



The Hertfordshire Scheme of Work for Primary Religious Education

Based on the Hertfordshire Agreed Syllabus for Religious Education 2012-2017



Copyright of this publication and copyright of individual documents and media within this publication remains with the original publishers and is intended only for use in schools.

All rights reserved. Extracts of the materials contained on this publication may be used and reproduced for educational purposes only. Any other use requires the permission of the relevant copyright holder.

Requests for permissions, with a statement of the purpose and extent, should be addressed to: Sarah Gatfield, Support Officer, at sarah.gatfield@hertscc.gov.uk

THE HERTFORDSHIRE PRIMARY SCHEME OF WORK FOR RELIGIOUS EDUCATION

Based on the Hertfordshire Agreed Syllabus for Religious Education 2012 - 2017

CONTENTS

1.	INTRODUCTION.....	1-2
2.	ACKNOWLEDGEMENTS.....	3-4
3.	MIXED-AGE TEACHING.....	5
4.	WORKING FLEXIBLY.....	5-6
5.	PLANNING CHARTS.....	7-10
6.	LEVELS OF ATTAINMENT.....	11-15
7.	ASSESSMENT.....	16-17
8.	WHAT IS SUCCESSFUL RE?.....	18
9.	RESOURCES.....	19
10.	ADDITIONAL GUIDANCE.....	20-25
11.	FOUNDATION STAGE- RE CARD.....	26-27
12.	FOUNDATION STAGE- RE AND THE EYFS.....	28-31
13.	FOUNDATION STAGE- RE AUDIT IN THE FOUNDATION STAGE.....	32
14.	FOUNDATION STAGE- EYFS 16 COMMITMENTS AND THEMES.....	33
15.	THE CURRICULUM MAP.....	34-36
16.	UNITS OF WORK	
	Nursery	37-51
	Reception	52-71
	Year 1	72-107
	Year 2	108-145
	Year 3	146-173
	Year 4	174-219
	Year 5	220-249
	Year 6	250-287

1. INTRODUCTION

Introduction to the Primary Scheme of Work Religious Education - Based on the Hertfordshire Agreed Syllabus of Religious Education (2012 - 2017)

The Hertfordshire Scheme of Work for Primary Religious Education (RE) has been revised to accompany the Hertfordshire Agreed Syllabus for Religious Education 2012 - 2017. It is **not** a legal requirement to plan RE using this document, but if you do so, your school will be meeting the statutory requirements of the Agreed Syllabus.

This Scheme of Work provides a model for teaching and learning in Religious Education from Nursery through to Year 6. It is not necessary to follow it in the exact order in which appears on these pages. The autumn and spring term units are divided into two parts, A and B. The B units explore aspects of Christmas and Easter with progression throughout each year group. Whilst it is beneficial to explore these festivals as they occur, there is no requirement to teach units in any particular order in each year group. Teachers may, for example, wish to select material from a range of units to create a block of teaching, or select material from the scheme that fits with a current topic being studied in school. Some RE Subject Leaders may wish to move aspects around or substitute suggested activities with successful units from their existing planning. The important factors to consider when making any changes are that:

- **all parts of the Programmes of Study from the Agreed Syllabus must be taught;**
(Pages 15 - 22 of the Hertfordshire Agreed Syllabus of Religious Education 2012 - 2017);
Pupils have learned about and from:
- **Christianity at each Key Stage;**
- **The six principal religions through the EYFS and Key Stages 1 and 2;**

The Learning Objectives have been designed to ensure that students reach appropriate levels at the end of each Key Stage. Changes to the content will necessitate changes to the Learning Objectives and consequent changes to the tasks set.

