

POLICY FOR THE TEACHING OF RELIGIOUS EDUCATION

Introduction

- This document is a statement of rationale, aims and strategies for the use of R.E. at The Pochin School.
- It was approved by the Governing Body on 17 March 2015.
- This policy will be reviewed in line with the School Development Plan.
- Every child in the school has an entitlement and equal right of access to R.E. regardless of ability, gender or race.
- It is the responsibility of the R.E. co-ordinator to implement this policy.

What is R.E. ?

R.E. is the study of religions. It addresses questions such as the meaning and purpose of life; spiritual and moral understanding; and religious beliefs and practices.

Rationale

R.E. is important because:

- it addresses important questions about the meaning and purpose of existence and what is ultimately worthwhile and valuable about life;
- it gives access to an understanding of the spiritual side of life as expressed in different religions;
- it makes a particular contribution to the moral education of children;
- a study of religious belief and practice is essential to an understanding of Britain and the rest of the world;
- through R.E., schools have a unique opportunity to break down some of the fundamental barriers of misunderstanding.

Aims

Our aims in teaching R.E. are that all children will, to the best of their ability:

- acquire a basic knowledge and understanding of religious beliefs and practices;
- understand and respect how religious beliefs and values affect ways of living;
- develop an increasingly reflective and caring approach to life;
- gain an awareness of the spiritual dimension of life.

Statutory Requirements

- That there must be provision for R.E. for all pupils.
- That the R.E. provided in non faith schools must be non-denominational (although teaching about denominational difference is allowed) and must be in accordance with the locally agreed syllabus.
- That parents have the right to withdraw a child from R.E.
- That teachers who do not wish to participate in or conduct R.E. have a right of withdrawal.

Strategies for the teaching of R.E.

R.E. can be taught through a variety of stimuli, for example, cross curricular aspects (eg in history and geography) drama, role-play, discussion, artwork, creative writing, dance, music, reflection, visits, visiting speakers and the use of artefacts DVDs and videos. Children's own experiences and questions about life are used to promote learning whenever possible. Pupils are encouraged to evaluate their responses and to develop respect for the responses of others.

Role of the R.E. co-ordinator is to:

- ensure that the programme for teaching and learning, is based on the scheme of work and is implemented to promote continuity and progression
- support and encourage colleagues to be aware of the Schemes of Work and to integrate topics into their general teaching whenever possible.
- monitor and evaluate progress in R.E.
- take responsibility for the purchase and organisation of central resources for R.E.

- keep up to date with developments in R.E.

Strategies for Assessment, Recording and Reporting

The purposes of assessment in R.E. are one or more of the following:

- to allow pupils and teachers to identify and reflect on learning outcomes;
- to develop sound criteria for improving the quality of learning
- to form judgements on pupil's progress and achievements, by using a variety of evidence;
- to ensure continuity and progression within, and between, key stages 1 and 2;
- to enable teachers to reflect on the effectiveness of their own work and so assist in the future planning of provision of learning experiences in R.E.

It is not possible to assess spirituality, attitudes and personal beliefs. However, opportunities should be given for children to express these and demonstrate development.

It is a legal requirement to report on pupil's progress in R.E. to parents. At The Pochin School this is at the end of the academic year along with other subject areas.

Attitudes and Values

The development of positive attitudes and values is part of school life as a whole but R.E. has a particular contribution to make. It deals specifically with issues of belief, with things that are valuable or precious to people; as a result, the attitudes and values of staff, pupils, parents or particular religious groups are often on display or under discussion. In this situation it is important that:

- pupils feel they are working in a secure atmosphere where it is safe to share their thoughts and ideas;
- religious views, traditions or customs are not subject to ridicule or criticism simply because they are "different";
- staff draw on pupil's own experience of life in order to help them understand more specifically religious stances.

The following words sum up the basis for teaching attitudes and values in R.E. at The Pochin School:
 "Pupils should be encouraged to develop those attitudes and values which will promote self-respect for others, a willingness to accommodate other faiths and cultures, respect for the natural world and sensitivity towards the mystery which underlies human experience."

(p 5, R.E. in the Basic Curriculum, Suffolk Agreed Syllabus)

Special Educational Needs

The Leicestershire Agreed Syllabus addresses the importance of R.E. in the curriculum of any pupil with SEN.

"It is important for pupils with any Special Educational Needs to feel valued and secure in their educational environment. R.E. should contribute to the building up of pupil's self esteem and their value of each other." L.A.S. p 54

Some work may need to be differentiated to accommodate the children's needs. It should be remembered that children not identified as having SEN in other areas of the curriculum may have particular difficulties with areas of study within R.E. and their needs should be addressed accordingly.

Scheme of Work for R.E.

The Leicestershire Agreed Syllabus states that materials from more than two religions should be incorporated, though not necessarily at every point. One of the religions must be Christianity. At Key Stage 1 at The Pochin School, children are made aware, as and when appropriate, that there are a number of different religions. There is an emphasis on Christianity as well as some focus on Islam and Judaism. At Key Stage 2, there is an emphasis on Christianity with some focus on the other 5 major faiths.

