence and the challenges it faces. Analyse and evaluate different viewpoints. Organise a discussion and debate. Pupils to formulate and share their own reasoned opinions based on arguments and evidence from religion and belief.
- **Visit a religious community** or go on a virtual journey. Visit Liverpool Community Spirit homes of hospitality. Explore the religious beliefs and practices of one religious tradition. Design and create a faith home in the classroom. Using artefacts ask questions and research a religious community's distinctive beliefs and practices. Create a display illustrating your research. Explore the importance of the home in religious life and worship.

Who was Jesus?

Unit Objectives

To enquire into significant events in the life of Jesus

1. To demonstrate knowledge and understanding of the life and ministry of Jesus.
2. To explore significant events in the life of Jesus such as the crucifixion and resurrection and their importance in the Christian faith.
3. To analyse and evaluate the different perceptions of Jesus past and present.
4. To conduct an investigation into an aspect of Jesus' life and work.
5. To be able to explain the importance of Jesus in the lives of believers today.
6. To examine the evidence of Jesus' existence and the many claims made about him.
7. To consider the influence and legacy of Jesus in the contemporary world.



Spiritual, Moral, Social & Cultural

Spiritual: Give a personal response to the question, 'Who was Jesus?'

Moral: Consider the influence of Jesus on people's lives today.

Social: Explore the importance of Jesus in the Christian community.

Cultural: Reflect on how Jesus is portrayed in different religious traditions and cultures.

Suggested Content & Activities

Pupils should be taught about:

- **Jesus:** Did Jesus really exist? Fact or fiction? Explore the key events in the life of Jesus.
- **Jesus was an ordinary man:** Conduct an enquiry into this statement and explore the different perceptions people have of Jesus both past and present. Enquire into Jesus the teacher, Jesus the miracle worker, Jesus the son of God, Jesus the Messiah, Jesus the storyteller etc.
- **Why was Jesus crucified?** In the context of the Easter story, investigate why Jesus was put to death. Look at the evidence and determine whether he deserved to die. Look at the significance of the crucifixion in Christianity today.
- **Jesus the miracle worker.** Did he really perform miracles? Are miracles possible?
- **Did Jesus rise from the dead?** Conduct an investigation into the resurrection and its significance in the Christian faith.
- **Conduct an investigation into the Shroud of Turin.** Is it the real burial cloth of Jesus and is it proof of his resurrection? Analyse and evaluate the evidence.
- **Jesus in the modern world:** Explore the legacy of Jesus today in the lives of believers, non believers, other religious traditions and faith communities.
- **What do Christians believe about Jesus?** Why is he so special? What influence does he have in their lives and how do they put his teachings into practice?

Teaching and Learning Activities

- **Who was Jesus?** Mind map everything pupils know about Jesus. Ask pupils what questions they would like answered about Jesus and use this as a stimulus to conduct an enquiry into the life and work of Jesus and his legacy.
- **Why was Jesus crucified?** Look at all the people involved in the events at the time and the evidence. Look at the titles given to Jesus. Discuss in groups what these might mean and explain what evidence there is to support these ideas. Analyse and evaluate the evidence. Act out a modern court room drama, with Jesus on trial for his life. Discuss whether Jesus would have been found guilty today of the crimes he was accused of.
- **God's plan:** Use Jesus' words on the cross as a

Suggested Assessment Focus

Pupils should be taught to:

- **Demonstrate knowledge and understanding** of the life and ministry of Jesus.
- **Explain** the reasons for the crucifixion and its significance for Christians today.
- **Demonstrate knowledge and understanding** and be able to explain some of the parables Jesus told, explain their meaning and application in the lives of Christians.
- **Explain** the reasons behind the many titles given to Jesus, the Messiah, Son of God, King of the Jews, Rabbi etc.
- **Enquire into** accounts of the resurrection of Jesus. Ask questions and explore the importance of the resurrection for Christians today.
- **Describe and explain** some of the miracles of Jesus.
- **Discuss debate, analyse and evaluate** the possibility of miracles with reference to evidence from religion and belief.
- **Discuss debate, analyse and evaluate** the authenticity of the Shroud of Turin as the burial cloth of Christ with reference to arguments and evidence from religion and belief.
- **Reflect** on the pupils own thoughts and feelings about the person of Jesus and his influence on people's lives today.
- **Demonstrate religious literacy** in discussion, debate and expression of **reasoned opinions** when referring to key religious teachings, concepts and arguments concerning the crucifixion and resurrection. **Use appropriate religious vocabulary in context** such as crucifixion, resurrection, miracles, parables etc.
- **Respond to the question:** 'Jesus was just an ordinary man.' Discuss and evaluate this statement.

Resources

- Liverpool Community Spirit - Homes of Hospitality.
- The Turin shroud - YouTube
- Dynamo - 'Walking on water' an illusion.
- 'Miracle of Peckham' from the TV series 'Only Fools and Horses.'
- 'He's alive' by Dolly Parton. (Peter's story).
- The song, 'Jesus was no ordinary man'
<https://www.youtube.com/watch?v=GtcAJVVCHd8>

stimulus to explore some enquiry questions in groups. Was Jesus meant to die? Did he know he was going to die? If he was God's son why didn't he save himself? Why do Christians believe he died for them?

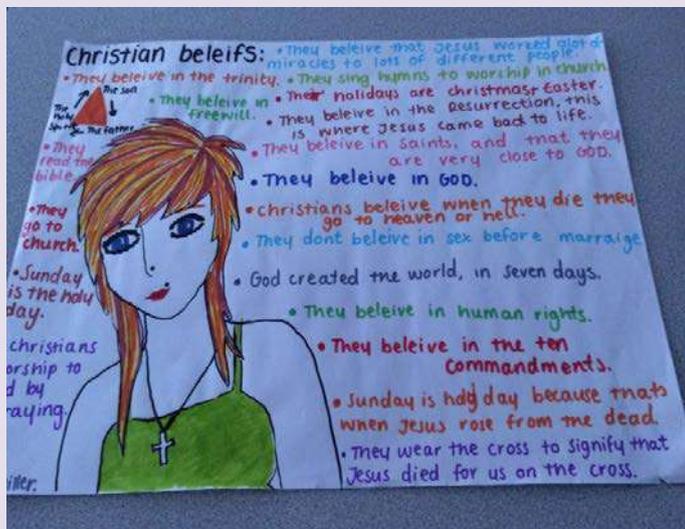
- **Conduct a CSI style investigation:** Investigate the evidence surrounding the resurrection of Jesus. Write a police report based on the evidence and argue for and against the resurrection in a class debate on the issue.
- **This is your life:** Show a clip from the show, 'This is your life'. Ask the pupils to come up with a list of guests who would be on the show if it was based on the life of Jesus. Research the guests and write down what they would say about Jesus. Create a 'This is your life' booklet and act out the show in the classroom.
- **The Shroud of Turin:** Conduct an enquiry into the authenticity of the Shroud. Was it the burial cloth of Jesus Christ as some believe? Is it fake or real? Look at all the evidence available. Discuss debate and evaluate the statement, 'The Shroud of Turin is an elaborate fake.' Make reference to arguments from religion and belief in your answer.
- **Conduct a survey:** Ask people to share their thoughts and feelings about the person of Jesus. Produce a graph showing the results of the survey. Interpret and explain the findings of the survey and explain why you think people have these views. Explore the influence of Jesus in the modern world.
- **Miracles:** Look at modern day miraculous events. What is a miracle? Look at the miracles of Jesus. What would people regard as a miracle today? Do miracles really happen? Look at the miracles of Lourdes. Watch the 'Only fools and horses' episode 'the miracle of Peckham.' Discuss debate and formulate reasoned opinions in response to the statement, 'Miracles are not possible.' Play the song, 'When you believe' by Whitney Houston. Discuss the link between faith and miracles.
- **Jesus in Art:** Explore images of Jesus from different cultures and traditions. Why are they different? Consider the titles given to Jesus and what they mean; the King of the Jews, the son of God, the Messiah etc. Create a wordle or poem showing different perceptions of Jesus.
- **Jesus was an ordinary man:** Play the song, 'Jesus was no ordinary man'. Discuss debate and evaluate the different perceptions of Jesus in response to the statement.

What does it mean to be a Christian?

Unit Objectives

To enquire into what it means to be a Christian.

1. To gain knowledge and understanding of the beliefs and practices of the Christian religion.
2. To gain knowledge and understanding of the distinctive features of Christian worship and be able to explain their symbolism and meaning.
3. To gain knowledge of the distinctive features of a church as a reflection of Christian beliefs and its role and importance in Christian life.
4. To enable pupils to identify and explain diversity within the Christian religion and the reasons for it.
5. To enable pupils to understand the importance of the Bible as a source of authority in Christian life and consider its relevance in the contemporary world.
6. To enquire into the relationship between Christianity and British culture and the challenges the Christian faith faces in the 21st century.
7. To enquire into a current affair or moral issue relating to Christianity.



Spiritual, Moral, Social & Cultural

Spiritual: Explore the meaning and value of prayer and share personal experiences.

Moral: Explore the role of women in the church.

Social: Research aspects of the Christian lifestyle and make links between beliefs and practice.

Cultural: Reflect on the influence of Christianity on British culture, past and present.

Suggested Content & Activities

Pupils should be taught about:

- **A Christian:** What makes a person a Christian? Enquire into the actions, beliefs, and lifestyle of a Christian and challenge stereotypes.
- **Christian diversity:** Explore the diversity within the Christian faith. Enquire into the distinctive characteristics of different denominations and the reasons for them. Compare and contrast two denominations and explore how key Christian beliefs can be interpreted and practiced in different ways.
- **The Church:** What is the church? Is it the building or the people who attend the services? Explore the symbolism in and importance of the church building in Christian life. Conduct an enquiry into the features of a church building and how they reflect key Christian beliefs. Explore the diversity in church design and the reasons for it. Discuss the question, 'Do Christians need a special building to worship God?'
- **Worship:** Where, how and why do Christians worship? Learn about the distinctive elements of Christian worship: Eucharist, prayer, hymns, sermon, Bible readings etc. Consider the diversity in Christian worship and the reasons for it.
- **Prayer:** What is Prayer? Explore the purpose and function of prayer in Christianity. Look at different styles of prayer. Discuss the importance of extempore and liturgical prayer. Discuss the question 'Does God answer prayers?'
- **The Bible:** Why is it so important to Christians? How is it used and why is it an authority? Why does it cause so much controversy? Is the Bible still relevant today?
- **Sunday Observance:** Enquire into the reasons for this and what Christians do on this day and why.
- **The role of women in the church:** Should there be women priests? Look at the issue and arguments for and against from religion and belief.
- **Christianity today:** Explore the influence of Christianity on British culture. The challenges for Christians living in a secular society.

