

Rowley Park Academy  
Religious Education Overview

|       | <b>Autumn</b>  | <b>Spring</b>  | <b>Summer</b>  |
|-------|--|--|--|
|       | <p style="text-align: center;"><b>You and Me</b><br/><b>How can we share our school experiences with our families?</b></p> <p style="text-align: center;"><b>Let's celebrate</b><br/><b>How can we create a performance for our families?</b></p>  | <p style="text-align: center;"><b>A: Let's visit</b><br/><b>How can we show our families and friends the places we'd like to visit?</b><br/><b>A: Ship Ahoy!</b><br/><b>How can we discover the history and secrets of the sea?</b></p> <p style="text-align: center;"><b>B: Say hello to Community Heroes</b><br/><b>How can we say thank you to the people that help us?</b><br/><b>B: It's a Magical World</b><br/><b>How can we transform an area of our school into a magical world?</b></p>  | <p style="text-align: center;"><b>A: On Show</b></p> <p style="text-align: center;"><b>B. We Love Books</b></p>  |
| N / R | <p style="text-align: center;"><b>Being Special- where do we belong?</b><br/><b>p31</b></p> <p>Sharing personal experiences of events that make them feel special, new birth, when a baby is welcomed into a new religion. Baptism, signs and symbols (water, candles,) in naming ceremonies. Who makes us feel special, where do you belong, how do we show we belong (e.g. Rules, Respect, Raksha Bandhan)</p> <p style="text-align: center;"><b>Why do Christians perform nativity plays at Christmas?</b><br/><b>p32</b></p> <p>Who is special to you and why? What makes family and friends special. Introduce the story of Christmas using puppets, role play, re-enact. Introduce children to a birthday parcel. Share personal experiences of their birthdays. Link to Jesus' birthday and other prophets/ Gurus. Talk about gifts (Diwali, Eid) Link to Christmas gifts, wise men. Make connections with the importance of the Bible to Christians.</p> | <p style="text-align: center;"><b>Which places are special and why?</b><br/><b>p32</b></p> <p>Which places are special to you, why? (places to be happy in, have fun, feel safe, be quiet) Engage in small play activities in different scenarios. Talk about places that are special and memorable (park, home, holiday, beach..) Relate to special places for believers. Look at a church building and a mosque? Discuss features and artefacts inside. Explore of places of worship that children in class visit with families. Visit a local church. Create a special, magical place in or outside classroom. (Forest school)</p> <p style="text-align: center;"><b>Why do Christians put a special cross in an Easter Garden?</b><br/><b>p30</b></p> <p>What happens at the beginning of Spring? New life. Share items relating to palm Sunday. What do they signify? Tell the story of palm Sunday. How is it celebrated today? Compare palm cross with palm leaves, cross on hot cross buns and what the cross signifies. Re-enact the Easter story. How did the different followers feel at different stages in the story? What do Christians do at Easter. Why do we have Easter eggs? Create an Easter garden.</p> | <p style="text-align: center;"><b>Which stories are special and why?</b><br/><b>p33</b></p> <p>Discuss favourite stories and what you like about them Share stories pupils like. Talk about the Bible being a special book for Christians. Share religious stories of from major faiths. (David the shepherd boy, Good Samaritan, Noah's Ark; Muhammad and the cats, Muhammad and the boy who threw stones at the trees; Rama and Sita, The story of the milk and Jasmine flower)</p> <p>What are the similarities between different stories?</p> <p style="text-align: center;"><b>Why is the word God special to Christians?</b><br/><b>p28</b></p> <p>Share pictures of beautiful things in nature (animals, sun, moon, trees etc.) Introduce creation story and that many people believe God created the world. Create pictures of creation story. What is a creator? Discuss why God is a special word for many people. How do people show thanks to God?</p> |
| 1     | <p style="text-align: center;"><b>A: Sparks will fly</b><br/><b>How can we teach our families to be safe at home?</b></p> <p style="text-align: center;"><b>B: We are Family</b><br/><b>How can we create a gallery of ourselves?</b></p>  | <p style="text-align: center;"><b>A: Heroes and villains</b><br/><b>How can we share the impact of heroes past and present and inspire others to be heroes?</b></p> <p style="text-align: center;"><b>B: Really Rural, Utterly Urban</b><br/><b>How can we produce a locally sourced traditional breakfast for our family?</b></p>   | <p style="text-align: center;"><b>A: Buckets, Spades and Umbrellas</b><br/><b>How can we make a product to use at the beach?</b></p> <p style="text-align: center;"><b>B: Feeling hot, hot, hot or cold, cold, cold!</b><br/><b>How can we protect animals around the World?</b></p>   |
|       | <p style="text-align: center;"><b>What do Christians believe God is like?</b><br/><b>p35</b></p> <p>Ask the children to draw, describe their ideas about God. Introduce idea that Christians believe in God. Share children's ideas and Christians ideas about God (loving, forgiving, powerful, creative) re-enact story Lost Son. What is the moral of the story? Introduce term parables. Explore stories Lost Sheep, Lost Coin. Talk about how this is an example of forgiving. Make connections with school life, when things go wrong. Share examples of a new start in school, a new day. Is it important to forgive? What happens when forgiveness is not given? Explore</p>   | <p style="text-align: center;"><b>Who celebrates what? How and where? Celebrations that matter in Staffordshire (Christians, Sikh)</b><br/><b>p37</b></p> <p>Discuss the term celebration. Share the names of the festivals celebrated by the pupils in the class. How does celebrating a festival create different emotions? Explore the meaning of the different festivals (Eid- Ul -Adha reminds Muslims of Abraham's willingness to give everything to God; Dili is a time of lights shining in darkness; Christmas represents good coming to Earth)</p>   | <p style="text-align: center;"><b>Beginning to learn Sikhi: Part A. Stories of the Sikh Gurus.</b><br/><b>p38</b></p> <p>Explore why people tell stories. What stories can they remember from the Bible (Autumn Term)</p> <p>Explore term Guru. Explain Guru is a spiritual leader and Sikhs tell stories about their 10 Gurus.</p> <p>Retell three stories</p> <p>a. Guru HarGobind and how he showed he cared for others in arranging their release from Prison. How do modern Sikhs show they care for others (seva, langar- free kitchen) Make</p>   |