Key Stage 1

Aim A For pupils to acquire a basic knowledge and understanding of religious beliefs and practices.

A 1 Origins and Beliefs

Attainment Statements	Programmes of Study
By the end of Key Stage 1 children should be able to:	In Key Stage 1 children should have the opportunity to:
Show an awareness of stories of the formative events of some principal religions;	Hear and read stories which describe events such as those celebrated in major religious festivals;
	Respond to these stories in a variety of ways by discussion, drama activities, recording and illustrating in various media;
Recognise that religious traditions have special writings which believers respect;	see on visits to places of worship, or in visual aids, the ways in which the sacred books are used or the special places where they may be kept;
Show an awareness that there are different religions.	become aware that there are different religions through the above activities and experiences.

A 2 Worship – Religious Practices and Traditions

Show that they have begun to be aware of festivals of some principal religions.	Explore some of the ways in which important festivals are celebrated through appropriate activities such as food preparation, art, drama, dance, and music.
Show that they have begun to be aware that some people regularly worship God in different ways and in special places; including their homes.	Learn about various patterns of family life where worship is practised in different ways and in special places including their homes.

A 3 Religious Language and Symbols

Show that they have begun to be aware of the special use of some objects, actions, gestures, clothing and words in religious worship.	See some of the objects, actions, gestures, clothing and hear some of the words used by people in religious worship; learn how they are used.
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Aim B For pupils to understand and respect how religious beliefs and values affect ways of living.

B 1 Ideals of Character and Moral Values

Attainment Statements	Programmes of Study
By the end of Key Stage 1 children should be able to:	In Key Stage 1 children should have the opportunity to:
Show an awareness of some stories from the lives of significant religious figures from whom others have learned and shaped their ways of life;	Share appropriate stories about these figures;
	Respond to the meanings in these stories in a variety of ways, such as discussion, art, writing, activities, drama, movement and music.

B 2 Individuals, Families and Communities

Begin to show an awareness of, and respect for, the wide variety in clothing, special markings, symbols and food among people of different religions.	Learn about the wide variety in clothing, special markings, symbols and food among individuals and families of different religions by such activities as
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	meeting visitors, seeing and trying on clothes, preparing and/or tasting food, seeing and discussing visual aids.
Show respect for people of different faiths and their way of life	Learn respect for people with different religious traditions through the example of the teacher and the whole community.

Aim C
C 1

For pupils to develop a more reflective and caring approach to life
Origins

Attainment Statements By the end of Key Stage 1 children should be able to:	Programmes of Study In Key Stage 1 children should have the opportunity to:
Show an awareness of some of the stories about the beginning/creation of the world.	Hear and respond (eg. through art, drama, and movement) to some of the stories about the creation of the world.

C 2

Relationships

Talk about their relationships with their family, school group and others.	Talk about these relationships in an atmosphere of acceptance and trust.
Express their feelings of belonging and depending on others, and recognise that others have such feelings.	Explore and reflect upon appropriate children's literature and daily classroom interaction
Recognise how religious views of life can be a factor in encouraging a caring attitude towards others.	Hear stories of religious people which illustrate caring attitudes and acts of kindness towards others.

C 3

The Natural World

Show an appreciation of the natural world and an awareness of religious stories which can deepen their appreciation.	Increase their awareness of the natural world through their experience and sharing appropriate religious stories
Show that they have begun to be aware that religions mark by celebration the influence of time, seasons and growth in nature.	Explore some of the weekly, harvest and New Year celebrations and festivals.

Aim D
D 1

For pupils to gain an awareness of the spiritual dimension of life
Inner Thoughts, Feelings and Religious Experiences

Begin to develop a sense of self-worth in the context of the school group, family, and local community.	Explore their own abilities and relationships and feel valued and respected.
Recognise their positive and negative feelings and learn that such experiences are part of being human.	Learn to recognise and come to terms with their feelings through discussing and acting out the experience of characters in appropriate religious stories and children's literature and comparing them with similar experiences in their own lives.

D 2

The Sense of Mystery in Existence

Talk about any experiences and feelings of wonder and awe which they may have and recognise that some people explain these feelings in terms of God.	Experience and express their feelings about wonders of nature, through planned events such as the growing of seeds and the hatching of chicks, and through unexpected events such as the first fall of snow; and to appreciate the beauty in the world around them; to enjoy songs, hymns and poems which encourage their appreciation and help them to recognise that some people explain these feelings in terms of God.
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D 3

Question of Meaning and Purpose

Feel secure in asking any questions they may have about themselves, life in general and God in particular.	Ask questions about themselves, life in general and God; these questions should be treated seriously and sensitively. It should be acknowledged that they cannot always easily be answered.
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Key Stage 2

At Key Stage 2 the R.E. scheme of work is covered over a two-year period. Aims A and B will be covered in one year and Aims C and D the subsequent year.