The existing Scheme of Work (2006 - 2011), is the model for this revision as the vast majority of Hertfordshire schools were already using this. This scheme has been updated by providing links to the Agreed Syllabus 2012 -2017 which aim to enhance children's progress in RE. In addition, Nursery and Reception are linked to the statutory requirements set out in the EYFS 2012; Each unit of work has been linked to the Hertfordshire Programmes of Study (Pages 15 – 22) taken from the Agreed Syllabus so that teachers can be confident that they are fulfilling the requirements of this document.

In Early Years and Key Stage 1 settings, we are suggesting activities that use an ethnographic approach to help the children relate stories, celebrations, artefacts and events to particular children in particular faith communities. If the children can for example, talk

about the life of a named Muslim/Christian/Jewish/Sikh/Hindu/Buddhist child then this helps to avoid the confusion that can arise in the children's minds between different faiths. The ethnographic approach allows the children to identify with the life of a child who is both the same as them but also has different cultural experiences, faith stories and practices. This can be explored through visits and visitors, pictures, persona dolls, or a bag of objects that belong to a child of a particular faith. Additional resources to support all recommendations may be found for each year group on the Hertfordshire Grid for Learning.

In Key Stage 2 teaching and learning follows the pattern set out in the 'Long Term Curriculum Map' but flexibility and creativity in using the modules is encouraged. Each year begins with an 'Interactive Overview', starting with the pupil's existing knowledge then actively engaging them in learning about and learning from religion through direct teaching and for example: enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors.

In Voluntary Aided Schools with a religious character there is no requirement to teach RE according to the Agreed Syllabus. The required provision for RE is either: according to the trust deed of the school; or according to the tenets of the religion or religious denomination (where provision is not specified in the trust deed); or according to the Hertfordshire Agreed Syllabus where parents request it (if a child cannot reasonably attend a school where the Agreed Syllabus is being taught).

"The St. Albans Diocesan Board of Education values its partnership with Hertfordshire County Council in the promotion of high quality Religious Education for all pupils in all schools. It warmly welcomes the publication of this newly revised primary scheme of work for Religious Education recognising that it encourages a broad and balanced approach which will develop pupils' critical and philosophical thinking skills and their respect for people whose opinions and beliefs are different from their own. Church schools are recommended to use this guidance alongside Diocesan units and guidelines on the teaching of Christianity. All those who have contributed to the production of this scheme are to be congratulated."

Jane Chipperton, **Diocesan RE, Collective Worship and SIAMS** Adviser.

All additional resources for teaching this scheme are highlighted for each year group and web links are given on the Hertfordshire Grid for Learning. Schools are encouraged to ensure that, over time, they build up resources to support the teaching of RE and the delivery of the Agreed Syllabus.

The Hertfordshire SACRE would to express many thanks to teachers involved in the preparation of this original Scheme and those who have contributed to the 2012-2017 revisions.

2. ACKNOWLEDGEMENTS

This Scheme of work would not have been possible without the comments and advice from many teachers in Hertfordshire schools, the support and guidance from the Standing Advisory Council on Religious Education and RE Adviser Lisa Kassapian. For this we are very grateful.

We wish to give special thanks to the original writing team:-

Gill Filer (Bushey Manor School)

Alexis Fowler

Trena Harding (Wheatfield's Infants and Nursery School)

Raj Khindley (Chater Junior School)

Nina Leigh (Fleetville Junior School)

Juliet Lyal (Cunningham Hill Infants School)

Angela Osgood (Fleetville Infant and Nursery School)

Linda Roberts (Beech Hyde Primary and Nursery School)

Alison Savage (High Beeches Primary School)

Elizabeth Stratton (Early Years consultant, CSF)

We would also like to thank SACRE members, especially the following:-

Jane Chipperton – Diocese of St Albans

John Fellows – Free Church

Juliet Lyal – Primary Teacher

Janet Monahan – University of Hertfordshire

Gill Williamson – Buddhist Community

Rod Woodhouse – NAHT, Primary Headteacher

The 2012 -2017 revision team:-

Susan Davies (St John's CE JMI School)

Nina Leigh (Fleetville Junior School)