|   |   |  |   |
|---|---|--|---|
|   | <p>feelings and emotions. Share The Lord's Prayer and its message about forgiveness. Link with other faith stories about forgiveness.</p> <p style="text-align: center;"><b>Why does Christmas matter to Christians?</b><br/>p36</p> <p>Share experience of a new baby into the home. How would the family prepare? What kind of room would you prepare if the new baby was God? Re-enact and retell the Nativity story.(Luke chapters 1, 2) Explore the conditions in the stable. Why was the birth referred to as Good news? Explore advent traditions. Make links with decorating homes for celebrations in other faiths. Explore the religious and non- religious Christmas traditions, giving gifts, saying thank you. Create class thank you statements.</p>  | <p>What values do these celebrate? (gratitude, freedom, family, togetherness) Make links with school values, FIDES. Create collage of particular religion and festival.</p> <p style="text-align: center;"><b>Why does Easter matter to Christians?</b><br/>p40</p> <p>What examples can we see around us that show new life? Introduce Jesus at approx. age 33years and the story of Holy Week from the Bible. Re-enact the story of Holy Week (e.g. freeze frame, story board, green screen) What instructions did Jesus give about how to behave? Plot the emotions at different parts of the Holy Week. Why are Easter Eggs linked to the idea of Easter? Explore how Christians show their belief about Jesus' death and resurrection in church at Easter. Explore how the story shows sadness, ope, joy. Make links with other faiths and the modern world.</p>  | <p>links to other historical figures studied showing compassion for others. (Martin Luther King)</p> <p>b. The story of Dhunni Chand and the message of greed. Make links with importance of sharing what you have. Make connections with the world during Coronavirus Pandemic, people volunteering, donating etc.</p> <p>c. Guru Nanak disobeyed his parents and refuses to wear the sacred thread, age 9. Explore the values of caring, sharing, equality linked to story.</p> <p style="text-align: center;"><b>Holy Places: where and how do Christians and Sikhs worship?</b><br/>p43</p> <p>Throughout this unit, make connections with pupils' prior learning from earlier in the year: how do places of worship connect with what they have learned about Christians, Muslims and Sikhs? E.g. key stories of Jesus are shown in a church, including clear links to Easter; the mosque is used as a place of prayer, and often contains calligraphy; many Sikh symbols are seen in Gurdwaras. Connect the work to children's own 'special places'.</p>  |
| 2 | <p style="text-align: center;"><b>A: Sparks will fly</b><br/><b>How can we teach our families to be safe at home?</b></p> <p style="text-align: center;"><b>B: We are Family</b><br/><b>How can we create a gallery of ourselves?</b></p>   | <p style="text-align: center;"><b>A: Heroes and villains</b><br/><b>How can we share the impact of heroes past and present and inspire others to be heroes?</b></p> <p style="text-align: center;"><b>B: Really Rural, Utterly Urban</b><br/><b>How can we produce a locally sourced traditional breakfast for our family?</b></p>   | <p style="text-align: center;"><b>A: Buckets, Spades and Umbrellas</b><br/><b>How can we make a product to use at the beach?</b></p> <p style="text-align: center;"><b>B: Feeling hot, hot, hot or cold, cold, cold!</b><br/><b>How can we protect animals around the World?</b></p>  |
|   | <p style="text-align: center;"><b>Beginning to learn Islam: What can we learn from stories of the Prophet?</b><br/>p41</p> <p>Teach pupils that all Muslims say the Shahadah; the statement of their faith. Display the Shahadah on the board. The Shahadah says Muhammad is God's messenger (many Muslims say 'Peace be upon him' after his name – or write PBUH). Another weord for 'God's messenger' is 'prophet'. Stories of the Prophet are very important in Islam and often teach Muslims an inspiring lesson. Muslims follow Allah (God), but they learn a lot from the Prophet's example.</p> <p style="text-align: center;"><b>What is the 'good news' Christians believe Jesus brings?</b><br/>p46</p> <p>Ask pupils to come up with a class list of 12 people (or professions) to change the world: who would they choose and why? The New Testament describes the 12 people Jesus chose – they were not necessarily the kinds of people pupils might expect. Read, dramatise and illustrate the following story about one of Jesus' 'world-changers', Matthew the tax collector (Matthew 9:9-13). Tax collectors were reviled by the Jewish people because they worked for the occupying Roman forces. Explore how and why Matthew's life was changed by his encounter with Jesus, 'friend of the friendless'. (Compare with story of Zacchaeus Luke 19:1-10; Matthew becomes one of Jesus' 12 disciples.) These accounts are part of the 'Gospel' of Jesus, meaning 'good news'. What was the 'good news' that Jesus brought?</p> | <p style="text-align: center;"><b>Beginning to learn Sikhi: Part B. The Gurdwara, a place to belong.</b><br/>p39</p> <p>What is a Gurdwara? What activities might take place in a Gurdwara? Compare to other holy buildings they are aware of. Why does a Gurdwara need to have a kitchen? Explore the idea of Langar, everyone being equal rich, poor, male, female all enjoy a community meal together. How does this show generosity? What films, stories do the children know covering this theme. Explore other community buildings where people share food and generosity. Give two pupils a bag of sweets each. As a class discuss what should happen to the sweets. Investigate responses. Make links with sharing in other faiths (SAWM, Charity work)Discuss meanings of the words God and Worship. Create a word cloud.</p> <p style="text-align: center;"><b>Beginning to learn Islam: What can we learn from Muslims in Staffordshire?</b><br/>p42</p> <p>Throughout this unit, make connections with pupils' prior learning from earlier in the year: how do places of worship connect with what they have learned about Christians, Muslims and Sikhs? E.g. key stories of Jesus are shown in a church, including clear links to Easter; the mosque is used as a place of prayer, and often contains calligraphy; many Sikh symbols are seen in Gurdwaras. Connect the work to children's own 'special places'.</p> | <p style="text-align: center;"><b>How and why are some books holy? Sacred words for Sikhs, Muslims and Christians.</b><br/>p44</p> <p>Symbols of respect: teach the children (with artefacts, pictures or video?) that religious people sometimes show their respect for their holy book with some symbols. Examples: The Guru Granth Sahib is handwritten, and is treated like a human Guru, respected, even put to bed at night. A Christian Bible may be read aloud in church. Some churches have the congregation stand as the gospel is read. Some Bibles may be leather bound and gold leaf decorated. Many Muslims keep the Qur'an wrapped up, on a high shelf and never on the floor, opened it only with clean washed hands on a Qur'an stand. But also talk to the pupils about this idea: the best way to respect your holy book is to do what it says – e.g. love, forgive, care, share, be kind, trust in God.</p> <p style="text-align: center;"><b>Questions that puzzle us.</b><br/>p45</p> <p>Talk about what makes a 'big question' giving some examples to sort out: which of these is the biggest question: - What type of animal is this? / Why are there different sorts of animals on this earth? - Do you like to eat sweets? / Why are sweets so tasty? - What colour is the chair? / What is the chair made of? / What is the story of this chair? etc • Ask children to think of four big questions, one each about themselves, other people, the Earth and God. Talk about which is biggest! • Sometimes life makes us ask questions we don't know the answers to: think of some examples. How does the oak tree get into the acorn? How do flowers grow? Why did my hamster die? What makes the sun come up in the morning? Why is food nice? Why does love matter so much? Use a book like the book 'Why Do Stars Come Out at Night?' Children could suggest answers to the questions on each page before turning over to reveal the 'answer': whose answers do pupils like best? Can they think of more big questions?</p> |