Aim A For pupils to acquire a basic knowledge and understanding of religious beliefs and practices.

A 1 Origins and Beliefs

Attainment Statements	Programmes of Study
By the end of Key Stage 2 pupils should be able to:	In Key Stage 2 pupils should have opportunities to:
Identify some of the religious figures and recognise their importance to believers and their impact on society.	Hear or read stories about some of these key figures and learn why they are so important.
Show an awareness of why sacred scriptures are important to believers.	Learn that some believers regard their sacred scriptures as divinely inspired and therefore as sources of guidance for belief and behaviour.
Demonstrate an awareness of key beliefs of some principal religions.	Begin to learn about some key beliefs of some principal religions.

A 2 Worship – Religious Practices and Traditions

Demonstrate a knowledge of some of the important religious festivals and their origins and of the ceremonies which mark important stages in peoples lives and express their beliefs.	Discover and learn about some major festivals and their origins; life ceremonies and their religious significance.
Recognise and describe different places of worship and give reasons why they are important to believers.	Visit/explore different places of worship; respond by discussion, recording and a variety of creative activities.
Show a knowledge and understanding of some of the different ways of worshipping God.	Learn about some of the different ways of worshipping God and some reasons why believers express their worship in these ways.

A 3 Religious Language and Symbols

Recognise and give a simple explanation of the meaning of some religious signs and symbols.	Find out about the basic meaning of some religious signs and symbols.
Illustrate how religious meaning is conveyed in both ordinary language and special vocabulary.	Explore examples of how religious meaning is conveyed

Aim B For pupils to understand and respect how religious beliefs and values affect ways of living.

B 1 Ideals of Character and Moral Values

Recognise the influence of religious stories on ideals of character and moral values.	Hear and read appropriate stories.
Recognise some personal applications of religious and moral ideals	Retell some of them in a variety of ways.
	Discuss the ideals and values shown in these stories and how they could be applied to their own lives.

B 2 Individuals, Families and Communities

Describe the religious origins and/or meanings of special food, clothing, markings and symbols and explain the lack of emphasis upon these features in some traditions.	Experience and/or learn about a variety of special food, clothing, markings and symbols and their religious origins and/or meanings and to find out why some religious people put less emphasis upon such special features.
Show a respect for people of different faiths and ways of life and an awareness of the distress caused by lack of respect.	Continue to learn respect for people of different religions and ways of life by meeting such people wherever possible, and by activities such as discussion, role-play, story writing and/or illustration; and consider the

consequences of the lack of such respect.

Aim C

For pupils to develop a more reflective and caring approach to life.

C 1

Origins

Recognise some stories and explanations of the beginning /creation of the world found in principal religions.

Hear and read some of the religious stories and explanations about the beginning of the world, noticing similarities and differences and responding in a variety of ways.

C 2

Relationships

Recognise that relationships with, and responsibilities towards other people are important.

Explore and discuss situations in children's literature and in their experience and express their responses in creative activities.

Show an awareness of ways in which people in fair communities and people in general are dependent upon one another.

Consider the activities of some faith groups and community organisations.

Show an appreciation of some stories and teachings about fairness, justice and compassion in relation to our care towards others.

Consider the issues of fairness, justice and compassion in religious and non-religious stories and discuss their relevance.

C 3

The Natural World

Show an awareness that people behave differently from one another in their treatment of other living creatures and recognise reasons for this.

Consider how people treat pets and other living things in different ways and discover reasons for such differences.

Demonstrate an awareness that some principal religions believe that the earth's resources are God-given, and this influences their attitudes and behaviour towards them.

Examine and discuss some teachings from the principal religions about the God-given nature of the earth's resources and the ways in which they are to be treated and learn about some celebrations and ceremonies which express these beliefs.

Aim D

For pupils to gain an awareness of the spiritual dimension of life

D 1

Inner Thought, Feelings and Religious Experiences

Begin to understand the importance of personal feelings and experiences and their consequences.

Discuss personal feelings and experiences and explore and express their possible consequences in the context of discussion of appropriate children's literature.

Begin to understand how religious faith helps many people to deal with both positive and negative feelings and experiences.

Read and respond to stories that illustrate how religious faith helps many people to deal with both positive and negative feelings and experiences.

D 2

The Sense of Mystery in Existence

Express the feelings and experiences of wonder and awe which they may have developed; recognise how some religious figures have experienced and expressed such feelings; and realise that many people have similar experiences today which they may explain in terms of God.

Share and enhance any feelings of wonder, awe and appreciation of beauty which they may have through, for example, the natural world of art, poetry or music; hear and read stories of how some religious figures, past and present, have experienced and expressed such feelings; periods of stillness, and silent reflection and other experiential approaches to RE may also be appropriate.

D 3

Questions of Meaning and Purpose

Recognise that life presents difficult questions for everyone including, for some, those about God; and share different responses to those questions, especially religious responses.