Juliet Lyal (Cunningham Hill Infants School)

Members of SARETT (St Albans RE Teachers Together) who gave their time to review units for the Scheme of Work 2012-2017':-

Juliet Lyal (Cunningham Hill Infant School)
Gill Rakowski (Crabtree Infants School)
Janet Shiperlee (Cranborne Primary School)
Katharine Gibbons (Cunningham Hill Infant School)
Christina Childs (Cunningham Hill Infant School)
Kathryn Ansell (George Street Primary School)
Ali Mackintosh (Little Green Junior School)
Ellie Olmer (Little Reddings Primary School)
Helen Venn (Malvern Way Infant School)
Katie Gifford (Maple School)
Claire Power (Markyate Primary School)
Dawn Fenner (Prae Wood Primary School)
Lauren Rogers (Prae Wood Primary School)
Adrienne Azzopardi (St Giles CE Primary School)
Katie Gifford (St Helen's CE Primary School)
Sue Davies (St John's JMI School)
Stacey Archbould (St Mary's CE First School)
Vanessa Hunt (St Michael's CE VA Primary School)
Sarnia O'Connell (St Peter's School)
Bronwen Davis (The Lea Primary School)
Janet Lewis (Wheatfields Junior School)
Sabina Khela (William Ransom Primary School)
Alison Baskerville (Windermere Primary School)

3. MIXED-AGE TEACHING

It is understood that not all schools face the same planning challenges. In Hertfordshire a large proportion of schools have mixed-age classes, with some children being taught in classes straddling the Key Stages. This model is written in single year groups, but there is the freedom to make changes in any way. Routes taken by children through their primary education are various. The combinations of alternatives make constructing a mixed-age scheme to suit all situations highly difficult. Some schools have already used this scheme to adopt a 'rolling' 2, 3 or 4 year plan. Some schools have added an extra year's units at Key Stage Two to minimise repetition.

However the Scheme of Work is changed to accommodate the school's organisation the following must be considered.

- All parts of the Programmes of Study from the Agreed Syllabus must be taught; (Pages 15 - 22 of the Hertfordshire Agreed Syllabus of Religious Education 2012 - 2017). In using the programmes of study, schools must ensure that pupils have learned about and from:
- **Christianity at each Key Stage;**
- **The six principal religions through the EYFS and Key Stages 1 and 2;**
- Changes to the content will necessitate changes to the Learning Objectives and consequent changes to the tasks set. The learning objectives have been written to ensure that the pupils reach appropriate levels at the end of each key stage.

4. Working flexibly with the non – statutory Hertfordshire Primary Scheme of Work for Religious Education

The Hertfordshire Syllabus for Religious Education 2012-2017 sets out the following clear requirements with regard to the time allocation for Religious Education at KS1 and KS2.

Key Stage 1	Key Stage 2
60 hours over 10 years (approximately 10 hours per term)	156 hours over 4 years (approximately 13 hours per term)

The Agreed Syllabus requires a minimum allocation of curriculum time distributed throughout the Key Stage. This gives schools the opportunity to be flexible in their approach to planning.