Teaching and Learning Activities

- **Write a prayer/poem** based on events that are happening in the world today. Include different styles of prayer. Consider the value of extempore prayer and liturgical prayer.
- **Does God answer prayers?** Watch the scene on prayer from the film 'Bruce Almighty.' Use the clip

Suggested Assessment Focus

Pupils should be taught to:

- **Demonstrate knowledge and understanding** of what it means to be a Christian with reference to their actions, beliefs and lifestyle.
- **Explain** the distinctive elements of Christian worship and the reasons for its diverse nature.
- **Identify** different denominations within the Christian faith, their origins and characteristics.
- **Identify and explain** how the distinctive features of a church relate to the beliefs and practices of the Christian faith.
- **Discuss, debate, analyse and evaluate** the influence of religion and belief with regard to a current or moral issue in Christianity such as the controversial issue of women priests.
- **Demonstrate religious literacy** in discussion, debate and expression of reasoned opinions when referring to key religious teachings, concepts, and arguments relating to Christian belief and practice.
- **Use appropriate religious vocabulary in context** such as Altar, Pulpit, Lectern, Font, Baptistry, Prayer, Sermon, Eucharist, Bible etc.
- **Explain** the importance and function of prayer in Christianity and the value of different styles of prayer.
- **Enquire, ask questions and suggest reasons** in relation to the effectiveness of prayer and whether God answers prayers.
- **Explain** the reasons for and the importance of Sunday in the Christian faith and the challenges of keeping the Sabbath day holy.
- **Explain** how the Bible is a source of authority and its importance in the Christian faith.

Resources

- The film 'Bruce Almighty' - The prayer scene.
- 'The Vicar of Dibley' - The Arrival of the new vicar.
- Open Doors website - The story of Brother Andrew
- The film 'Chariots of Fire' - The Eric Liddell story
- The Message Trust - A Christian pop band.
- Ned Flanders 'Guide to Christianity.'
- The musical 'Sister Act' - Styles of worship.

to discuss the value of prayer and why people might think God does not answer prayers. What would happen if God said yes to all prayers? Debate, discuss and evaluate the Christian belief in the power of prayer.

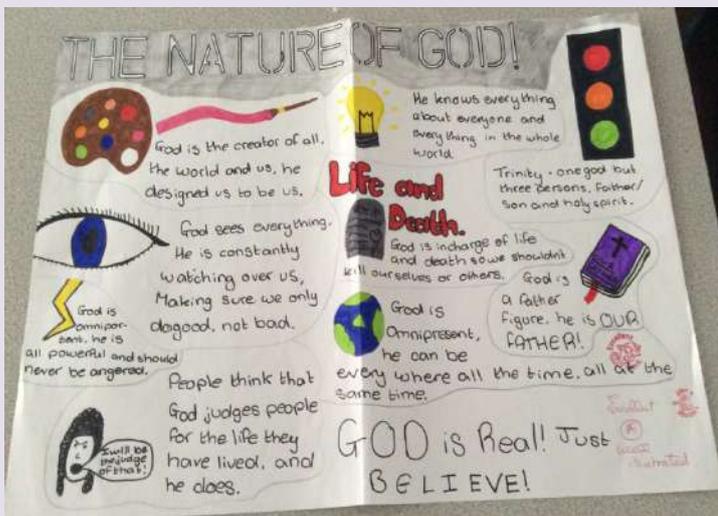
- **Architectural project:** Pupils research into the key characteristics of a church building and how they reflect Christian belief. Enquire and compare styles of churches and their functions. Design their own church building explaining the expressions of Christian belief and practices included in the design.
- **The issue of women priests:** Watch a clip from the 'Vicar of Dibley'. Discuss the reaction to the arrival of the new vicar. Mind map arguments for and against women priests/vicars. Consider the role of women in the church and Christian teachings relating to the issue. Discuss the statement, 'Women should not be allowed to be priests/vicars.' Discuss, debate, analyse and evaluate the arguments relating to this statement with reference to arguments from religion and belief.
- **Church Trail:** Visit churches of different denominations, explore and suggest reasons for similarities and differences. Produce a guide to churches in the local area highlighting their significant features and styles of worship and explaining the reasons for the religious diversity within them.
- **The Bible:** Explore the life story of Brother Andrew who smuggled Bibles behind the Iron Curtain. Look at the reasons why Bibles were illegal and why he broke the law and became 'God's Smuggler.' Explore the use of the Bible in a court of law. Why do some people still swear on the Bible? Reflect on the relevance of the Bible and the challenges to the Bible from scientific arguments and discoveries. Explore the importance of the Bible in the Christian faith as a source of authority.
- **Sunday Observance:** Enquire into the story of Eric Liddell and his refusal to run in the Olympics on a Sunday. Watch a clip from 'Chariots of fire,' which tells the story of his life and his Christian faith. Consider Sunday observance and the challenge of keeping the Sabbath in a secular society.
- **Christian worship:** Explore worship through a clip from 'Sister Act,' the movie. Use as a stimulus to discuss whether there is a right way to worship God.
- **Christian stereotypes:** Explore and challenge stereotypes by inviting a Christian band into school or by arranging a visit to 'Today's Community Church.'

How do Christians put their beliefs into practice?

Unit Objectives

To enquire into how Christians put their beliefs into action.

1. To demonstrate knowledge and understanding of key beliefs in the Christian faith and how Christians interpret them and put them into action in their lives today.
2. To explain the beliefs about God in Christianity.
3. To be able to explore and explain key teachings in Christianity, such as the sanctity of life, forgiveness, stewardship, salvation and their implications for the individual, communities and society.
4. To enable pupils to analyse and evaluate the arguments from religion and belief that relate to the Christian beliefs in evangelism, pacifism and forgiveness.
5. To explain the work and motivation of Christians and Christian organisations who have put their faith into action.
6. To demonstrate knowledge and understanding of faith and belief and be able to give examples from the Christian faith and their own experience.



Spiritual, Moral, Social & Cultural

Spiritual: Share personal experiences of faith and belief.

Moral: Discuss debate and evaluate the arguments for and against the statement 'It is never right to fight.'

Social: Consider how Christian beliefs are put into action and their impact on others.

Cultural: Enquire into the work of Christian organisations working in diverse cultures.

Suggested Content & Activities

Pupils should be taught about:

- **Belief and Faith:** What is belief? What is faith?
- **Becoming a Christian:** Explore how Christians experience God in their lives. How does someone become a Christian? Are you born a Christian? Explore the following ideas; upbringing, revelation, evangelism, answered prayers, miracles, the kindness of others, the awe and wonder of the universe or a conversion experience.
- **God:** Enquire into the nature of God in Christianity. What do Christians believe about God, Jesus and the Holy Spirit? What qualities does God have in Christianity and how is this shown in Christian belief and practice. Explore the Christian belief in the Trinity and the Incarnation.
- **Christian Beliefs:** Enquire into key Christian beliefs and their meaning such as forgiveness, evangelism, stewardship, salvation, repentance, sanctity of life and equality etc.
- **Christian beliefs in action:** How do Christians put their beliefs into action? Explore the Christian practice of doing charity work, preaching and seeking converts, respect and care for the environment, vocation, pacifism, respect for human life and love for others and standing up against prejudice and discrimination.
- **Christian believers:** Explore the life and work of some Christians who have put their beliefs into action.
 - Gee Walker:** Forgiveness
 - The Quakers:** Pacifism
 - Oscar Romero:** Human rights
 - Chico Mendes:** Stewardship
- **Christianity and Vocation:** Explore the concept of vocation in the Christian faith.
 - Mother Teresa**
 - Billy Graham**
 - Martin Luther King**
 - David Livingstone**
 - A priest or minister in the church.**
- **Christian charities:** Research a Christian charity putting faith into action to improve the lives of others. Explore the work of Christian Aid; CAFOD, the Salvation Army etc.

Suggested Assessment Focus

Pupils should be taught to:

- **Demonstrate knowledge and understanding** of some key Christian beliefs.
- **Identify** ways in which Christians put their faith into action.
- **Describe and explain** the beliefs about God in Christianity.
- **Make links between key Christian beliefs and actions and explain the** impact on the lives of believers.
- **Discuss debate, analyse and evaluate** whether it is really possible to forgive, with reference to arguments from religion and belief.
- **Reflect** on personal values and beliefs when exploring the concepts of forgiveness, stewardship, and the sanctity of life etc.
- **Demonstrate religious literacy** in discussion, debate and expression of **reasoned opinions** and views relating to stewardship or other key Christian beliefs and teachings.
- **Explain** what faith and belief mean and **give examples** from their own experiences and learning.
- **To be able to explain** what vocation means and enquire into examples of Christian vocation.
- **Use appropriate religious vocabulary** such as Trinity, faith, belief, charity, vocation etc.

Resources

- The 'leap of faith' in the film 'Indiana Jones and the last crusade.'
- BBC Interview with Gee Walker.
<https://www.youtube.com/watch?v=tgQyBLWFDBI>
- Tribute to Billy Graham (You tube)
<https://www.youtube.com/watch?v=iVuT8upZh7M>
- The film, 'The cross and the switchblade' which tells the story of Nicky Cruz.
- The scene where the Amish refuse to fight even in the film 'Witness.'
<https://www.youtube.com/watch?v=o07ecRzkLuM>

Teaching and Learning Activities

- **The Message Trust:** Invite a Christian pop band into school to explain what they believe and how they put their faith into action.
- **What is faith?** Look at various sayings about faith from religion and belief. What do they mean? Listen to songs about faith. Dr. Martin Luther King said 'Faith is taking the first step when you don't see the whole staircase'. Look at the idea of a leap of faith. Watch the clip from Indiana Jones 'The Last Crusade' and the leap of faith. Explore what it means to have faith in God.
- **Becoming a Christian:** Read the story of Nicky Cruz and discuss the impact his decision had on his life. Explore the Christian practice of evangelism and the work of Billy Graham and David Wilkerson.
- **God in Christianity:** Watch the film, 'Bruce Almighty' and explore the Christian beliefs about God. In groups mind map the qualities of God in Christianity and how they are shown in the film. Create a piece of art work illustrating each quality with a symbol. Create a collage of words and symbols describing the Christian beliefs about God and explore their meaning.
- **Forgiveness:** Give pupils the opportunity to share their own views and experiences of forgiveness. Look at the story of Anthony Walker. Watch the BBC interview with Gee Walker and discuss whether it is right to forgive. Explore the teachings of Jesus on forgiveness.
- **Pacifism:** Enquire into the stance of the Quakers and their belief in the sanctity of human life. Show the clip from 'Witness' the film, where pacifists despite being provoked will not fight back. Make links with religious teachings and the issue of fighting for your country. Discuss, debate and evaluate the statement, 'It is never right to fight' with reference to arguments and teachings from religion and belief.
- **Imagine setting up a charity:** Explore the concept of charity and research into the beliefs that motivate charity work in Christianity. Enquire into the work of some Christian charities. Using a key teaching from the Bible as an inspiration, create your own charity. Determine the purpose and aims of the charity. Design a logo and publicity materials applying Christian principles to their design. Alternatively, organise an original fundraising activity for a Christian charity.