|   |  |   |   |
|---|--|---|---|
| 3 | <p><b>A: Catastrophe</b><br/>How can we help those affected by...?</p> <p><b>B: Around the World in 80 Beats</b><br/>How can we represent music from around the world?</p>   | <p><b>A: History Detective</b><br/>How can we communicate who made the earliest changes to Britain?</p> <p><b>B: Deep Water</b><br/>How can we make a positive impact on our waterways?</p>   | <p><b>A: The Toymaker's Apprentice</b><br/>How can we create a toy to encourage communication between younger children?</p> <p><b>B: It's All Greek to Me</b><br/>How can we celebrate the legacies left by ancient civilizations?</p>  |
|   | <p><b>What kind of World did Jesus want?</b><br/>p55</p> <p>Introduce this unit by getting pupils to think about their favourite possessions and what things they spend their time doing on a regular weekend. • Read the account of Jesus calling his first disciples (Matthew 4:18-22). Note what Jesus asks these people to do. What would they have to give up? How much would pupils be prepared to give up of their possessions and weekend pursuits? Why did these men leave everything to follow Jesus? Role play this, getting pupils to suggest what the disciples thought and why. What might a 'fisher of people' be expected to do? Note that the word 'Gospel' means 'good news' – Jesus must have seemed like good news to them. This unit explores some examples of why people thought he and his message was 'good news'.</p> <p><b>What is it like to be a Hindu? Community, worship, Celebration</b><br/>p50</p> <p>What do you know about the word Hinduism? (religious, social, moral duties) Discuss artefacts found in a hindu home or shrine; their meaning, when they are used and why. (statues of Gods and Goddesses, flowers, candles, Aum symbol, Bhagavad Gita, puja tray, incense) Explore a week in the life of a Hindu child. Compare similarities and differences with their values and rituals with the pupils in the class. Compare Hindu practices (puja in the home, in a temple, at a Hindu wedding and in India. Describe similarities and differences between practices in Britain and India. Explore what Hindus do together as a community (visit mandir, perform rituals, pray, singing hymns, songs-<i>bhajans</i>, offerings before the murtis, sharing receiving prashad, Hindu iconography. Recall the story of Rama and Sita. Examine the role of Rama as the avatar of Vishnu in human form and role of Sita, Lakhshmi. Examine how Hindus use light to represent good overcoming evil and overcoming personal temptations in their own lives. Explore how Hindus celebrate Diwali in Britain (Leicester) Examine other Hindu festivals (Holi, Durga Puja. Discuss the good values that come from sharing in worship and rituals. Compare with own, other faiths. Compare with people who are not part of a faith community.</p> | <p><b>What do Christians learn from the creation story?</b><br/>p51</p> <p>Explore what we find wonderful and wow in our outside environment, nature. Read and discuss Jewish/ Christian Genesis 1: 1-3 creation story. Depict what story suggests is wonderful about the world. Discuss attributes to God according to this narrative. What can we learn about God, humans, animals, nature, creation and caring for the world from the Creation story. Develop story of 'the Fall' Genesis 2:15-17 and Chapter 3, Adam and Eve. Discuss the term 'Fall', explain why things go wrong in the world. Explore Christian belief God created the world. Make connections with how humans look after the world as God indicated. Link with Islam idea of humans being stewards and caretakers of the planet. What might be important in the Creation Story for Christians and non-Christians today. Why should we look after the world?</p> <p><b>What are the deeper meanings of festivals?</b><br/>p49</p> <p>Choose 3 festivals. ( Vaisakhi, Diwali, Eid- Ul-Fitr, Passover) For each festival learn the ancient story (Muslims fasting since 7<sup>th</sup> Century, Story of Moses on Passover. Explore how believers express meaning of religious festivals through:</p> <ul style="list-style-type: none"> <li>-symbols</li> <li>-sounds</li> <li>-actions</li> <li>-rituals</li> </ul> <p>Consider Higher order questions:</p> <ul style="list-style-type: none"> <li>-Does light conquer darkness? (Diwali)</li> <li>-Can God free people from slavery? (Passover)</li> <li>-Does fasting make you a better person? How?