- **Teaching activities can be amended; substituted or deleted, providing each Key Stage ensures coverage of the Programmes of Study set out in the Hertfordshire Agreed Syllabus for Religious Education 2012-2017. The planning charts on pages 55 – 58 can be used to record coverage of the Programmes of Study.**
- The autumn and spring terms for each year group are divided into two parts, 'A and B'. The B units allow pupils to develop their RE skills with progression when revisiting the study of Christmas and Easter. In the summer term there are not A or B units so this allows further opportunities for teachers to work flexibly.
- **Schools are reminded that the practice of Christmas or Easter school productions does not constitute statutory Religious Education and so does not contribute to the overall time allocation for RE.**
- It is important to remember that whilst the Agreed Syllabus does encourage and expect good time allocation for RE alongside all other curriculum subjects, there will be occasions when teachers may find they have to juggle their allocation due to other school commitments. For example, Yr 6 SATS.
- Some schools might choose to follow the practice of holding a Year 6 RE week after the May SATS and before Half Term. The pupils may work on a summer term unit. This can often become a most productive and **creative cross curricular week** in which the children can relax after their tests and focus on RE.
- If a school chooses to hold an **integrated humanities week** it is only the time allocated to **specific RE activities** which relate to the Agreed Syllabus Programmes of Study that can be counted as curriculum RE time.
- Curriculum **visits to places of worship or receiving visitors from faith communities** into school, other than as part of collective worship, may also count as part of the curriculum time allocation for Religious Education.
- Teachers should share the long term RE curriculum maps with pupils at the start of each term. The first session of each unit should promote the active involvement of the pupils so that they may be included in the planning for each year.
- At the start of each term the 'interactive overview' should include the sharing of medium term plans with pupils and a 'pre-planning discussion'. Pupils should be engaged by, for example, sharing and displaying books, posters, appropriate religious vocabulary and discussing and naming artefacts. This strategy will allow the teacher to establish the pupil's prior knowledge and interests and inform the practitioner which 'Suggested Key Questions and Possible Teaching Activities' will suit the individual learning of their pupils.
- Throughout the revised scheme of work teachers are encouraged to choose to **focus on the religions that are represented within their individual settings.**

5. Planning charts:

Programme of study – planning chart: EYFS

Children should have opportunities to:	Nursery	Reception
	✓	✓
F1: listen and respond to a range of faith stories in a variety of ways; (Understanding the world: people and communities)		
F2: explore some of the ways in which people express care and concern for each other and the importance of this for relationships. They should develop an awareness of their own value and the value of others; Children should explore how people know that they belong to family and other groups, including religious groups; (PSE: making relationships self – confidence and self-awareness, managing feelings and behaviour)		
F3: learn about key figures in their own lives and key members of a local religious group; (understanding of the world: people and communities)		
F4: hear and use some basic religious vocabulary in context of their experiences; (communication and language: speaking)		
F5: explore local places which are important for people, including at least one place of significance, for a religious family. They should share their own experiences of places which are special to them; (understanding the world: people and communities)		
F6: share the enjoyment of celebration and talk about celebrations of special occasions in their own lives, in those of others significant to them and in religious communities; (Understanding the world: people and communities, PSE: making relationships, self-confidence and self-awareness, managing feelings and behaviour)		
F7: experience aspects of the natural world, develop their sense of enquiry and curiosity about life and death and show some of the ways in which feelings about these can be expressed; (Understanding the world: the world, expressive arts and design: being imaginative)		
F8: understand what is right and wrong and why. Consider the consequences of their words and actions for themselves and others. (PSE: making relationships, managing feelings and behaviour)		

Programme of study – planning chart: Key Stage 1

Pupils should be taught:	Year 1	Year 2
	✓	✓
AT1		
1.1 about some of the beliefs people hold, including belief in God/gods;		
1.2 to recognise some of the groups to which they belong in their home and school life and what makes these groups special. They should listen to and talk with people who belong to a faith community about how belonging affects their life;		
1.3 about special books, both personal and religious, hear a range of stories from them and talk about their meanings;		
1.4 about authority figures who influence their lives and find out about religious leaders and their work within local faith communities;		
1.5 about, preferably through a visit, at least one place of religious importance;		
1.6 about, and where appropriate, handle some of the items of significance used in religious worship and lifestyle, exploring how they are used and begin to show awareness of similarities in religions;		
1.7 some basic vocabulary used in a religious context;		
1.8 about a variety of ways of celebrating special occasions within faith communities, the meaning behind the celebration/s and the importance for those participating;		
1.9 about how and why symbols express religious meaning;		
1.10 to explore how religious beliefs and ideas can be expressed through the arts.		
AT2		
1.11 about relationships, considering their own experiences, including challenging times;		
1.12 some stories told in different religious traditions about the natural world: considering some of the questions raised to which there may be no universally agreed answers;		
1.13 about how and why religious people show care and concern for humanity;		
1.14 to recognise how people are thankful for the earth's resources;		
1.15 to reflect on how spiritual and moral values influence their behaviour, choices and those of others.		