What does it mean to be Jewish?

Unit Objectives

To enquire into what it means to be Jewish.

1. To gain knowledge and understanding of the beliefs and practices of the Jewish faith and their impact on Jewish daily life.
2. To enquire and understand the diversity of belief and practice in the Jewish religion.
3. To conduct an enquiry into a current or moral issue related to the Jewish faith.
4. To conduct an investigation into anti-semitism and the impact of the Holocaust on the Jewish community, past and present.
5. To enquire into the importance of the home and synagogue in Jewish life and worship.
6. To gain know and understanding of significant features of Jewish life, such as rites of passage, family and festival celebrations.
7. To enable pupils to understand the challenges faced by the Jewish community in the modern world



Spiritual, Moral, Social & Cultural

Spiritual: Respond to the events of the Holocaust in a creative way, expressing personal thoughts and feelings.

Moral: Explore the roles of men and women in the Jewish faith.

Social: Explore the role and importance of the family and the home in Judaism.

Cultural: Explore diversity within the Jewish faith and the influence of culture on belief and practice.

Suggested Content & Activities

Pupils should be taught about:

- **Jewish beliefs and practices:** Explore the influence of Jewish beliefs and practice on daily life.
- **Being Jewish:** What does it mean to be Jewish? What makes someone Jewish? Explore symbols of identity and belonging in Judaism.
- **Beliefs:** Explore the nature of God in Judaism; the belief in the Messiah and the covenant with Abraham.
- **The Torah:** Its importance and influence as a source of authority in Jewish life.
- **The Synagogue:** Its role in Jewish life and worship. Its distinctive features, (Aron Hakodesh, Bimah, Ner Tamid,) their symbolism and function.
- **The Jewish Home:** Explore the importance of the home in Jewish life and worship. Enquire into the responsibilities of parents and children; the symbolism and importance of the Mezuzah; keeping Kosher and religious clothing.
- **Shabbat:** Its celebration, significance and value in Jewish life. Explore the challenges of maintaining a day of rest in a secular society.
- **Festivals:** Explore the celebration and significance of festivals; Rosh Hashanah & Yom Kippur; Pesach and Sukkot.
- **Rites of Passage :** Brit Milah; Bar/Bat Mitzvah Bat Chayil, marriage, funeral rites.
- **Explore diversity within the Jewish community:** Orthodox, Liberal and Reform Judaism and their influence on Jewish beliefs and practices.
- **A current affair or moral issue:** Explore the events of the Holocaust and the problem of anti- semitism.
- **The challenges of living the Jewish life in the modern world.** The Beth Din; Keeping kosher; Shabbat as a day of rest; family life; anti semitism; practising the Jewish faith in a secular society.

Teaching and Learning Activities

- **The Lost Ark:** Watch a clip from 'Raiders of the Lost Ark'. Explore the connection between the Ark of the Covenant and the Temple in Jerusalem. Arrange a visit to a local synagogue. Compare and contrast different types of synagogue. Create a guide to the synagogue, explaining in detail all its distinctive features. Create a notice board for the synagogue highlighting all the activities and

Suggested Assessment Focus

Pupils should be taught to:

- **Demonstrate knowledge and understanding** of the religious beliefs and practices of Judaism.
- **To identify and explain** diversity within the Jewish community and the reasons for it.
- **Identify and explain** the symbols of Jewish identity and belonging.
- **Enquire into, ask questions and suggest reasons** in relation to Jewish belief and practice.
- **Discuss debate, analyse and evaluate** the role of the synagogue and the home in Jewish life and worship.
- **Reflect** on personal thoughts, feelings with regard to anti-semitism and the events of the Holocaust.
- **Demonstrate religious literacy** in discussion, debate and expression of **reasoned opinions** when referring to key religious teachings, concepts and practices in Judaism.
- **Explain** some of the key concepts and teachings of Judaism and their influence of Jewish life.
- **Enquire** into the events of the Holocaust and its impact on the Jewish community past and present.
- **Explain the influence of** the Torah as a source of authority in the Jewish faith.
- **Use appropriate religious vocabulary in context** such as Judaism, Jew, Brit Milah, Bar Mitzvah, Shabbat, Kosher etc.
- **Demonstrate a real depth of insight and understanding** of what it means to be a Jew and explain some of the challenges faced by Judaism in the 21st century.
- **Respond to the question:** 'The home is more important than the synagogue in Jewish life and worship.' Discuss and evaluate arguments for and against the statement.

Resources

- 'Strictly Kosher' - TV Series about the Manchester Jewish community.
- 'Fiddler on the Roof' - Explores arranged marriage and marrying outside the faith.
- 'Escape from Sobibor' - The true story of Holocaust survivors.
- The Art work of David Olere - Holocaust survivor
- Wiltshire Resources: Scheme of work on the Holocaust.
- The Jewish museum in Manchester.

services the synagogue offers.

- **The Jewish Home:** Explore the purpose and importance of the Jewish home in Jewish life and worship. Arrange a visit to the homes of hospitality at Liverpool Community Spirit. Discuss, debate and evaluate the statement 'The Jewish home is more important than the synagogue in Jewish life and worship.'
- **A Jewish wedding:** Build a Jewish wedding Chuppah. Explore the symbolism of the ceremony and its distinctive features, by acting out a wedding in the classroom. Watch clips from 'Fiddler on the Roof' relating to issues of arranged marriages. Explore issues of marrying outside the faith and the role of the matchmaker in the Jewish community. Discuss, debate and evaluate the statement, 'A Jewish person should only marry someone from the same faith.'
- **Anti-Semitism:** Watch clips from the film, "Escape from Sobibor" the true story of the Holocaust, told by real survivors of the Nazi death camp, Sobibor. Explore the idea of anti-semitism in 'Fiddler on the roof' and the pogroms in Russia. Enquire into the events of the Holocaust and use the art work of David Olere, a Holocaust survivor, to engage with the impact of the Holocaust on the Jewish community.
- **Keeping Kosher:** Learn about Jewish dietary laws and discuss in groups how they might affect a Jewish person's life. Design a kosher meat/milk menu for a Jewish restaurant. Visit a kosher restaurant or supermarket. Initiate discussion by showing a picture of a kosher McDonalds in Israel. Conduct an enquiry into the impact keeping kosher might have on Jewish daily life.
- **Pesach:** Design and make a child's Haggadah telling the story of Pesach.
- **Diversity:** Explore the diversity within the Jewish faith. Watch clips from the TV series 'Strictly Kosher' which explores the diverse nature of the Jewish community in Manchester.
- **The Torah:** Enquire into and research the Torah as a source of authority in Jewish life and worship. Write a speech about the Torah explaining how the teachings of the Torah impact on Jewish daily life.
- **Being Jewish:** 'It is easy to be a Jew in Britain.' Discuss, debate and evaluate this statement with reference to arguments from religion and belief.

What does it mean to be a Muslim?

Unit Objectives

To enquire into what it means to be a Muslim:

1. To gain knowledge and understanding of the beliefs and practices of the Islamic religion.
2. To gain knowledge and understanding of the Five Pillars of Islam and their spiritual value and importance in the religion of Islam.
3. To explore concepts such as charity, prayer, fasting, pilgrimage and ummah in the context of Islamic belief and practice.
4. To enquire into the role of the mosque, the home and the Quran in Islamic life and worship.
5. To compare the practice of Islam in an Islamic country and its practice in a secular society or different culture.
6. To enquire into the challenges faced by the Islamic faith in the 21st Century.
7. To enquire into a current or moral issue relating to Islam.



Spiritual, Moral, Social & Cultural.

Spiritual: Reflect on values and beliefs in respect of charity and care for others.

Moral: Explore the challenges the Islamic faith faces in a secular society.

Social: Explore the impact of the Five Pillars on a Muslim's daily life.

Cultural: Compare and contrast the practice of Islam in an Islamic country and its practice in a secular society or different culture.

Suggested Content & Activities

Pupils should be taught about:

- **Beliefs and practices of Islam:** Explore the beliefs and practices of Islam and their impact on a Muslim's daily life.
- **The Five Pillars:** Shahadah, Salah, Zakah, Saum and Hajj. Explore the issues that have to be overcome in carrying out these religious obligations in a secular society/different culture. Discuss the spiritual value of the Five Pillars in Islamic religious life. Explore the importance of prayer, pilgrimage, fasting and giving to charity in Islam.
- **Family life:** Enquire into the role of parents and respect for elders.
- **Halal and Haram:** Food, alcohol, drugs, gambling and immodesty.
- **Worship:** Explore the role of the mosque and home in Islamic worship and daily life.
- **Sources of Authority:** Explore the role and influence of the Quran as a source of authority in the Islamic faith.
- **The Ummah:** Explore the concept of the Ummah and its importance in the Islamic faith.
- **Islam in a secular society:** Compare and contrast the practice of Islam in an Islamic country and in a secular society or different culture.
- **Islam in the contemporary world:** Explore the challenges faced by Islam in the 21st century such as Islamophobia and religious extremism.
- **Islam and a moral issue:** Explore the issues and arguments surrounding the wearing of the Hijab, Niqab and Burka. Explore the role of women and the practice of arranged marriages. Consider the diverse attitudes within Islam to these issues.

Teaching and Learning Activities

- **The challenges of practising Islam in Britain today:** Use articles from newspapers, images or soap opera storylines to explore an aspect of Islam.
- **The Hijab:** Watch the "Waterloo Road" storyline about the wearing of the Hijab. Discuss, debate, analyse and evaluate the arguments from religion and belief concerning the wearing of the veil. Write an article for a school magazine explaining the arguments for and against. Extend the activity to look at the banning of religious symbols in French schools and its impact on believers.

Suggested Assessment Focus

Pupils should be taught to:

- **Demonstrate knowledge and understanding** of some key Islamic beliefs.
- **Identify and explain** how Muslims put their faith into action.
- **Describe and explain** the key beliefs of Islam represented in the Five Pillars.
- **Make links between key Islamic beliefs and actions and explain the** impact on the lives of believers and the challenges of keeping the Five Pillars in a secular or different culture.
- **Discuss debate, analyse and evaluate** different arguments from religion and belief in respect of the wearing of the Hijab, Niqab or Burka by some Muslim women in the 21st century.
- **Reflect** on personal values and beliefs in response to learning about the values and beliefs of others.
- **Demonstrate religious literacy** in discussion, debate and expression of **reasoned opinions** and views relating to key Islamic beliefs and practices.
- **Use appropriate religious vocabulary** such as Shahadah, Salah, Zakah, Saum, Hajj, Ummah, Quran etc.
- **Explain** what Islamophobia is and explain the reasons for it and the impact on the Islamic community.
- **Explain** the function and importance of the mosque and the home in Muslim life and worship.
- **Respond to the question:** 'Zakat is the most important Pillar of faith.' Evaluate this statement.