</li> <li>-Is it important to commit your life to your religion(Vaisakhi)</li> </ul> <p>Explore the role of festivals today e.g. Comic Relief, St Valentine, Remembrance Day. How are these different to religious festivals? Are there any similarities? Christmas for the Christians or everyone? Why and how? How has the meaning of festivals changed (retail, commercial?) Should everyone be allowed a day off work for their festivals. What festivals are worth celebrating and remembering each year?</p> | <p><b>For Christians, what was the impact of Pentecost?</b><br/>p58</p> <p>Recall learning from Unit L2, about belief in Jesus' death and resurrection. Many Christians say Jesus was raised to new life to bring in a new 'Kingdom' where God rules in people's lives. The Bible says that Jesus went to heaven after his resurrection, leaving his disciples behind. They wanted to show everyone that God rules on earth — but how? Ask pupils what they think happens next. The story says God sent his Holy Spirit to empower the disciples.</p> <p><b>Keeping the 5 pillars of Islam.</b><br/>p59</p> <p>Is life like a journey? Do we need a guide? Ask pupils to reflect on the idea of life as a journey and to think of questions that this idea raises, such as where they will get the things they need? What happens afterwards? How do we know which way to go? Who travels with us? • Introduce the five pillars of Islam as essentials in the life of a Muslim. The five pillars of Islam provide a structure for Islamic daily spiritual life. Islam is like a house held up by five strong pillars with central themes of living a good life and sharing with others.</p> |
| 4 | <p><b>A: Catastrophe</b><br/>How can we help those affected by...?</p> <p><b>B: Around the World in 80 Beats</b><br/>How can we represent music from around the world?</p>   | <p><b>A: History Detective</b><br/>How can we communicate who made the earliest changes to Britain?</p> <p><b>B: Deep Water</b><br/>How can we make a positive impact on our waterways?</p>   | <p><b>A: The Toymaker's Apprentice</b><br/>How can we create a toy to encourage communication between younger children?</p> <p><b>B: It's All Greek to Me</b><br/>How can we celebrate the legacies left by ancient civilizations?</p>  |
|   | <p><b>What is the 'Trinity' and why is it important for Christians?</b><br/>p53</p> <p>Discuss importance of water. Explore how water is used in Sikhism to cleanse and baptise. Make links with water a symbol in Christianity (cleansing, life-giving, baptism...) Introduce term Gospel. Share, discuss Matthew 3:13-17. What does this narrative mean to Christians today? Compare and reflect on two paintings of the baptism (Verrocchio and Daniel Bonnell) List ways these paintings depict the Trinity Compare baptism of child and adult. Create a baptism prayer, thought.</p>  | <p><b>Why does the Prophet matter to Muslims?</b><br/>p60</p> <p>Explore stories from the life of the Prophet that show what kind of person he was. For example, this Bitesize KS2 Islam clip tells pupils about the Prophet's early struggles:<br/><a href="https://www.bbc.co.uk/education/clips/z3tfgk7">https://www.bbc.co.uk/education/clips/z3tfgk7</a> Discuss the difficult decisions he had to make. This clip informs pupils about Muhammad's spiritual side, as well as his business sense:<br/><a href="https://www.bbc.co.uk/education/clips/zympvcw">https://www.bbc.co.uk/education/clips/zympvcw</a>. Discuss why God</p>   | <p><b>What is it like to be Sikh in Staffordshire? Sikh beliefs and ways of living.</b><br/>p52</p> <p><a href="https://www.bbc.co.uk/programmes/b05p6t8s/clips">https://www.bbc.co.uk/programmes/b05p6t8s/clips</a></p> <p>What do you know about the word Sikh? How does a sikh show their identity in dress, behaviour, values? Explore importance of ten Gurus, Guru Nanak's calling to preach; forming of the Khalsa, the collection of the sikh scriptures ( Guru Arjan) celebration of Guru Nanak's birthday in the UK.. Develop understanding of key beliefs, khanda, Mool Mantra, humans all equal to God, Sewa, belief that Guru Granth Sahib is treated like a living Guru.</p>  |