Programme of study – planning chart: Key Sage 2

Pupils should be taught:	Yr3	Yr4	Yr5	Yr6
	✓	✓	✓	✓
AT1				
2.1 to describe the key aspects of religions and traditions that influence the beliefs and values of others;				
2.2 to use key religious vocabulary in communicating their knowledge and understanding;				
2.3 about stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today;				
2.4 about individual beliefs and consider the ways in which members of faith communities describe their understanding of God/gods;				
2.5 to identify and begin to describe the similarities and differences within and between religions;				
2.6 to investigate the significance of religion in the local, national and global communities;				
2.7 to use and interpret information about religions from a range of sources;				
2.8 about the way in which expressive and visual arts are significant to the practices and lifestyles of religious believers;				
2.9 the main rituals within acts of worship or meditation and recognise that shared feelings are a part of worship;				
2.10 about the roles and responsibilities of authority figures within their own lives and of religious leaders in different faith communities;				
2.11 about books which are precious or important and be made aware of ways in which sacred religious texts are regarded, handled and read by the members of faith groups;				
2.12 how religious festivals are related to key figures, events and stories and how these are observed within families and religious communities;				
2.13 about places of religious importance, preferably exploring through visits; the way each place is used and its meaning and significance;				
2.14 about religious festivals which share common themes, but which have meaning unique to each faith;				
2.15 about the way verbal and non non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts; including sacred texts;				

Programme of study – planning chart: Key Sage 2

Pupils should be taught:	Yr3	Yr4	Yr5	Yr6
	✓	✓	✓	✓
AT2				
2.16 about the significance of their own religious, cultural and family traditions and how these relate to the experiences of others;				
2.17 to participate in periods of stillness and quiet thought and, where appropriate, to express personal reflections and emotions;				
2.18 that there are important landmarks in life, both religious and non-religious;				
2.19 to understand what it means to belong to groups and how believers demonstrate commitment to a faith group;				
2.20 to develop their sense of curiosity about life, death, relationships and the natural world and express personal opinions;				
2.21 the difference between ultimate and non-ultimate questions including raising questions, suggesting answers and understanding that religions may give followers the answers to some of the mysteries of life;				
2.22 about the relationship between humans, their environment and other living creatures, including examples of religious teaching and practice;				
2.23 to reflect on ideas of right and wrong and their own and others' responses to them;				
2.24 about religious codes of conduct and rules of living, considering the effect of these on daily life;				
2.25 examples of the ways in which personal and religious beliefs may influence their behaviour and that of others.				

6. THE EIGHT LEVEL SCALE OF ATTAINMENT – AMPLIFICATION OF STATEMENTS OF ATTAINMENT

The eight level scale of attainment – Amplification of Statements of Attainment

The Eight Level Scale of Attainment in the Agreed Syllabus has been used to frame the Learning Objectives in the Units of Work. Assessment has two main functions: as a guide to planning (i.e. assessment for learning); and in order to summarise what a pupil has learned (i.e. assessment of learning). The former should be used at all times to inform planning. The latter will be used more usually when report writing or preparing for consultation meetings with parents. The levels are consistent with subjects from the National Curriculum. The levels are reprinted here as a grid, detailing the Attainment Targets and separating them into the Six Key Areas of Religious Education which are the basis for the Programmes of Study. The examples printed in *italic*, provide amplification to the statements of attainment, in order to clarify the nature of work which students might produce at each level.