Increase their awareness of the difficult questions which life presents by discussion of experiences; discuss and consider a variety of responses, especially religious responses, to the questions raised.

LONG TERM PLAN – 2 Year Rolling Programme

Class 1 R/Year 1	Festivals-Harvest Friends Of Jesus Unit RB	Special clothing & food Bible stories Joseph/Esther/Goliath	Noah– Unit RC Stories From Different Cultures	Festivals- Harvest Unit RA Old Testament Stories	Beliefs and Practice (generic) Unit 1d	God’s Wonderful World
	Feelings/actions/c onseq. Christmas Story	Spring Festivals	Life’s Deeper Issues	Stories With A Moral Christmas Story	Celebrations Easter Unit 2c	Stories Jesus Told
Class 2 Year 1/2	Festivals Muslim	Friends Of Jesus Unit RB	Noah Unit RC	Festivals-Harvest What does it Mean To Belong in Christianity Unit 1b	How do Jewish People Express Their Beliefs in Practice? Unit 1e Shabbat/Passover	What is the Bible & why is it important to Christians? Unit 3 d
	What does it mean to belong (generic) Unit 1a Christmas Story	Values Obeying rules/Sharing Easter	Jews - The Torah Old Testament Stories Unit 2a	Creation Stories Gifts At Christmas Unit 1c	Why did Jesus tell Stories? Unit 2b	Visiting a Church Unit 1f VISIT VILLAGE CHURCH
Class 3 Year 3/4	Stories with a Moral Choices	Signs & Symbols in Religion Unit 3a	Qualities Forgiveness/ Perseverance Courage Judaism	Festivals -Jewish Rosh Hasannah/Sukkot	Buddhism	What is faith & what does it Mean? Unit 3e
	Lessons in... Obedience/Using gifts Christmas Giving not getting	Qualities Thankfulness/Generosity Goodwill/Joyfulness Patience/Cooperation	VISIT SYNAGOGUE	Festivals -Divali Unit 3b Christmas Around the World	What do we Know About Jesus? Unit 3c	Visiting a Gurdwara Unit 2d VISIT GURDWARA
Class 4 Year 4/5	Festivals-Harvest Religious Leaders	Prophets Moses Elijah Abraham	Religions In Our Neighbourhood Unit 4d	Why Is Muhammad Important To Muslims? Unit 5a	Sacred Buildings	Festivals – Buddhist Wesak/Buddha Day
	Sikhism Key figures/Worship Community	Why Is Easter Important To Christians? Unit 4c	Hinduism Unit 4a VISIT HINDU TEMPLE	Christmas Journeys Unit 4b	Festivals – Jewish Purim/Passover	Miracles
Class 5 Year 6	How do Muslims Express Their Faith in Practice Unit 5b	The Christian Bible Unit 5c	Sacred Texts - Generic Unit 6c	Creation Stories Christian/jewish/Islam	People who inspire us	Impact of the Bible
	Worship) Unit 6a	How Do The Beliefs Of Christians Influence Their Actions? Unit 5d	What Can We Learn From Christian Religious Buildings? Unit 6e	Worship Role Of TheMosque Unit 6b VISIT MOSQUE	Pigimages	Expressing Faith through Art Unit 6f
	Autumn 1 16/18	Spring 1 15/17	Summer 1 15/17	Autumn 2 15/17	Spring 2 16/18	Summer 2 16/18

FOUNDATION STAGE/ KEY STAGE 1 –awareness that there are a number of different faiths with an emphasis on Christianity and some focus on Islam and Judaism

KEY STAGE 2 – emphasis on Christianity with some focus on the other 5 faiths.

LONG TERM PLAN – Aspects Covered

	Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 2	Summer 2
Class 1 FS/KS 1	Christian	Christian Judaism Sikhism	Christian	Christian Judaism	Generic	Christian
	Generic	Christian	Generic	Generic Christian	Generic	Christian
Class 2 KS 1	Islam	Christian	Christian	Christian	Judaism	Christian
	Christian	Christian	Judaism	Generic Christian	Christian	Christian
Class 3 KS 2	Generic	Generic Hinduism Judaism Christian	Generic	Judaism	Buddhism	Generic
	Christian	Christian Generic	Judaism	Hindu Christian	Christian	Sikhism
Class 4 KS 2	Christian	Christian	Generic	Islam	Generic	Buddhism
	Sikhism	Christian	Hindu	Christian	Judaism	Christian
Class 5 KS 2	Islam	Christian	Generic Sikhism Islam Hindu Judaism	Generic Christian Judaism Hindu Islam	Generic	Christian
	Generic Islam Christian Hindu	Christian	Christian	Islam	Generic	Generic Christian Islam

MEDIUM
TERM
PLANS -
SPRING
TERM 1
(2015)

MEDIUM TERM PLANS - SUMMER TERM 1 (2015)