Resources

- Storylines in the Soaps: The Masoods in 'East Enders.'
- The Hijab: 'Tonight' with Trevor McDonald/Sharia Khan.
- 'Waterloo Road' - Wearing of the Hijab.
- Holy cribs: The Mosque True Tube.
- Think RE 3 Islamophobia; The hijab.
- Pilgrimage to Mecca with Amir Khan.
- 'A very British Ramadan' - Channel 4 documentary.
- The Hajj - 'The greatest trip on earth.' (Channel 4).

- **Arranged Marriages:** Watch the documentary "My jihad" which explores the role of parents and the practice of arranged marriages in the Islamic faith. Discuss debate and analyse the practice of arranged marriage in Islam.
- **Ramadan:** Explore the lives of Muslim athletes during the Olympic Games who chose to postpone fasting till after the games. Compare and contrast with those who felt it was wrong to do so, even though it might have a negative effect on their performance. Watch the Channel 4 documentary, 'A very British Ramadan' to explore the impact of faith on a person's daily life.
- **Dispel the myth:** Explore labels and stereotypes relating to Islam through the photography work of Islamic photographer Ridwan Adhami. Discuss the consequences of these stereotypes and how people can dispel the myth. Give pupils some headlines that portray the religion of Islam wrongly. Discuss and debate these statements and search out the real truth about Islam.
- **#Not in my name:** Enquire into this campaign by Muslims to combat negative stereotypes relating to Islam. Explore the message that this campaign wants people to understand.
- **Evaluation Question:** 'Islam is always shown in a negative way by the media.' Discuss and evaluate this statement with reference to arguments and teachings from religion and belief.
- **Prayer in Islam:** Design a prayer mat for Islam using geometric designs and symmetry. Explore the rule of not depicting or using images of living things. Use as an introduction to the use of Islamic art as an expression of faith.
- **The Hajj:** Introduce the Hajj. Design and write a postcard from the Hajj, explaining its value. Write a response to a local newspaper whose headline reads, 'Pilgrimage is out of date.' Discuss and evaluate arguments and teachings from religion and belief.
- **Halal and Haram:** Explore the concept of rules and laws, their function and importance. Discuss things that would be acceptable in some communities in the modern world but not in Islam.
- **The role of women:** Using the story of Malala Yousafzai, discuss the diverse attitudes to the role of men and women in the Islamic faith.

What does it mean to be a Hindu?

Unit Objectives

To enquire into what it means to be a Hindu.

1. To gain knowledge and understanding of the beliefs and practices of Hinduism.
2. To gain knowledge and understanding of the impact Hindu beliefs and practices have on a Hindu's daily life.
3. To enquire into the relationship between Hinduism and the culture of India and the challenges the Hindu faith faces in the 21st century.
4. To explore the significance of beliefs about God and reincarnation in the context of Hindu belief and practice.
5. To gain knowledge and understanding of the distinctive features of Hindu worship, their symbolism and meaning.
6. To gain knowledge and understanding of significant features of Hindu life, such as rites of passage, family and festival celebrations.
7. To enquire into a current or moral issue relating to Hinduism



Spiritual, Moral, Social & Cultural

Spiritual: Share thoughts and feelings concerning the caste system.

Moral: Consider the morality of the caste system.

Social: Explore the impact of Hindu belief on a Hindu's daily life.

Cultural: Explore the relationship between Hindu culture and the beliefs and practices of Hinduism.

Suggested Content & Activities

Pupils should be taught about:

- **What makes a person a Hindu?** Enquire into action, beliefs and lifestyle.
- **The main beliefs and practices of Hinduism** and their impact on Hindu daily life.
- **The nature of God:** Brahman, (spirit, ultimate reality and absolute truth). Hindu Gods/deities; the trimurti; the importance of the Murti.
- **Life after death:** Belief in Reincarnation, Karma, Moksha, Atman, Samsara, rebirth and its impact and influence on Hindu life.
- **Sanatana Dharma and ahimsa.**
- **Worship** in the home, shrine, mandir. Features of Hindu worship, puja, meditation etc.
- **Hindu life:** Rites of passage, family life, dress; food etc.
- **Festivals:** Diwali and Holi, their origin and meaning and importance in the Hindu faith.
- **The Caste system:** The Caste system in India and Hindu life and its place in the contemporary world.
- **The life of Gandhi:** His influence on Hinduism.
- **Hinduism and the culture of India:** the relationship between Hindu belief and practice and the culture of India.
- **A current or moral issue related to Hinduism.** The Caste System; arranged marriages; the role of women; the treatment of animals.

Teaching and Learning Activities

- **Beliefs about God:** Ask pupils to share their opinions on whether God exists. Look at the terms, 'Theist', 'Atheist' and 'Agnostic.' Allow pupils to decide which term best sums up their own thoughts and beliefs about God. Conduct a class survey on beliefs about God using these terms and display the results in a graph. In groups, think of arguments for and against the existence of God. Use these arguments to write a conversation between an 'Atheist', 'Theist' and 'Agnostic' discussing the statement, 'God does not exist.'
- **Hindu gods:** Pupils design an image to represent the many aspects of their character. Use these images to explore the Hindu beliefs about God. Explore the concepts of polytheism and monotheism in relation to the concept of God in Hinduism. Discuss with pupils which term best describes the religion of Hinduism and why. Create a diagram explaining the Hindu idea of God.

Suggested Assessment Focus

Pupils should be taught to:

- **Demonstrate knowledge and understanding** of the religious beliefs and practices of Hinduism.
- **Enquire into and explain** the relationship between Hinduism and the culture of India.
- **Explain** the concept of God in Hinduism.
- **Enquire into, ask questions and suggest reasons** in relation to Hindu belief and practice.
- **Give opinions** on beliefs about life after death and the existence of God with reference to religion and belief.
- **Discuss, debate, analyse and evaluate** the Hindu belief in reincarnation with reference to religion and belief.
- **Reflect** on personal thoughts, feelings and beliefs with regard to life after death, the existence of God and equality.
- **Demonstrate religious literacy** in discussion, debate and expression of **reasoned opinions** when referring to key religious teachings, concepts and practices in Hinduism.
- **Explain** the Hindu belief in reincarnation using key religious terminology, such as reincarnation, atman, karma, samsara, moksha, Brahman etc.
- **Use appropriate religious vocabulary in context** such as mandir, murti, meditation, shrine etc.
- **Explain the influence of** Hindu belief and practice on the lives of individuals, communities, and society, for example the Caste system.
- **Demonstrate a real depth of insight and understanding** of what it means to be a Hindu and enquire into one of the challenges faced by Hinduism in the 21st century.
- **Respond to the question:** 'You cannot be a true Hindu without adopting the culture of India.' Discuss this statement.

Resources

- 'Strange but true' TV Series - Reincarnation
- Story of James Leininger - You Tube
- The Mandir. - 'Holy Cribs' True Tube
- Hindu kids.org website
- Hindu gods BBC Class Clips
<http://www.bbc.co.uk/education/clips/zt734wx>
- Sacred rivers: Simon Reeves The Ganges

- **Reincarnation:** What is an out of body experience? Does an out of body experience prove there is life after death? Ask pupils what they believe about life after death and allow them the opportunity to share their ideas. Explore different beliefs about life after death in religious traditions. Introduce the concept of reincarnation by looking at past life experiences such as the story of James Leininger. Discuss and debate with pupils whether the story is proof of reincarnation. Discuss and evaluate the statement, 'There is no truth in reincarnation.'
- **MOKSHA:** Play the Hindu game Moksha and explore the concept of Reincarnation. Introduce key terminology relating to reincarnation such as Karma. Play the song, 'Karma Chameleon' and explore the belief that your karma will influence your rebirth. Using religious terminology get the pupils to explain the concept of Reincarnation.
- **The Caste system:** Discuss with pupils their career aspirations. Explain the caste system and its influence on Hindu life and worship. Give pupils a list of jobs and get them to decide which caste they belong to. Explain the restrictions of the caste system and why it is illegal in India. Discuss the statement, 'The caste system promotes inequality.'
- **Hindu Mandir:** Take a virtual tour around a mandir using 'Holy Cribs' or visit a Mandir and research how Hindus worship. Compare and contrast with Hindu worship in the home. Explore the symbolism and importance of different aspects of Hindu worship. Create and make a Hindu Shrine which contains all the key elements of worship and explain them. Discuss the statement, 'The home is more important than the mandir in Hindu worship.'
- **Arranged marriages:** Ask pupils what they would look for in a perfect boyfriend/girlfriend. Would they let their parents pick who they date? Complete the quiz, 'Are you the marrying kind?' Look at some adverts for brides and grooms in a Hindu newspaper. What qualities are they expecting? What might be the advantages and disadvantages of arranged marriages? Explore the symbolism and customs of a Hindu wedding ceremony.
- **Animal Rights:** Look at an image of a sacred cow in India and explore the Hindu perspective on animal rights and the concept of ahimsa. Consider the Hindu practise of vegetarianism and the links with reincarnation.

What does it mean to be a Buddhist?

Unit Objectives

To enquire what it means to be a Buddhist:

1. To gain knowledge and understanding of the beliefs and practices of Buddhism and the diversity of practice within the Buddhist faith.
2. To gain knowledge and understanding of the impact Buddhist beliefs have on a Buddhist's daily life.
3. To describe and explain the life of the Buddha and the origins of the Buddhist faith.
4. To explore the significance of the Four Noble Truths and the Eightfold Path in the context of Buddhist belief and practice.
5. To gain knowledge and understanding of the five precepts and be able to explain their influence on moral decisions.
6. To gain knowledge and understanding of the distinctive features of Buddhist worship and symbolism.
7. To enquire into a current or moral issue relating to Buddhism.



Spiritual, Moral, Social & Cultural

Spiritual: Reflect on greed and selfishness and its consequences.

Moral: Apply the five moral precepts of Buddhism to a current moral issue.

Social: Explore the impact of Buddhist belief and practice and how it impacts on daily life.

Cultural: Explore diversity within the Buddhist faith.