|   |  |  |
|---|--|--|
| <p><b>What is it like to be Jewish? Family, Synagogue and Torah</b><br/>p57</p> <p>Festivals, stories, symbols and rituals – Rosh Hashanah, Yom Kippur, Passover (other examples could be included) • Use a variety of creative and interactive ways to explore the stories behind Jewish festivals: what they mean, their significance, and how believers express the meanings through symbols, sounds, actions, stories and rituals: BBC's 'My Life My Religion' Judaism [http://www.bbc.co.uk/programmes/p02mx8x7] is an excellent resource for this work, made up of 30 minutes programming in 9 short clips covering several festivals.</p>  | <p>chose Muhammad to be prophet. • Discuss with pupils the qualities of a good leader. Consider whether the qualities ascribed to the Prophet (including trustworthiness, fairness, spiritual insight, listening to Allah, courage and wisdom) make a good leader.</p> <p><b>Why do Christians call the day Jesus died 'Good Friday'?</b><br/>p56</p> <p>Remind pupils that Christians believe humans are separated from God because they all sin – that is, they prefer to go their own way rather than God's. Most Christians say that Jesus came to show people how to live a life of love and obedience – saving or rescuing them by helping them to live God's way. [Some Christians say Jesus did more – that he actually died to pay the penalty for all people's sin. This will be explored more in Unit U2.4.]</p>  | <p>What does it mean to wear the five K's, worship in the Gurdwara, eat Langar together. What rules are important for Sikhs to follow? Compare to values and practices in own life and school life.<br/>Evaluate importance of Amritsar and the work of Pingalwara. Make connections with charitable work in the UK.</p> <p><b>Values: What matters most? Christians and Humanists</b><br/>p54</p> <p>List actions , behaviours that are bad (films, books, TV, Real Life) Why are they inappropriate behaviours? Why do people do good things and bad things? Discuss having a code of living to help make better choices. Examine the Golden Rule Poster. Introduce term Humanism. Explore meaning 'Think for yourself, act for everyone.' How would this benefit society? Make links with Christian belief ' Love God and love thy neighbour.' Recall stories showing fairness, kindness, honesty, truth. (Good Samaritan.. Consider what values they hold and how these make a difference to their lives and to the world.</p>   |
| <p>5</p> <p><b>A: Lest We Forget</b><br/><b>Can we transform an area of our community through 3 dimensional art so that we remember fallen heroes?</b></p> <p><b>B: Space Infinity!</b><br/><b>Can we code to create a space game?</b></p>  | <p><b>A: The Power of Words</b><br/><b>Can we create an e-book to share with a partner school?</b></p> <p><b>B: Food v Man</b><br/><b>Can we promote Fairtrade through a healthy tuckshop?</b></p>   | <p><b>Castle Attack</b><br/><b>Can we engineer a piece of equipment to attack a castle?</b></p>  |
| <p><b>What does it mean if Christians believe God is holy and loving?</b><br/>p62</p> <p>What is God like? Link to previous learning o different ideas from different traditions. (Psalms 103, John 4:7-13) Define terms holy, loving. Identify aspects of God that are holy and that are loving from above verses. Compare to attributes to Allah, Mool Mantra. How do people reflect this in the design of cathedrals and places of worship? Why is it important to believers that God is holy and loving? Why is it important there are strict laws and rules? (Many people do not believe in God and guidelines are needed for living)</p> <p><b>Hindu, Jewish and Islamic Prayer: What? When? How? Where?</b><br/><b>Why?</b><br/>p66</p> <p>Where do you go when you want help, support, to say thank you, celebrate? Discuss what prayers the pupils are familiar with. Make links with recent events Covid -19. What support mechanisms were in place for people (Keep fit with Joe the body coach, online sermons, prayers...) Watch and listen to the performance of Andrea Bocelli. What is this about? Why was it so important? How would this have given hope to people?