<p style="text-align: center;">CLASS 1 Special Clothing and Food Bible Stories</p> <p>Christianity – Christmas, Easter, Holy Communion - Vicar, Bishop Sikhism</p> <p>Video Stop/Look/Listen-Sword Samson/Esther DVD Heroes of the Bible David & Goliath/King David DVD Heroes Of the Bible Abraham & Sarah/Moses DVD Heroes of the Bible Joseph DVD Joseph in Egypt</p>	<p style="text-align: center;">CLASS 1 Spring /Festivals</p> <p>Spring cleaning – ‘Mole gives Up Spring Cleaning’ The Easter Egg The Selfish Giant’ Celebrating new life around us ‘Wumbulgal the Duck’ Easter Story – Big Book Video – Animated Stories The First Easter</p>
<p style="text-align: center;">CLASS 2 Who were the friends of Jesus?</p> <p>What does friendship mean? DVD-Sheerluck Holmes and the Golden Ruler Jesus special friends-the disciples Jesus-a friend to children</p>	<p style="text-align: center;">CLASS 2 Values</p> <p>Rules DVD Buzby the Misbehaving Bee Sharing DVD Lyle the Friendly Viking Easter Video The Story of Easter</p>
<p style="text-align: center;">CLASS 3 What do signs & symbols mean in religion? Unit 3a</p> <p>Everyday signs & symbols Religious symbols in worship Hinduism/Islam Video Stop/Look/Listen ???</p>	<p style="text-align: center;">CLASS 3 Qualities</p> <p>Thankfulness Goodwill/Generosity Patience/ Joyfulness DVD A Road Less Travelled</p>
<p style="text-align: center;">CLASS 4 Prophets</p> <p>Moses Elijah Abraham DVD Moses/Elijah/Abraham & Isaac</p>	<p style="text-align: center;">CLASS 4 Why is Easter important to Christians? Unit 4c</p> <p>Palm Sunday/Last supper DVD Easter Carol Crucifixion/Resurrection DVD The Witness Viewpoint of Barabbas Was Jesus who he said he was?</p>
<p style="text-align: center;">CLASS 5 The Christian Bible Unit 5c</p> <p>What do we know about the bible? How did the bible start? What is in the bible? How true is the bible? How did the Bible come to us?</p>	<p style="text-align: center;">CLASS 5 How do the beliefs of Christians influence their actions? Unit 5d</p> <p>How should I live? – making decisions/choices Who is my neighbour? – helping others DVD Are you my Neighbour? What Christians Believe What does it mean to be a Christian? A Christian way of life Confirming faith OR Forgiving/Do unto others.... DVD God wants me to forgive them?</p>

MEDIUM TERM PLANS - SUMMER TERM 1 (2015)

<p style="text-align: center;">CLASS 1</p> <p style="text-align: center;">Noah/Stories from Different Cultures</p> <p>Noah story/song - Found in the bible <i>Video In the Beginning-Noah & the Great Flood</i> Why did Noah build the Ark? - obedience Was Noah frightened? - trust Rainbow – promises West Africa – Leopard’s Drum Creation story West Africa – The Fire Children People are different colours Papua New Guinea – Creation story Buddhist – Aesop’s Fables Chinese – Returning Kindness</p>	<p style="text-align: center;">CLASS 1</p> <p style="text-align: center;">Life’s Deeper Issues</p> <p>Creation The Wide World PETE NOT IN SPORTS DAY Belonging Forgiving <i>Video Stop/Look/listen-Dottie and Buzz</i></p>
<p style="text-align: center;">CLASS 2</p> <p style="text-align: center;">Noah</p> <p>Noah story/song – found in the bible Why did Noah build the ark? - obedience Was Noah frightened? – trust Rainbow – promises</p>	<p style="text-align: center;">CLASS 2</p> <p style="text-align: center;">The Torah</p> <p>What is the Torah? PETE NOT IN Stories from The Torah (OT) (Moses/Esther) <i>DVD The girl who became Queen (Esther)</i> <i>DVD Moses</i></p>
<p style="text-align: center;">CLASS 3</p> <p style="text-align: center;">Qualities</p> <p>Forgiveness <i>DVD Gideon</i> Perseverance <i>DVD Sumo of the Opera</i> Courage <i>DVD Madame Blueberry</i></p>	<p style="text-align: center;">CLASS 3</p> <p style="text-align: center;">Judaism</p> <p>General introduction PETE NOT IN Worship Visit synagogue</p>
<p style="text-align: center;">CLASS 4</p> <p style="text-align: center;">Religion in our Neighbourhood</p> <p>DVD – Are you my neighbour? 6 Main Faiths - overview Christianity/Judaism Sikhism/Hinduism (main beliefs/practices/buildings/founder/symbol/holy book) <i>DVD Are You my Neighbour?</i></p>	<p style="text-align: center;">CLASS 4</p> <p style="text-align: center;">Hinduism</p> <p>Hindu year Stories from Ramayana and Mahabharata SPORTS DAY Visit VISIT HINDU TEMPLE</p>
<p style="text-align: center;">CLASS 5</p> <p style="text-align: center;">Sacred Texts</p> <p>DVD – Are you my Neighbour? (from last term) Guru Granth Sahib Hindu Sacred texts Torah</p>	<p style="text-align: center;">CLASS 5</p> <p style="text-align: center;">What can we Learn from Christian Religious Buildings?</p> <p>How buildings relate to Christian worship SPORTS DAY Different types of religious buildings</p>