The Eight Level Scale for Religious Education – Foundation – Level 5 only (see Agreed Syllabus pages 38-42 for full scale)

	AT1 Learning about religion knowledge and understanding of			AT2 Learning from religion response, reflection, evaluation and application to questions of		
Level	Beliefs and teachings	Religious practices and lifestyles	Ways of expressing meaning	Human identity, personality and experience	Questions of meaning and purpose	Values and commitments
EYFS	Listen and respond to religious stories.	Communicate through talk or gesture about a range of special objects/places/people/practices.	Use some basic religious vocabulary that reflects the breadth of their experience.	Show awareness of things and people that matter to them and link this to learning in RE.	Show curiosity and interest in the world around them.	Understand what is right, what is wrong and why .
Examples Of RE at EYFS	<i>Using nativity figures, props or costumes, play out the Christmas story.</i>	<i>Looking at a range of precious items, including those that are religious, talk about how to treat them with respect.</i>	<i>Role play a religious ceremony using appropriate religious language.</i>	<i>Draw a picture of a person, animal or object which they love and explain how they make them feel.</i>	<i>As seasons change discuss how this could have happened.</i>	<i>When listening to a faith story give responses to situations of right and wrong.</i>

Level	Beliefs and teachings	Religious practices and lifestyles	Ways of expressing meaning	Human identity, personality and experience	Questions of meaning and purpose	Values and commitments
L1	Recount elements of religious stories.	Recognise religious objects/places/people/practices.	Recognise some religious symbols and use some religious vocabulary correctly.	Express their own experiences and feelings, recognising what is important in their own lives.	Recognise interesting/puzzling aspects of life.	In relation to matters of right and wrong, express what is of value and concern to themselves and others.
Examples Of RE at Level 1	<i>Re-enact the story of Noah and the Ark and talk about the importance of the message of the rainbow for some believers.</i>	<i>Handle religious artefacts; role-play how they are used and how they are special for some people.</i>	<i>Find and match religious symbols and their meanings to each faith.</i>	<i>Using examples of club uniforms and religious clothes, talk about why these matter to them.</i>	<i>Look at pictures of our changing planet; respond by talking about/drawing how they think the world might have been made.</i>	<i>Listen to the story of The Good Samaritan and role play the right and wrong way to treat each other.</i>
L2	Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary.	Describe some religious objects/places/people and practices. Begin to be aware of similarities in religions.	Begin to suggest meanings for some religious actions and symbols. Describe how religious belief is expressed in different ways.	Describe and respond sensitively to their own and others' experiences and feelings, including characters in stories with religious meaning.	Ask questions about puzzling aspects of life and experience and suggest answers , including religious ones.	Recognise and describe some religious values in relation to matters of right and wrong. Make links between these and their own values.
Examples Of RE at Level 2	<i>Using stories from the Gospels retell and act out Jesus healing the paralysed man, explaining why it is such an important lesson for Christians.</i>	<i>View/visit two places of worship highlighting the similarities of place and its use for prayer.</i>	<i>Identifying and using the practise of Holy Communion, pupils choose foods/objects/symbols to express something about their beliefs and what it represents.</i>	<i>Using dramatised stories such as: David and Goliath/Bilal the first Muezzin, pupils identify how the events outlined could apply to their own lives.</i>	<i>Discuss why people die and how faith/belief/friends can help us to understand difficult questions that we can't always answer.</i>	<i>Look at one of the five pillars of Islam, the practise of giving to Charity and link to the Christian story of the Widow's Mite. Pupils make connections with their own values.</i>