Suggested Content & Activities

Pupils should be taught about:

- **The Buddha:** Explore the origins of Buddhism. Siddhartha Gautama's early life; the Four Sights; and his journey to Enlightenment. The Buddha and the origins of Buddhism. Explore the concept of 'enlightenment.'
- **Beliefs and practices of Buddhism:** Explore the beliefs and practices and their impact on Buddhist daily life.
- **Suffering:** Explore the concept of suffering and the ultimate question, 'Why do people suffer?' Explore the Buddhist concept of dukkha, with reference to the four sights and the Four Noble truths.
- **The Four Noble truths and the Eightfold Path:** Discuss the influence of these beliefs in the life of a Buddhist.
- **Buddhist teaching about the individual and the soul:** Enquire into the analogy of the flame; the five components of body, feeling, perception, will and consciousness.
- **Rebirth:** explore the beliefs about rebirth, karma, samsara, moksha, nirvana
- **The five moral precepts:** Look at how they would influence a person's moral decisions.
- **Worship:** Explore the use of meditation, chanting, prayer wheels, prayer flags, mantras and puja in worship.
- **Buddhist Temples and shrines:** Discuss their importance and function in Buddhist devotional ritual.
- **The Sangha:** Explore the role of the Buddhist Sangha in Buddhist life and worship.
- **Symbols:** Buddha images, mudras, mandalas, dharma chakra, lotus flower, flame, vajra
- **Diversity within Buddhism:** Compare and contrast the lives of Buddhist monks and the laity; Explore the diverse nature of Theravada and Mahayana (including Zen) Buddhism
- **A current or moral issue:** Discuss and debate a current moral issue related to Buddhism.

Teaching and Learning Activities

- **The Five Moral Precepts:** Pupils to consider when they have been greedy or selfish during the

Suggested Assessment Focus

Pupils should be taught to:

- **Demonstrate knowledge and understanding** of the religious beliefs and practices of Buddhism and explain some examples of diversity within the Buddhist faith.
- **Identify and explain** the five moral precepts and apply them to a current moral issue.
- **Enquire into, ask questions and suggest reasons** in relation to Buddhist belief and practice.
- **Give opinions** on why there is suffering in the world.
- **Discuss, debate, analyse and evaluate** the Buddhist beliefs in the Four Noble Truths and Eightfold Path as an explanation for suffering in the world.
- **Reflect** on personal thoughts, feelings and beliefs with regard suffering and materialism in society.
- **Demonstrate religious literacy** in discussion, debate and expression of **reasoned opinions** when referring to key religious teachings, concepts and practices in Buddhism.
- **Explain** some of the key concepts and teachings of the Buddhist faith.
- **Explain the influence of** Buddhist belief and practice on the lives of individuals, communities, and society.
- **Use appropriate religious vocabulary in context** such as Buddhist, Buddhism, meditation, puja, mantras etc.
- **Demonstrate a real depth of insight and understanding** of what it means to be a Buddhist and explain one of the challenges faced by Buddhism in the 21st century.
- **Respond to the question:** 'Buddhism has the answer to why people suffer.' Discuss this statement.

Resources

- Wigan Resources
- RSrevision
- The Simpsons - Lisa becomes a Buddhist.
- Think RE Books by Heinemann
- The Manchester Buddhist Centre

year and the consequences. How did they feel and relate this to the teachings of Buddhism? Explain the 5 moral precepts and describe a situation where they would help guide someone, for example, what do you do about the bee in the classroom? Apply the 5 moral precepts of Buddhism to modern day moral issues.

- **Materialism and Buddhism:** Pupils make a wish list of things they would like to own or have in the future. They could select items from a catalogue to make up their wish list. Would these things make them happy? Look at the Buddhist teaching that you should be content with what you have and not desire material possessions. Discuss and debate. Watch a clip from Hoarders or play the song 'All about the money' by Jesse J. Give pupils a balloon on which they can write something they are attached to that would be hard to give up. Let the balloons go so pupils can experience giving up something. How do they feel? Pupils share their reflections on this activity.
- **Meditation:** Complete a meditation exercise in class with the pupils and allow them to explore the purpose and value of meditation in Buddhism.
- **Tibetan Buddhist Prayer flag:** Explore the concept of prayer in Buddhism. Pupils could create their own prayer flag, using mantras as their inspiration. Select and explain symbolic colours and images used in their design.
- **Organise a Buddhist retreat** or visit a Buddhist Temple.
- **Why do people suffer?** Look at examples of suffering and consider possible answers to the question, 'Why do people suffer?' Discuss and evaluate possible answers from religion and belief. Explore the Buddhist belief in the four noble truths and eightfold path in relation to the problem of suffering. Discuss whether Buddhism has the answer to why there is suffering in the world today.
- **Lotus flower:** Follow origami clips (Cleo net) to make a lotus flower. Use to create a display of the Four Noble Truths.
- **The Buddha:** Explore the story of Siddhartha Gautama's early life and the four sights. Show modern day pictures that reflect the four sights and allow pupils to ask questions about these four sights.

What does it mean to be a Sikh?

Unit Objectives

To enquire into what it means to be a Sikh.

1. To enable pupils to gain knowledge and understanding of the beliefs and practices of the Sikh religion.
2. To gain knowledge and understanding of the five K's and their importance and influence in Sikh life.
3. To explain the life of Guru Nanak and the origins of the Sikh faith.
4. To explore the concepts of sharing and service in the context of Sikh belief and practice.
5. To enable pupils to gain knowledge and understanding of the Khalsa and its origins.
6. To enable pupils to gain knowledge and understanding of the distinctive features of Sikh worship and rites of passage.
7. To enquire into the challenges faced by the Sikh faith in the 21st Century.
8. To enquire into a current moral issue relating to Sikhism.



Spiritual, Moral, Social & Cultural

Spiritual: Reflect on the spiritual value in Sikhism of wearing the five K's.

Moral: Enquire into the conflict between religious and secular laws.

Social: Enquire into the function and importance of the Langar in the Sikh community.

Cultural: Reflect on the challenges faced by religious communities, practising their faith in a different culture/secular society.

Suggested Content & Activities

Pupils should be taught about:

- **Guru Nanak:** Explore the origins of Sikhism and the life of Guru Nanak.
- **Beliefs and practices:** Explore the beliefs of Sikhism and how they impact on a Sikh's daily life.
- **The Khalsa:** Guru Gobind Singh and the origins of the Khalsa. Khalsa Sikhs, amrit and initiation
- **The Five K's:** Look at their importance and influence in the Sikh faith.
- **Rites of passage:** Enquire into the main ceremonies and rituals that mark significant milestones in the life of a Sikh.
- **The Langar:** Explore the Sikh concepts of Vandchakna (sharing), sewa (service) and Kirat Karna (honest work).
- **Worship:** Explore the role of the Guru Granth Sahib, the Mool Mantar and Gurdwara in Sikh life and worship.
- **Beliefs:** Explore the Sikh belief in one God, Waheguru (Nam japna). Enquire into Sikh beliefs about life after death. Explore the concept of reincarnation and mukti.
- **Sangat:** Explore the concept of an ideal society.
- **The challenges:** Explore the challenges faced by Sikhism in the 21st century.
- **A current or moral issue:** Explore the issues and arguments surrounding the wearing of the kirpan; arranged marriages; the five K's and clashes with authority; religious duty and the law.

Teaching and Learning Activities

- **The Golden Temple:** Watch 'Himalaya' by Michael Palin, which explores the Golden Temple of Amritsar and the langar. Explore the importance of the Golden Temple in the Sikh faith. Ask pupils to design a postcard from a recent visit explaining what you experienced at the Temple. Evaluate the emphasis on the relationship with God in the Sikh faith and not outward expressions of religious commitment.
- **Bend it like Beckham:** Use the film as a stimulus to explore Sikh family values and expectations.

Suggested Assessment Focus

Pupils should be taught to:

- **Demonstrate knowledge and understanding** of the religious beliefs and practices of Sikhism.
- **To identify and explain** diversity within the Sikh community and the reasons for it.
- **Identify and explain** the five K's and their symbolism and meaning in the Sikh faith.
- **Enquire into, ask questions and suggest reasons** in relation to Sikh belief and practice.
- **Discuss, debate, analyse and evaluate** the Sikh belief that outward symbols of religion are not as important as your relationship with God.
- **Discuss, debate, analyse and evaluate** a current or moral issue related to Sikhism making reference to religion and belief.
- **Reflect** on personal thoughts, feelings with regard to Sikh values of caring, sharing and honest work.
- **Demonstrate Religious literacy** in discussion, debate and expression of **reasoned opinions** when referring to key religious teachings, concepts and practices in Sikhism.
- **Explain** some of the key concepts and teachings of Sikhism and their influence on Sikh life.
- **Explain** the influence of the Guru Granth Sahib as a source of authority within Sikhism.
- **Use appropriate religious vocabulary in context** such as Kesh, Kara, Kangha, Kirpan, Kachera, Langar etc.
- **Demonstrate a real depth of insight and understanding** of what it means to be a Sikh and explain some of the challenges faced by Sikhism in the 21st century.
- **Respond to the question: 'All Sikhs are equal.'** Discuss and evaluate this statement.

Resources

- Wigan Resources
- TES
- Film - 'Bend it like Beckham'
- Documentary on Sikhism and arranged marriages.
- Video - freedom of food
<http://youtu.be/3izKLMZeSB8>
- <https://www.youtube.com/watch?v=bFMj5aoZzTw>

The film explores the challenges faced practising the Sikh faith in a secular society.

- **Sikh's in Britain:** Look at a picture of a Sikh not wearing a crash helmet in the UK. Pupils respond to the image and use it as a focus of debate as to whether religious beliefs and traditions should transcend the law. Explore the idea of personal conviction and the law and the importance of authority.
- **The Langar:** Visit a Sikh gurdwara and experience the hospitality of the langar. Explore the religious beliefs and concepts behind the langar. Watch a video of the langar in action at the Golden Temple. Create your own langar experience in school and reach out to the local community. Extend your learning by exploring the concept of equality and charity in relation to the Sikh faith.
- **Sewa:** Explore what it means to be socially responsible. What makes a good citizen? Explain the concept of Sewa in Sikhism. Consider how Sikhs put this belief into practice in the community and in the modern world.
- **Court Case:** Acting as a jury, play out the case brought by Sarika Watkins Singh for the right to wear the Kara in school because it is a religious symbol of her faith, not just a piece of jewellery. Discuss debate, analyse and evaluate the arguments from religion and belief and deliver your verdict.

How do people and communities live together?

Unit Objectives

To enquire into how people and communities can live together.

1. To demonstrate knowledge and understanding of different types of prejudice and discrimination and their implications for the individual, community and society.
2. To explain ways in which prejudice and discrimination can be overcome and people and communities can live together.
3. To enquire into the work of famous individuals who have fought against prejudice and discrimination.
4. To demonstrate knowledge and understanding of key concepts such as reconciliation, forgiveness, equality and the sanctity of life in enabling people and communities to live together.
5. To demonstrate knowledge and understanding of teachings from Christianity and other religious traditions with regard to prejudice and discrimination.