MEDIUM TERM PLANS - AUTUMN TERM 2 (2015)

<p>CLASS 1 Harvest Festivals/OT Stories Christian Harvest Festival Jewish Harvest Festival Video Stop/Look/Listen - Candle Saying Thank You</p> <hr/> <p>Moses Video The Beginning Princess & the Baby/Let my People Go Solomon Samson King David</p>	<p>CLASS 1 Stories With a Moral/Christmas Story Tenzin's Deer - Tibet Lost-sheep/coin/son Man who wouldn't forgive Good Friend Aesop's Fables Aesop's Fables Christmas Story</p> <hr/> <p>Christmas Story Video Christmas Story Story of the Nativity</p>
<p>CLASS 2 Harvest/What it means to belong in Christianity Christian Harvest Festival Christian Harvest festival</p> <hr/> <p>Belonging – family,school,class club Belonging – Church Denominations - baptism</p>	<p>CLASS 2 Creation Stories/Gifts at Christmas Christian-Jewish/Muslim DVD Around the World God Rocks Amazon/N. America/ W. Africa</p> <hr/> <p>Special gifts/Jesus – God's Gift - Giving & receiving Jesus –God's Gift Story – St. Nicholas</p>
<p>CLASS 3 Jewish Festivals General intro. Rosh Hashanah (New Yr) Yom Kippur Oct. 8 Sukkot Oct. 13/14 Video Stop/Look/Listen-Candle</p>	<p>CLASS 3 Divali/Christmas Story Video Anim. W. F. Rama & Sita Ramayana Hindu divas/Preparing for Divali</p> <hr/> <p>Christmas Around the World Holland/Belgium/Germany Christmas Around the World Italy/Russia</p>
<p>CLASS 4 Why is Muhammad important to Muslims? Video Animated World Faiths Life of Muhammed Life of Muhamm. Life of Muhammad Conf. Of the Birds Stories from the Qur'an</p>	<p>CLASS 4 Christmas Journeys Special journeys Walsingham/Makkah/Lourdes Ganges/Siripada Mt./Knock Nazareth to Bethlehem Shepherd's Journey Kings journey Herod's jealousy</p>
<p>CLASS 5 Creation Stories Christian-Jewish/Budhism Hindu/Aboriginal As Science sees it Video – Quest Creation Stories Hinduism/Budhism As Science sees it</p>	<p>CLASS 5 Worship – Role of the Mosque Key features, significance and purpose for Muslims What happens in a Mosque and why. Visit Christmas Visit Mosque</p>

MEDIUM TERM PLANS - SPRING TERM 2 (2015)

<p>CLASS 1 Beliefs and Practice (1d) Souvenirs/Artefacts Special days – Holy days/places of worship Festivals Leaders Video/story – Religious leader (Moses)</p>	<p>CLASS 1 Celebrations (2c) Celebrations/religious festivals around the world A story from Ramadan and Eid A story about Hannukah Celebrating new life Easter story Easter Story DVD Story keeper's Easter</p>
<p>CLASS 2 How do Jewish People Express their Beliefs in Practice? (1e) General intro Shabbat/Kosher Passover Video Animated World Faiths – Moses and the Passover Meal</p>	<p>CLASS 2 Why did Jesus tell Stories? (2b) DVD Story keepers Lost Sheep/Widow's Mite Deaf and Dumb man Roar in the Night Centurion's Servant/Prod. Son Captured Entry into Jerusalem Parable of the Vineyard Trapped</p>
<p>CLASS 3 Buddhism General intro – The White Pagoda Life of Buddha Way of Buddha Video Animated World Faiths Life of Buddha/Way of Buddha Stop, Look, Listen - Tree</p>	<p>CLASS 3 What do we Know about Jesus? (3c) What was Jesus like? Appearance/Personality/Character What his enemies thought April How Jesus described himself Video Animated World Faiths – Life of Christ</p>
<p>CLASS 4 Sacred Buildings 6 main faiths Parish Church</p>	<p>CLASS 4 Festivals – Jewish Passover Animated World Faiths – Moses and the Passover meal Purim – Story of Esther DVD Esther Shabbat</p>
<p>CLASS 5 People who Inspire us Nelson Mandela Mother Teresa</p>	<p>CLASS 5 Pilgrimages Why/Significance Sikh – Golden Temple Muslim – Makkah (Mecca)</p>

MEDIUM TERM PLANS - SUMMER TERM 2 (2016)