<br/><a href="https://youtu.be/bpXwOSHTwsY">https://youtu.be/bpXwOSHTwsY</a></p> <p>Compare three prayers. Why does it matter that prayers are beautiful to the believers? (e.g. Hindu morning prayer-Gayatri Mantra; First Surah opening Islamic Prayer; daily Adun Olam; Sikh Mool Mantra) What do all three prayers say about God? Discuss personal likes/ dislikes about the prayers. What emotions and feelings are experienced I prayer? Design a prayer room for a believer to be used at an Airport.</p> | <p><b>Can religions help people when times get hard? (Christians, Hindu, non-religious)</b><br/>p64</p> <p>Share images of recent sufferings. Link to Covid -19. Discuss ideas about life, suffering, death, happiness. What matters most in life? Discuss how gratitude can increase happiness (Psalms 103); compare to non- religious views that showing gratitude to the universe increases happiness. How does religion help in tough times? Examine recent ways people worshipped together using digital media. How do people get through difficult times? List organisations, available help groups Apps. Compare 2 religious ideas about life after death, comfort, hope. (Hinduism, Christianity) Compare with Humanist idea- people live on in our memories</p> <p><b>What do Christians believe Jesus did to save human beings?</b><br/>p65</p> <p>Explore the story of Holy week in the four Gospels. Create freeze frames. Look at Artists representations of the story (e.g. Last Supper, Leonardo da Vinci' Holy week through art around the world posters), Why did the artist portray in this way? Debate who was responsible for Jesus' death? (Romans, crowd, Pilate authorities, God) Explore the idea when people do things wrong they are punished. Jesus was punished as a substitute for the people to guide them back to God. How do Christians remember Jesus? Examine Martin Luther King statement- 'If a person has not discovered something that he will die for, he isn't fit to live.' Share pupil's ideas- what would they give up their pocket money, favourite possession for? Support a local good cause/ charity. Create a charter explaining why, 'Sacrifice is necessary to make the world a better place</p> | <p><b>An enquiry into visiting places of worship.</b><br/>p63</p> <p>Share extract of Lion Witch and the wardrobe where the children discover a doorway to the magical kingdom of Narnia. What could be behind the door? Which places do they enjoy? Share special places of importance in the pupils' own lives. Explore the different areas in the school/ grounds to enjoy peace, thoughts, enjoy friends and take part in agreed activities in those areas. Explore a Gurdwara. Examine the places for peace, thoughtfulness and engaging with friends. What might they see, hear, touch, smell and taste in a Gurdwara. Share images of stunning natural views. Discuss which ones are their favourites and why. How is nature a sacred place? (mountain, river, sunrise, sunset) Imagine a place of worship burnt down. Role play the community, debate-.is it better to have worship in the open air or rebuild? Is it better to use the money for other good?</p> <p><b>What can we learn from religion about temptation? (Christians, Muslims)</b><br/>p67</p> <p>What is temptation? Discuss situations the pupils find tempting. Watch and discuss The Marshmallow Test video Recall religious stories about temptation (Adam and Eve; Temptations of Jesus-(Matthew 4; stoning the devil in pilgrimage to Makkah) How do people deal with temptation? (prayer, will power, determination, threats, support...) What bad things would you throw out of the school, city, personal life? Play Body Language Game Sculptor and the Clay; sculptor moulds different pupils into statues depicting different emotions/ choices. Use drama and improvisations to develop positive and negative depictions of scenarios e.g. Be kind to one another; do not steal; love your enemies; turn the other cheek. What did you learn about moral choices and forgiveness?</p> |
| <p>6</p> <p><b>A: Lest We Forget</b><br/><b>Can we transform an area of our community through 3 dimensional art so that we remember fallen heroes?</b></p> <p><b>B: Space Infinity!</b><br/><b>Can we code to create a space game?</b></p>  | <p><b>A: The Power of Words</b><br/><b>Can we create an e-book to share with a partner school?</b></p> <p><b>B: Food v Man</b><br/><b>Can we promote Fairtrade through a healthy tuckshop?</b></p>   | <p><b>Let Us Entertain You</b><br/><b>Can we entertain an audience?</b></p>  |