Spiritual, Moral, Social & Cultural

Spiritual: Reflect on issue of prejudice and discrimination through music, poetry and art.

Moral: Explore the moral response to prejudice and discrimination.

Social: Enquire into how people and communities can overcome prejudice and work together.

Cultural: Explore the impact of prejudice and discrimination in different cultures and religious traditions.

Suggested Content & Activities

Pupils should be taught about:

- **Prejudice:** Explore the meaning of prejudice, discrimination and stereotyping.
- **Types of prejudice:** Identify types of prejudice that exist in society explore their impact and legacy. (Religious, Racial, Colour, Sexism, Disability, Ageism, Islamophobia, Anti-Semitism and Homophobia).
- **Reasons for Prejudice:** Why are people prejudiced? What impact does prejudice have on others?
- **Examples of discrimination:** Research specific examples of prejudice and discrimination such as the Holocaust, colour prejudice, the caste system, apartheid and racism in football. Explore the impact of discrimination on the lives of individuals and its legacy for society.
- **The life and work of famous people** who have tried to overcome prejudice and discrimination and the beliefs and teachings that have inspired them. Martin Luther King, Mahatma Gandhi etc.
- **Overcoming Prejudice:** Research ways in which prejudice can be overcome and communities can live together in peace and harmony. Explore the impact of Interfaith dialogue, Corrymeela, the Children of Abraham project, Non-violent protests, Campaigns; Memorials and Days of Remembrance.
- **Religion and belief:** To learn about Christian beliefs, the beliefs of other religious traditions and non-religious views concerning prejudice, discrimination, equality and the sanctity of human life.
- **Key concepts:** To explore key concepts relating to prejudice and discrimination such as the sanctity of life, reconciliation, forgiveness, equality etc.
- **The influence of religion:** Does it prevent or cause prejudice and discrimination?

Teaching and Learning Activities

- **The Punk and the Kit Kat:** Read the story 'The Punk and the Kit Kat' and discuss with pupils what it teaches about prejudice.
- **Plan a coffee morning:** Invite older people from the community into school and use the opportunity for the young to appreciate the older generation and vice versa. Explore the prejudice of Ageism and how it can be overcome. Show some pictures of the elderly and allow pupils to share their thoughts and feelings about them.

Suggested Assessment Focus

Pupils should be taught to:

- **Demonstrate knowledge and understanding** of different types of prejudice and discrimination.
 - **Explain** the reasons for prejudice and discrimination.
 - **Demonstrate knowledge and understanding of and be able to explain** religious beliefs from Christianity and other religious and non-religious traditions with regard to prejudice and discrimination and how we should treat others. Look at and reflect upon specific religious teachings.
 - **Explain** the meaning of prejudice, discrimination and stereotyping.
 - **Enquire into, ask questions and suggest reasons** in relation to prejudice and discrimination and how communities can live together in harmony.
 - **Describe and explain** the work and ministry of Martin Luther King in his fight against prejudice.
 - **Explain ways** in which prejudice and discrimination can be overcome.
 - **Discuss debate, analyse and evaluate** the influence of religion and belief with regard to prejudice and discrimination and how we should treat others.
 - **Reflect** on their own values and beliefs in showing respect and consideration for others.
 - **Demonstrate religious literacy** in discussion, debate and expression of **reasoned opinions** when referring to key religious teachings, concepts and arguments.
- Use appropriate religious vocabulary in context** such as sanctity of life, forgiveness, reconciliation, equality, interfaith dialogue etc.
- **Respond to the statement:** 'Religion cannot stop prejudice.' Discuss and evaluate this statement with reference to religion and belief.

Resources

- Song: 'Dr. King', by Mason Jennings.
- Song: 'It don't matter if you're black or white' by Michael Jackson
- 'Hairspray': A musical about segregation in America.
- 'Billy Elliot': "Boys don't do ballet."
- 'Escape from Sobibor' - A film about the Holocaust.
- 'Show Racism the Red Card.' A charity fighting racism.
- 'Colour Blind.' - A film based on the life of Anthony Walker.

- **"I have a dream"**: Play the song 'Heal the world' by Michael Jackson. Discuss with pupils some of the issues the world faces and how they can be overcome. Explore Martin Luther King's speech, "I have a dream" and determine what his dream was. Pupils write their own "I have a dream" speech sharing dreams and aspirations for themselves and the world in which they live.
- **The Holocaust:** Plan an assembly for Holocaust Memorial Day. Pick a suitable piece of music and put some PowerPoint slides with it. Write some poems or prayers which share the pupils' thoughts and feelings on prejudice and how it might be overcome. Reflect and look at art work and images of the Holocaust. Connect with the Holocaust by creating a piece of art work that reflects the symbols associated with the Holocaust or write a poem on your thoughts and feelings about the Holocaust. Design a memorial to the victims of the Holocaust.
- **Interfaith Dialogue:** Research into the work of the Children of Abraham project. Write a conversation between a Muslim and a Jew outlining their differences and how they might be overcome.
- **Design a campaign to stop prejudice and discrimination:** Include religious principles and ideas in your campaign. Produce posters and banners. Organise a non-violent protest, like the bus boycott.
- **Music:** Explore through music and movies key messages about overcoming prejudice and discrimination. Play the song, 'Ebony and Ivory' by Stevie Wonder and Paul McCartney or 'Where is the love?' by the Black Eyed Peas. Discuss with pupils the lyrics of these songs. Pupils could write their own song or rap about stopping prejudice and discrimination. Watch clips from the film, '**Billy Elliot**,' discuss with pupils the prejudice Billy faces, when he wants to do ballet.
- **Movies:** Watch 'Hairspray' the musical which explores segregation in America in the 1960's.
- **Religious Teachings:** Give the pupils a number of quotations about prejudice and discrimination and allow them in groups to explain what they mean and what message they are trying to convey.

How is religion expressed in the Arts?

Unit Objectives

To enquire into how religion can be expressed through the Arts.

1. To demonstrate knowledge and understanding of the place and function of the Arts in religious worship.
2. To identify and explain how the Arts can express religious belief.
3. To demonstrate knowledge and understanding of the work of religious artists.
4. To enable pupils to have the opportunity to express their own spirituality through art.
5. To enquire into artists' impressions of Jesus used in religion and evaluate whether it is acceptable to use images in worship.
6. To enquire into the acceptability of some forms of religious expression in religious worship.
7. To enquire into the cultural influences on religious art and its use.



Spiritual, Moral, Social & Cultural

Spiritual: Explore and express personal spirituality and creativity through art.

Moral: Explore the rights and wrongs of using images in worship.

Social: Enquire into the place and function of art in religious worship.

Cultural: Explore the cultural influences on religious art.

Suggested Content & Activities

Pupils should be taught about:

- **Artistic Expression in religion:** Explore how Art such as painting, sculpture, music, stained glass, calligraphy, mosaics, deity images, dance, poetry, story and design can be used to express religious faith.
- **Religious artists:** Explore how religious artists' have used art to express their religious faith and spirituality.
- **Artists' impressions of Jesus:** Explore the use of stained glass windows, statues, icons. Look at images of Christ in different cultures. What did Jesus look like? Discuss the commandment 'Do not make for yourself graven images' and explore how this is reflected in Christian worship today. Consider other religious traditions and their representations of their religious leaders and God.
- **Music:** Explore the symbolism and function of music as an expression of spirituality.
- **Spiritual expression and the Arts:** Express religious and spiritual beliefs through the Arts. Produce a piece of art work or poetry to express personal spirituality or thoughts and feelings on a theme in the NATRE, 'Spirited Arts' competition.

Teaching and Learning Activities

- **Quotations from the Bible:** Illustrate some quotations from the Bible. Look at famous illustrations of Bible stories for inspiration.
- **Music:** Reflect on the importance of music in Christian worship. Watch 'Songs of praise' and look at the traditional hymns sung in worship. Look at some famous hymn writers and how they wrote hymns as an expression of their faith. Reflect on some famous hymns such as 'Abide with me' and explore their religious messages.
- **Compare and contrast** traditional church music with modern Christian music. Look at the work of some Christian pop groups getting across the Christian message in their songs. Also explore the work of modern recording artists who incorporate references to religious beliefs in their songs. Write a rap about Christians and what they believe.
- **Stained Glass Windows:** Look at the use of stained glass windows as an expression of faith. What was its function? Is it an effective way to express faith? Does the use of stained glass break one of the 10 commandments? Pupils' could design

Suggested Assessment Focus

Pupils should be taught to:

- **Demonstrate knowledge and understanding** of how art is used as an expression of faith in a variety of religious traditions.
- **Explain** the reason why some people choose to express their faith through art.
- **Discuss, debate, analyse and evaluate** the commandment 'Do not make for yourself graven images' with reference to the use of art in religious places of worship.
- **Discuss debate, analyse and evaluate** the acceptability of some forms of religious expression in worship with reference to religion and belief.
- **Reflect**
- **Respond to the statement:** 'Art can't express faith' Do you agree? Give reasons for and against the statement making reference to religion and belief in your answer.



Resources

- Wiltshire Resources
- Wigan Resources
- Holocaust Art by David OLere and Alfred Gluck.
- 'Hello God' - Dolly Parton
- The Message Trust - Christian pop band 'Twelve 24'
- NATRE music website
- Catherine Stephenson - A religious artist.
<http://request.org.uk/life/art-and-the-christian-faith-catherine-stephenson/>

their own stained glass window as an expression of their own spirituality or to reflect an important religious teaching. Allow pupils the opportunity to make a small stained glass window using cellophane to bring their design to life.

- **Produce a piece of Art work** based on a theme suggested by the NATRE 'Spirited Arts' competition give pupils the opportunity to express their own spirituality through Art. Pupils can give their Art work a title and write an explanation for their piece. Create an Art gallery in the classroom to display their work.
- **Write a poem:** Engage pupils with a theme from the NATRE 'Spirited Poetry' Competition. Allow pupils' the opportunity to express their innermost thoughts and feelings on an issue such as 'Where is God?' Alternatively explore a theme like 'forgiveness.' Enter the poem for the 'Spirited Poetry' competition. Look at the religious poetry of Helen Steiner Rice for inspiration. Read the poem, 'Footsteps in the sand' and discuss what key religious messages are incorporated in it.
- **Holocaust Art:** Create a mood board of images connected with the Holocaust and annotate them, explaining the key words and ideas they express. Study the Holocaust Art of David OLere and Alfred Gluck, two survivors of the Holocaust. Select images and symbols of the Holocaust and produce a collage or painting representing a personal response to the events of the Holocaust. Study sculptures and memorials to the victims of the Holocaust. Pupils' can design or make their own memorial to the Holocaust.
- **Evaluation Question:** 'Art can't express faith'. Evaluate this statement with reference to arguments and teachings from religion and belief.
- **Design a graffiti wall** for a religious faith incorporating key religious teachings and images that would enable someone to understand clearly what that religion was all about.
- **Art in Islam:** In Islam explore the use of calligraphy and Art as an expression of faith.
- **The cultural influence of the Arts:**
In Hinduism explore the use of colour, dance and design in religious worship and in daily life. Explore the use of Mehendi designs for celebrations. Design a Sari reflecting the fashion, culture and religious traditions of India.
- **Dance:** Explore the use of dance in religious worship.