<p>CLASS 1 God's Wonderful World</p> <p>Spring – poems/songs Wake up world/Hungry Caterpillar Dinosaurs and all that rubbish The gift of the sun</p>	<p>CLASS 1 Stories Jesus Told</p> <p>Video Animated Bible Stories-Jesus the Storyteller Jesus and the Starving Crowd Jesus and the cheat/ The lost Sheep Jesus and the breakfast BBQ Jesus puts things right</p> <p>SPORTS DAY 4/5 PLAYS The Prodigal son DVD</p>
<p>CLASS 2 What is the Bible? - Why is it important to Christians? (3d)</p> <p>Bible facts & info Mary Jones Stories from the Bible Video The Beginning – Abraham/Isaac</p>	<p>CLASS 2 Visiting the Parish Church (1f)</p> <p>Key features – Preparing for the visit</p> <p>SPORTS DAY On visit with Class 3</p>
<p>CLASS 3 What is faith and what does it mean? (3e)</p> <p>Abraham/ Gladys Aylward Gandhi</p>	<p>CLASS 3 Visiting A Gurdwara (2d)</p> <p>Key features – Preparing for the Visit</p> <p>SPORTS DAY Visit</p>
<p>CLASS 4 Festivals- Buddhism</p> <p>Basic Buddhism Wesak – Buddha Day</p> <p>Video Stop/Look/Listen - Tree</p>	<p>CLASS 4 Miracles</p> <p>DVD Miracles of Jesus Miracle Maker – Jairus' Daughter & The Woman who Touched Jesus Cloak Miracle Maker – Raising of Lazarus & The Paralysed Man</p> <p>4/5 PLAY (Pete not in)</p>
<p>CLASS 5 Impact of the Bible</p> <p>Reformation Today</p>	<p>CLASS 5 Art in Religion (6f)</p> <p>Islamic Art/Architecture Churches – Geometric patterns</p> <p>4/5 PLAY (Pete not in)</p>

MEDIUM TERM PLANS - AUTUMN 1 (2016)

<p>CLASS 1 Friends of Jesus Unit RB Festivals - Christian What does friendship mean? Good Samaritan <i>Video</i> Jesus' special friends – disciples Jesus' special friends - children Zacchaeus Harvest H</p>	<p>CLASS 1 Consequences of actions, rules, feelings Christmas Story Jonah <i>DVD</i> Telling Lies <i>DVD Larry Boy & the Fib</i> Dogger Guatama the Buddha Tenzin's Deer Hedgie's Surprise Christmas Story <i>Video Animated Bible</i> <i>The First Christmas</i> Christmas Story</p>
<p>CLASS 2 Festivals – Muslim What does it mean to belong? Unit 1a Introduction to Islam Ramadan/ Eid Al Fitr What Does it mean to belong?</p>	<p>CLASS 2 What does it mean to belong? Christmas Story Signs of belonging-Loving your family <i>DVD Duke and the Great Pie War</i> Belonging in religion – Initiation Ceremonies Christmas Story Christmas Story <i>DVD The Toy that Saved Christmas</i></p>
<p>CLASS 3 Stories with a Moral Telling Lies <i>DVD Flo the Lying Fly</i> Temptation <i>DVD Larry Boy and the Bad Apple</i> El Dorado – an ideal world Parable of the Talents</p>	<p>CLASS 3 Lessons in – Obedience/Using gifts Christmas Joshua <i>DVD Josh and the Big Wall</i> Using gifts <i>DVD Lord of the Beans</i> Christmas – Giving not getting <i>DVD The Star of Christmas</i> Christmas</p>
<p>CLASS 4 Festivals – Christian Harvest – Christian (Thankfulness and sharing) Harvest – Around the world</p>	<p>CLASS 4 Sikhism Basic info Guru Nanak Worship Festivals <i>Video Animated World Faiths – Life of Guru Nanak</i></p>
<p>CLASS 5 How do Muslims Express their Faith in Practice? Unit 5b The Qur'an 5 Pillars of Islam Every day life</p>	<p>CLASS 5 Key features of Worship Community (Generic) Unit 6a Christian/Jewish Hindu Sikh Muslim</p>

RESOURCES

A range of resources is available in a central resource area and with the R.E. Co-ordinator.

VIDEOS

- THE BEGINNING (5mins. each programme)

In the beginning 1 Summer1

Adam and Eve 1 Summer1

Noah and the Great Flood 1 Summer1

Abraham 2 Summer2

Isaac finds a wife 2 Summer2

Jacob and Esau

Joseph the dreamer 1 Spring1

Joseph 1 Spring1

The King of Egypt

The Princess and the baby 1 Aut.2

Let my people go 1 Aut.2

- CREATION STORIES (15mins. each programme)

Christianity 2 Aut.2

Hinduism 5 Aut.2

Islam 2 Aut.2

Buddhism 5 Aut.2

As Science sees it 5 Aut.2

- ANIMATED BIBLE STORIES (10mins. each programme)

The first Christmas 1 Aut.1

Jesus the storyteller 1 Summer2

Jesus the miracle worker

Jesus the healer

The first Easter 1 Spring1

- ANIMATED WORLD FAITHS (15mins. each programme)