### Christians and how to live: What would Jesus do?

p69

Examine Jesus' teaching about the two greatest commandments – to love God and love your neighbour (Matthew 22:36-40). How do these help Christians to decide how to live? Keep these commands in mind as pupils explore the following teachings. Christians might ask 'What would Jesus do?' as they encounter issues in life. So, what would Jesus do? • Foundations for living: the wise and foolish builders: Matthew 7:24-27. Why did Matthew record these words? Why did Jesus have to teach them? What were people doing? What did the wise and foolish builders learn? So, what is the message for Jesus' listeners? Is it the same message for Christians today? • Sermon on the Mount: Matthew 5-7. Note that these help Christians to think about 'what Jesus would do'. Are there any surprising ideas in the passage? Take extracts from the Sermon; ask pupils to suggest what they think they mean. What does Jesus think people are like if he needs to give this sermon? Is he right? Look for clues as to what people at the time thought was the right way to live. In what way was Jesus' view different? If this is 'good news', who is it good news for?

### Why do Hindus want to be good?

p72

Remember that Hinduism is very diverse, and so there is hardly anything that we can say 'all Hindus believe...' However, the ideas of dharma, karma, samsara, moksha are commonly held, although described in a range of ways. The BBC's 'My Life My Religion: Hindus' is an excellent source for this unit. Clips are available on the BBC 2 website, but it is worth buying the entire series. • Help pupils understand the Hindu view of the soul, or 'atman'. Read the Hindu story from the Mahabharata, the 'man in the well' ([www.indianetzone.com/50/man\\_well.htm](http://www.indianetzone.com/50/man_well.htm)). This depicts the soul ('atman') as trapped in the physical body and wanting to escape the terrible dangers, but the man is distracted by the trivial pleasures instead of trying to get out. Allow time to discuss these ideas. The human body is represented by the well and the soul is represented by the man trapped in the well. What image of a human does this give: a soul trapped in a body, trying to escape.