How do people respond to Ultimate Questions?

Unit Objectives

To enquire into a variety of ultimate questions.

1. To demonstrate knowledge and understanding of key arguments and issues surrounding ultimate questions with reference to religion and belief.
2. To identify and explain the nature of an ultimate question and give examples.
3. To enquire into, ask questions, suggest reasons and share views with regard to ultimate questions.
4. To demonstrate knowledge and understanding of key concepts from religion and belief that can be applied to ultimate questions.
5. To enable pupils to analyse and evaluate the arguments from religion and belief that relate to ultimate questions.
6. To formulate reasoned opinions and personal responses to ultimate questions.
7. To be able to explain the responses from religion and belief with regard to ultimate questions and their influence on individuals, communities, society and the law.



Spiritual, Moral, Social & Cultural

Spiritual: Give opinions and share beliefs and responses to ultimate questions.

Moral: Evaluate the responses to ultimate questions from religion and belief.

Social: Explore how different faith communities respond to ultimate questions.

Cultural: Consider the influence of religious traditions and culture when exploring answers to ultimate questions.

Suggested Content & Activities

Pupils should be taught about:

- **Ultimate questions:** What is an ultimate question? Determine the characteristics of an ultimate question. Enquire into, discuss debate, analyse and evaluate the arguments and issues surrounding two ultimate questions from religion and belief.
- **Does God exist?** Explore the cosmological, design and ontological arguments in relation to the question. Enquire into the views of a Theist, Atheist and Agnostic.
- **Is there life after death?** Explore the arguments for and against life after death with reference to religion and belief.
- **Do humans have a soul?** What is the soul? Explore the influence belief in the soul has on religious belief and practice. Research beliefs about the soul in different religious and non-religious traditions.
- **How did the world begin?** Explore the creation stories and scientific theories which explain the origins of the universe.
- **What is the meaning of life?** Why are we here? What is our purpose?
- **Why do people suffer?** What is suffering? The possible reasons and arguments for suffering with reference to religion and belief.
- **Explore key concepts** from religion and belief relating to ultimate questions such as creation, design, chance, atheism, theism, agnosticism, freewill, original sin etc.

Teaching and Learning Activities

- **Introduction to Ultimate Questions:** Play the song, 'There are more questions than answers.' Ask pupils to think of some questions they wish to know the answers to. Determine which questions they can and can't answer. Discuss the characteristics of an ultimate question. Give pupils a variety of questions and get them to identify the ultimate questions and discuss possible answers.
- **Evaluation question:** Discuss and debate the statement, '**God does not exist.**' Evaluate this statement with reference to arguments from religion and belief.
- **Write a Conversation** between an atheist, agnostic and a theist arguing over the existence of God. Include as many key religious and secular arguments and in groups act out the conversation.
- **The Existence of God:** Listen to Louis

Suggested Assessment Focus

Pupils should be taught to:

- **Demonstrate knowledge and understanding** of religion and belief and the arguments and issues relating to at least two ultimate questions.
- **Demonstrate knowledge and understanding** of religious beliefs from Christianity and one other religious tradition.
- **Identify and explain** what an ultimate question is and give examples.
- **Enquire into, ask questions and suggest** reasons in relation to ultimate questions.
- **Discuss debate, analyse and evaluate** the responses to ultimate questions, from religion and belief.
- **Give opinions** in respect of an ultimate question and support them with detailed arguments and reasons from religion and belief.
- **Reflect** on personal thoughts, feelings and beliefs with regard to ultimate questions, sharing them with others.
- **Demonstrate religious literacy** in discussion, debate and expression of **reasoned opinions** referring to key religious beliefs, concepts and arguments with regard to ultimate questions.
- **Use appropriate religious vocabulary** with accuracy and in context, such as atheist, agnostic, theist.
- **Explain** some of the key concepts used in debates and discussions on ultimate questions, such as creation, freewill etc.
- **Explain** the responses from religion and belief to ultimate questions and their influence on the lives of individuals, communities, society and the law.
- **Demonstrate the application** and use of religious concepts, theories and arguments from religion and belief on ultimate questions.
- **Respond to the question:** 'God created the world.' Do you agree? Give reasons for your answer.

Resources

- The Simpsons episode - 'Bart sells his soul.'
- Wigan Resources
- The film, 'Creation' - The Story of Charles Darwin
- Think RE Books
- The story of Job animation. (YouTube).
- Wiltshire resources KS3 scheme, module 7, Science and religion on the origins of the universe.
- 'The Watchmaker' animation (Kids4truth.org.)

Armstrong's song 'What a wonderful world' or 'There is a God' by Lee Ann Womack. Use these songs as an introduction to the design argument or to discuss evidence of God's existence. Give the pupils some watch parts and ask them to put the watch back together. Why can't they do it? Discuss the concept of a creator and designer for the world. Play the 'The watchmaker' animation on Kids4truth.com. Discuss with pupils William Paley's theory of design. Create a collage of design in the natural world and attach to it an explanation of William Paley's argument.

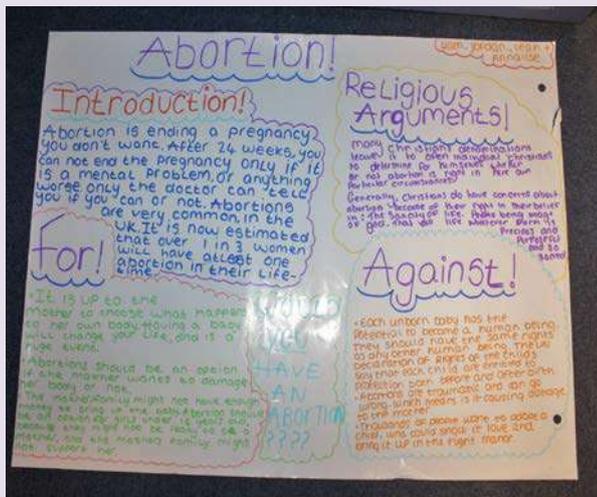
- **Out of body experiences:** Are they proof that there is a life after death? Look at accounts of 'Out of body experiences' and explore the idea of a life after death. Research different beliefs about life after death from religion and belief.
- **Suffering:** Explore the question 'Why do people suffer?' Watch the animation on Youtube which tells the story of Job. Read the poem, 'Footprints' and discuss the messages about suffering contained within it. Make links with the creation stories and the concepts of freewill and original sin. Explore the Buddhist views on suffering and how it can be overcome. Research and explore how religions help people cope with suffering.
- **How did the world begin?** Consider religious teachings and scientific theories on how the world began. Look at literalist and non-literalist interpretations of the Creation stories. Watch the Simpsons clip 'The monkey suit' which explores the teaching of creationism in school. Research into the Scopes trial and explore the arguments between science and religion about how the world began. Pupils can create a poster showing how they understand the relationship between Science and religion.
- **The Soul:** Discuss the concept of the soul. Explore teachings about the soul from religion and belief. Watch the Simpsons clip 'Bart sells his soul' and explore the beliefs about the soul reflected in it. Explore how belief in the soul influences our treatment of animals.
- **The purpose of life:** Play the song Monty Python's 'the meaning of life' or 'the answer to life, the universe and everything' from Hitchhikers guide to the galaxy. Use as a stimulus to discuss the question, 'Why are we here?'

How do people respond to Moral Issues?

Unit Objectives

To enquire into a variety of Moral Issues.

1. To demonstrate knowledge and understanding of key arguments surrounding moral issues with reference to religion and belief.
2. To identify and explain the nature of a moral issue.
3. To enquire into, ask questions and suggest reasons with regard to moral issues.
4. To be able to explain what things influence someone's ability to make a moral decision?
5. To enable pupils to analyse and evaluate the arguments from religion and belief that relate to moral issues.
6. To formulate their own reasoned opinion and personal response to a moral issue.
7. To explain the consequences and influence of moral decisions on individuals, communities, society and the law.
8. To demonstrate knowledge and understanding of key concepts from religion and belief that can be applied to moral issues.



Spiritual, Moral, Social & Cultural

Spiritual: Reflect on and share their own views and response to a variety of moral issues.

Moral: Discuss and determine what a moral issue is.

Social: Explore how decisions concerning moral issues affect individuals, families and communities.

Cultural: Consider the influence of culture, religion and belief on moral decisions.

Suggested Content & Activities

Pupils should be taught about:

- **Moral Issues:** What is a moral issue and why?
- **Animal Rights:** Explore the uses of animals in society today and discuss what is acceptable and unacceptable. Explore the views on animal rights with reference to religion and belief. Explore the morality of using animals in medical and cosmetic testing.
- **War:** Discuss the question, 'Is it ever right to fight?' Explore the morality of using violence to solve disputes. Explore the concept of pacifism, conscience and the 'just war' theory.
- **Capital Punishment:** Discuss the morality of taking a life as a punishment for a crime. Explore the arguments from religion and belief.
- **Euthanasia:** Explore the issues surrounding Euthanasia. Explore the arguments surrounding the legalisation of Euthanasia considering religious and secular viewpoints.
- **Abortion:** Explore the issues and arguments surrounding abortion. Enquire into the legal position on abortion in the UK. Explore the rights of individuals and the unborn child in the abortion debate. Enquire into religious and secular views on the issue.
- **Morality in Sport:** Discuss the use of performance enhancing drugs in sport, the issue of cheating and discuss possible solutions.
- **Poverty:** Explore the distribution of wealth in society and its impact in the lives of individuals and communities. Explore the issue of poverty and the work of organisations addressing this issue.
- **Moral decisions:** Discuss how people make moral decisions and what influences them. Explore the influence of sources of authority, religious teachings, beliefs, conscience, the law, family and culture.
- **Key concepts:** Explore key concepts from religion and belief relating to moral issues such as the sanctity of life, pacifism, ahimsa, dominion, stewardship, quality of life, playing God etc.

Teaching and Learning Activities

- **'Is it ever right to tell a lie?'** Discuss the question. Watch a clip from the film, 'Liar, Liar.' Discuss with pupils the implications of telling lies. Link with the Commandment, 'Thou shall not bear false witness.' Look at the implications of telling lies in court.