Moses and the Passover meal 2 Spring2/4Spring2

The life of Christ 3 Spring2

The life of the Buddha 3 Spring2

The way of the Buddha 3 Spring2

The life of Confucius

The childhood of Krishna 3 Summer1

The Ramayana 3 Aut.2

The life of Muhammad 4 Aut.2

The conference of the birds 4 Aut.2

The life of Guru Nanak 4 Aut.1

- THE PRODIGAL SON (30mins.) 1 Aut.1
- STOP, LOOK, LISTEN (15mins. each programme)

WATER- Hinduism 3 Spring1/4 Summer1

MOON - Islam 3 Spring1

CANDLE – Judaism 1 Aut.2 & Spring1/3 Aut.2

TREE – Buddhism 4 Summer2

SWORD – Sikhism 1 Spring1/4 Aut.1

- THE STORY OF EASTER (30mins.) KS1 2 Spring1
- THE NATIVITY (30mins.) 1 Aut.2
- THE GOOD SAMARITAN (30mins.) 1 Aut.1

DVDS

- FLO THE LYIN' FLY (60mins.) 3 Aut.1
- LARRY BOY AND THE FIB FROM OUTER SPACE (33mins.) Truth 1 Aut.1

- LORD OF THE BEANS (52mins.) Using your gifts 3 Aut.1
- JOSH AND THE BIG WALL (30mins.) Obedience 3 Aut.1
- GOD ROCKS (50mins.) Creation/Meaning of life 2 Aut.2
- THE STAR OF CHRISTMAS (45mins.) God's love 2 Aut.1
- THE TOY THAT SAVED CHRISTMAS (90mins.) Giving not getting 3 Aut.1
- THE GOLDEN RULER/ASPARAGUS OF LA MANCHA 2 Spring1
(20mins.each) - Friendship
- MADAME BLUBERRY (30mins.) Courage 3 Summer1
- ESTHER – The Girl Who became Queen (39mins.) Thankfulness 2 Summer1
- LARRY BOY AND THE BAD APPLE (46mins.) Fighting temptation 3 Aut.1
- BUZBY THE MISBEHAVING BEE (60mins.) Following rules 2 Spring1
- SUMO OF THE OPERA (50mins.) – Perseverance 3 Summer1
- DUKE & THE GREAT PIE WAR - Loving your family 2 Aut.1
- AN EASTER CAROL (50mins) 4 Spring1
- KING GEORGE AND THE DUCKY (36mins.) Selfishness
- ARE YOU MY NEIGHBOUR (30mins.) Loving your neighbour 4 Spring1
- GOD WANTS ME TO FORGIVE THEM? (32mins) Forgiveness 5Spring1
- GIDEON (44mins.) A lesson in forgiving 3 Summer1
- LYLE THE FRIENDLY VIKING (37mins.) Sharing 2 Spring1
- MIRACLES (30mins.) 4 Summer2
- JOSEPH IN EGYPT (30mins.) 1 Spring1
- STORY KEEPERS Easter (70mins.) 1 Spring2
- MOSES (30mins.) 2 Summer1
- JONAH (80mins.) 1 Aut.1
- PRODIGAL SON (30mins.) 1 Summer2
- MOSES (2.5 hrs.)
- ESTHER (88mins.) 4 Spring2
- ABRAHAM (3 hrs.)
- AWESOME HEROES IN THE BIBLE (60mins.)

David and Goliath 1 Spring1

Esther 1 Spring1

Job's trouble

Abraham and Sarah's surprise

Samson 1 Aut.2

Moses-The journey 1 Aut.2

Solomon says 1 Aut.2

David-Kind hearted king 1 Aut.2

Baptism of Jesus

Blinded by the light-Paul

- Abraham & Isaac 4 Spring 1
- Moses 4 Spring 1
- Elijah 4 Spring 1
- David and Goliath 1 Spring 1

- STORYKEEPERS (30mins.x 3) – PARABLES 2 Spring2

Roar in the night – Lost sheep/Widow's mite/Deaf and dumb man

Captured – Centurion's servant/Prodigal son

Trapped – Transfiguration/Entry into Jerusalem/Parable of the vineyard

- A ROAD LESS TRAVELLED (10mins. each programme) Values 3 Spring1

Friends in high places – Thankfulness

Heavenly event – Generosity

Sunny side up – Goodwill

Up from the depths – Joyfulness

Cooler heads prevail – Patience

Digging for gold – Cooperation

- THE WITNESS (47mins.) Barabbas 4 Spring1
- WORLD RELIGIONS
- DOTTIE ANS BUZZ 1 Summer 1

Bread from Heaven – Bible Stories

Parables

I Share because I care – Sharing/working together

I can be kind to everyone – Kindness/Having faith

Joseph's Reunion

ARTEFACTS

We have 6 boxes covering the 6 major faiths.

BOOKS

We have a wide range of up to date books.