### What will make Staffordshire a more respectful community? (many religions)

p70

Play a simple guessing game about the statistics of religion in the West Midlands, in Britain and the world to get a sense of 'how religious the world is' today. What surprises the pupils? What do they learn from the statistics? Link to Geography. • This plan provides for pupils to learn from diversity through visiting places of worship from different faiths. Find out about local examples of different religious communities in your area, looking at changes over time, and differences between them e.g. food, buildings, community work. Why are there now 50+ mosques in the West Midlands, where 50 years ago there were none? Why are there over 500 Churches in the West Midlands, some of them over 500 years old, others new this year? Compare your community with another diverse community; identify similarity and difference;

### Christian Aid and Islamic Relief: can they change the world?

p71

Discuss what is fair and unfair within the experience of the pupils? Draw meanings from stories and teachings from Islam and Christianity (or other religions and beliefs) which highlight justice and fairness for all people: • E.g. Christian teachings of Jesus and Paul on values and justice and their meaning for Christians today. The Widow's Mite (Mark 12:41-44) and The Rich Fool (Luke, 12:16-21) Two Great Commandments (Mark 12:28-34) All Equal in Christ (Galatians 3:28), The Fruit of the Holy Spirit (Galatians 5:22). • E.g. Muslim teachings in the Qur'an and Hadith: Muhammad overcomes hatred with kindness: the woman at the gates of Makkah; the practice of the 3rd Pillar of Islam, Zakah, giving 2.5% of wealth to those in need • Qur'anic quotes: 'And be steadfast in prayer and regular in charity. And whatever good you send out before you, you shall find it with Allah: for Allah sees all that you do.' (Qur'an 2:110) 'So establish regular prayer and give regular charity; and obey the Apostle; that you may receive mercy.' (Qur'an 24:56) 'For those who give in charity, men and women, and loan to Allah a beautiful loan, it shall be increased manifold (to their credit) and they shall have (besides) a liberal reward.' (Qur'an 57:18)

### For Christians, what kind of king was Jesus?

p68

This unit is about trying to transform the world. Talk about what a better world would be like. Gather ideas about some of the problems in the world (e.g. hunger, poverty, violence, lack of healthcare etc) and find out about some people who have made a difference to the world (e.g. have a look at winners of the Nobel Peace Prize or the Niwano Peace Prize). List ways in which people could make the world a better place in the next 50 years. • Introduce the idea of Jesus as a different kind of king by reading about his 'temptation in the wilderness' in Luke 4:1-13. Specifically see v.5-8 where Luke describes the devil offering Jesus a chance to be king of all nations on earth. Jesus refuses. What does this say about Jesus' idea of kingship?

### What impact do people's beliefs have in their lives? (transition unit)

p74

What is the spirit? What is spiritual? Examples from the Sikhs, Muslims and Christians (others could be studied, of course) • Ask pupils to look at some works of art in which children have tried to show what their spirit means to them. There is a great selection on the website [www.natre.org.uk/spiritedarts](http://www.natre.org.uk/spiritedarts) The words matter as much as the images. A good way to introduce this is to select 6 images, ask pupils to be competition judges and rank them 1-6 for artistic skill and 1-6 for thoughtfulness. These spiritual expressions show pupils how other children express religious ideas and show the impact of their beliefs. • Tell pupils that musicians cannot agree what music is, but they all know about it, and can make it. 'Spiritual' is also a word that makes people argue sometimes, but a useful word. Teach pupils that being spiritual is about your own self, and how you fit the world together, about self, other people, the planet and God (if you believe in God – say 'the big beyond' if not!). The Golden Temple: spiritual expression in architecture

#### Useful Websites:

<https://www.reonline.org.uk/>

<https://www.bbc.co.uk/programmes/b0079tb4/clips> (Pathways of belief)

<https://www.bbc.co.uk/programmes/b05pc1c9/clips>

<https://www.natre.org.uk/primary/good-learning-in-re-films/>

<https://www.bbc.co.uk/bitesize/subjects/z7hs34j>

Charlie and Blue Truetube video clips (KS1 <https://www.youtube.com/watch?v=TCaRkcib2IA>) <https://www.bbc.co.uk/bitesize/subjects/zxnygk7> (KS1)

<https://www.topmarks.co.uk/>