Suggested Assessment Focus

Pupils should be taught to:

- **Demonstrate knowledge and understanding** of religion and belief and the arguments and issues relating to two moral issues.
- **Demonstrate knowledge and understanding** of religious beliefs from Christianity and other religious traditions.
- **Identify and explain** what a moral issue is.
- **Enquire into, ask questions and suggest reasons** in relation to moral issues.
- **Discuss debate, analyse and evaluate** the arguments for and against a moral issue, including religious and non-religious arguments.
- **Explain** what influences people when making moral decisions.
- **Give opinions** relating to moral issues and support them with detailed arguments and reasons.
- **Reflect** on personal thoughts, feelings and beliefs with regard to moral issues sharing them with others.
- **Demonstrate religious literacy** in discussion, debate and expression of **reasoned opinions** when referring to key religious ideas, concepts and arguments used in the moral issue debate.
- **Use appropriate religious vocabulary in context** such as the sanctity of life, dominion, stewardship, pacifism etc.
- **Explain** some of the key concepts from religion and belief used in debates and discussions on moral issues.
- **Explain** the influence of religion and belief with regard to making moral decisions and the impact of these on the lives of individuals, communities, society and the law.
- **Demonstrate application** and use of religious and non-religious concepts, theories and arguments.

Resources

- The film 'Liar, Liar.' - 'Is it ever right to tell a lie?'
- 'Death Row America' - A documentary by Trevor McDonald.
- The film 'Dr. Dolittle' - How humans are different and the same as animals.
- Wigan resources.
- 'EastEnders' TV Series - Euthanasia 'Dot and Ethel'
- Wiltshire KS3 Scheme: Good and bad, right and wrong. How do I decide?

Discuss and debate whether it is ever right to tell lies.

- **The Jeremy Kyle Experience:** Create a talk show role play in the classroom and discuss and debate a moral issue.
- **Create a problem page** for a magazine giving religious advice on moral dilemmas.
- **Organise a protest**, get pupils to **design posters** containing key arguments for and against abortion such as pro-choice and pro-life posters which would illustrate contrasting views in the abortion debate.
- **Use soap opera storylines** as a stimulus for discussion of moral issues such as the Euthanasia scene featuring Dot and Ethel in 'EastEnders.'
- **Moral Issues:** Discuss in groups a variety of scenarios and decide the right or wrong action to take in that situation. Explore the influences on the decisions people make. Consider the role of conscience. Play a song from Pinocchio, 'Always let your conscience be your guide.' Explore other influences on people when making moral decisions.
- **Abortion:** Look at the development of a baby in the womb using models of a developing foetus. Discuss the question, 'when does life begin?' Draw a timeline of the development of a baby. Label it with key information. Mark on it when life begins and give reasons why. Explore the importance of this question when discussing arguments for and against abortion. Discuss and debate the statement, 'Abortion is murder.'
- **Evaluation question:** 'Capital Punishment is wrong.' Evaluate this statement explaining a variety of arguments and views from religion and belief.
- **Conversation:** Write a conversation between two people arguing over a moral issue. Include key religious and secular arguments. Perform your conversations in front of your peers.
- **Organise a parliamentary style debate** on whether Euthanasia should be made legal. Explore a variety of arguments for and against from religion and belief. Link with the Hippocratic Oath and consider and discuss the dilemma doctors' face if Euthanasia becomes legal.
- **Stewardship:** Explore the concept of stewardship and its influence in the lives of believers. Pupils imagine God is coming to inspect the world and their stewardship of it. Produce an OFGOD report determining the strengths and weaknesses of a believer's duty to look after the world for God.

End of Key Stage 3

A Religious Studies pupil at the end of Key Stage 3 should be able to:

Demonstrate excellent academic **knowledge and understanding** of religious belief and practice in at least two religious traditions.

Demonstrate **knowledge and understanding** of the issues and arguments from religion and belief surrounding Ultimate questions and Moral issues.

Demonstrate **knowledge and understanding** of a wide variety of religion and worldviews and how their impact in the contemporary world.

Pupils should demonstrate the ability to **interpret, apply and be able to explain** the impact of beliefs in practice and their implications for individuals, communities and society.

Pupils should be able to **give their opinions** and support their views with reference to religion and belief.

Pupils should be able to **refer to religious concepts** and **refer to** sources of wisdom and authority in religion.

Pupils should be able to **analyse**, evaluate a wide variety of religious and non-religious arguments, and use them to **discuss debate and argue** for and against a particular issue.

Pupils should be able to **explain** clearly and without bias the viewpoints of others.

Pupils should be able to **ask thoughtful and searching questions** relating to religion and belief, ultimate questions and moral issues.

Pupils should be able to **reflect on their own learning** and make links between what they are learning and their own experiences.

Pupils should demonstrate **excellent religious literacy**. Confident in discussion and debate of issues relating to religion and belief. Able to refer to religious ideas and concepts and use a wide range of **key religious terminology correctly and in context**

Demonstrate **insight into and a real understanding** of religious concepts and ideas

They would be **able to give a presentation on a religious issue based on sound enquiry they have researched**, collating, organising, analysing and evaluating a variety of evidence arguments and viewpoints in the process.

A pupil in religious studies should have strong **enquiry skills**. They should be able to **research** and be able to consider a variety of viewpoints and evidence before **formulating an opinion** or conclusion on an issue.

They would have the ability to able to **formulate arguments** and **cite relevant evidence** to support their arguments. They would also be able to **question the arguments of others** and often question the question.

Religious Studies pupils should demonstrate **creativity and reflection** in their work.

SPAG

There is also an expectation in the area of written and verbal communication; that pupils should be able to communicate effectively. Therefore, a certain level is to be reached in terms of spelling, punctuation and grammar specific to Religious Education.



Key Stage 4 RE and RE 16-19

Pupils should build on their prior learning and should extend and deepen their knowledge of religion and worldviews, reflecting local, national and global contexts.

Pupils at Key Stage 4 and 5 who do not opt to study the subject and sit a formal examination at GCSE/GCE level should be given the opportunity to follow an accredited course in Religious Studies, such as those available from the Examination Boards.



Assessing pupil progress and achievement in RE

All schools have to follow a set of core principles relating to assessment set out by the DFE. They determine that assessment should:

Set out steps so that pupils reach or exceed end of Key Stage expectations in the new National curriculum.

Enable teachers to measure whether pupils are on track to meet the end of Key Stage expectations.

Enable teachers to pin point the aspects of the curriculum in which pupils are falling behind, and recognise exceptional performance.

Support teachers planning for all pupils.

Enable the teacher to report regularly to parents and, where pupils move, to other schools, providing clear information about each pupil's strengths and weaknesses and progress towards the end of key stage expectation.

The ultimate aim of the Wigan Agreed syllabus is to ensure that all pupils make significant progress whatever their ability. That pupils follow an academically challenging RE programme of study that will ensure that pupils make measurable progress not just in terms of knowledge and understanding but in the skills needed to engage with RE at examination level and beyond. The purpose of assessment in RE is to determine pupil progress against specified learning outcomes. To use assessment as a way to monitor and measure how pupils can improve and develop their skills in RE and deepen their subject knowledge and understanding in relation to the programme of study.

In the National Curriculum, it states that by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. This attainment target applies to all subjects in the National Curriculum 2013.

It is therefore important that we are clear in terms of the purpose of assessment in RE and what we are assessing. A great deal of work has been done by the RE community in recent years to improve the way in which we measure progress in RE. There is still work to do in this area and no one claim to have the definitive answer but there is some good practice out there that has been used to give advice and direction in terms of assessment in this syllabus.

Some key messages are that there is a place for summative assessment but assessment that forms part of the programme of study is more effective in ensuring a timely, personalised approach to assessment that will ensure that the feedback given to pupils is effective in moving

There needs to be a dialogue around progress, achievement and attainment in RE; a dialogue for learning that involves the teacher, pupil and parents. This dialogue will focus on determining the depth of knowledge and understanding demonstrated by the pupil in RE and on the development of skills required to make progress in the subject. This knowledge and understanding and the skills that need to be developed are outlined in the learning outcomes of the programme of study. The assessment language of 'Emerging', 'Expected' and 'Exceeding' in relation to the learning outcomes could be used as an effective way of demonstrating progress. Key to this dialogue is high quality feedback from the teacher as to progress made and things achieved and areas for focus and development. This feedback will be personalised for each individual pupil, to ensure that each pupil makes or exceeds the expected level of progress across each stage of his or her learning. Pupils should no longer talk about their progress in relation to levels but in terms of what they are doing well and what they need to work on to make further progress in their learning journey.

When asked about their progress in RE a pupil should be able to say:

'I am making expected progress. I have a good knowledge and understanding of Christianity but I know I need to research into the beliefs and practices of Judaism more, so that my subject knowledge and understanding of Judaism increases. I also need to develop my religious literacy skills by joining in more with class discussion on religious issues and by using more religious key words and ideas in my work. I need to develop my evaluation skills by referring to arguments from religion and belief in my answers.'

Or

'I can identify religious clothing from different religions but I need to explain the reasons why these clothes are worn. I am good at giving my opinion on a religious issue but I need to improve by explaining why I have this opinion.'

It is a directive of SACRE that RE Departments follow the school policy of assessment and reporting pupil progress in place in their school. The assessment guidance outlined in this document should be easily adapted to enable this.

Schools still need to demonstrate the progress made by pupils. It is still a requirement that schools report to parents the attainment and progress of pupils in Religious Education at the end of each year, in line with national requirements.

In the resource materials, which will accompany the syllabus there are some models for assessing pupil progress that could be used in Wigan schools.

Self-Evaluation and Religious Education

RE Departments should self-evaluate their RE provision and work in light of the new syllabus. When completing a Self-Evaluation exercise it is worth starting with a SWOT analysis, highlighting strengths and weaknesses. Depending on the context of the school reference should be made to Ofsted criteria and expectations and the RE Review in England and Wales 2013. Another self-evaluation tool available is the RE Quality Mark documentation. It is important to self-evaluate, as this will inform future planning and development of the subject.

Reporting to SACRE

Schools will be required to submit information to SACRE as and when requested relating to pupil progress and curriculum provision.



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Wiltshire Council for access to the Wiltshire Agreed Syllabus.

The teachers of Wigan and their pupils whose work appears in the syllabus.

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Appendix

The documents referred to in this syllabus.

The National Curriculum for England and Wales 2013.

<https://www.gov.uk/government/collections/national-curriculum>

RE: realising potential

<https://www.gov.uk/government/publications/religious-education-realising-the-potential>

The Review of Religious Education in England 2013

<http://religiouseducationcouncil.org.uk/>

The Wiltshire Agreed Syllabus and Resources.

<http://wisenet.wiltshire.gov.uk/documents/dsweb/View/Collection-2021>

NATRE

<http://www.natre.org.uk/>

Learn Teach Lead RE North West

<http://ltlre.org/>