Level	Beliefs and teachings	Religious practices and lifestyles	Ways of expressing meaning	Human identity, personality and experience	Questions of meaning and purpose	Values and commitments
L3	Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions.	Know the function of objects/places/people within religious practices and lifestyles. Begin to recognise key similarities and differences.	Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives. Identify religious symbols and symbolic actions.	Recognise what influences them in their lives. Identify the influence religion has on lives, cultures and communities including their own.	Identify ultimate questions and recognise that there are no universally agreed answers to these.	Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.
Examples Of RE at Level 3	<i>Know some of the beliefs and teachings of the Sikh Ten Gurus and why the Guru Granth Sahib is considered a living text.</i>	<i>Know how some features of a church, mosque or synagogue are used in worship, festivals and everyday life.</i>	<i>Using faith stories and religious works of art identify the symbolism behind the crucifix and the resurrection of Jesus and how it is expressed during Easter.</i>	<i>Talk about people they admire and how experiences of belonging to a friendship/religious group affect how they and others behave.</i>	<i>Sort a range of ultimate and non-ultimate questions. Using art and poetry compare their own and others' responses to ideas on who and where is God.</i>	<i>Reflect upon how agreed codes of conduct, for example, classroom rules, affects behaviour and how this relates to the way some religious people live.</i>

Level	Beliefs and teachings	Religious practices and lifestyles	Ways of expressing meaning	Human identity, personality and experience	Questions of meaning and purpose	Values and commitments
L4	Using appropriate religious and moral vocabulary, identify and describe key features of religions, including beliefs, teachings and their meaning .	Identify and describe similarities and differences in religious practices and lifestyles both within and between religions.	Describe the meaning of religious symbols and symbolic actions. Show understanding that symbols may be interpreted in different ways both within and between religions.	Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers.	Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions.	Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings.
Examples Of RE at Level 4	<i>Examine how the Buddha's journey to enlightenment shapes the lives of practising Buddhists.</i>	<i>Explore the observation and practise of the Sabbath in Jewish, Muslim and Christian homes.</i>	<i>Using the important symbol of light, explore Diwali, Chanukah and the significance of Jesus' 'light of the world' statement, making connections across the religions.</i>	<i>Generate enquiry through investigating the 5 K's, pupils consider how these objects might reinforce a Sikh's sense of identity and belonging. Pupils suggest symbols which might represent their own identity and suggest where they belong, or which might summarise prior learning of another faith.</i>	<i>Looking at creation theories, explore, a faith response a scientific view and their own ideas.</i>	<i>Share own opinions about respect for animals and show an understanding of why some religious people hold differing views about eating meat.</i>

Level	Beliefs and teachings	Religious practices and lifestyles	Ways of expressing meaning	Human identity, personality and experience	Questions of meaning and purpose	Values and commitments
L5	Begin to use some philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions.	Explain how religious beliefs and ideas influence practices and lifestyles. Explore how these beliefs and ideas lead to diverse practice, both within and between religions.	Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions.	Explore and suggest reasons for their own and other people's views, including religious ideas about human identity and experience.	Explain their own philosophical, moral and/or religious responses to a range of ultimate questions. Explore the views of others including different religious perspectives.	Explain , with reasons, religious views about moral and ethical issues. Explore their own views and those of others in relation to these issues.
Examples Of RE at Level 5	<i>Examine the experience of suffering in and between faiths and how it significantly affects believers in their everyday actions. Where Buddhists believe that personal desire causes suffering, Hindus embrace Karma' other faiths look to different explanations including illness and natural disasters.</i>	<i>Explore and explain the significance/ importance of repentance in faith groups and how it is observed through diverse practices in religious festivals, e.g., Lent, Yom Kippur and Ramadan.</i>	<i>Using the biblical events of the Last Supper and decoding the symbolism of Leonardo DaVinci's painting, explore and compare the significant impact on the lives of Christians today.</i>	<i>Investigate the religious practice of pilgrimage and Holy site visits for believers and how it can reinforce their spirituality and religious identity. Discuss whether non-believers need a tangible focus to reinforce their identity.</i>	<i>Explore questions about the human soul and in the context of the Holocaust and subsequent genocides, discuss why people respond differently.</i>	<i>Examine and respond to the moral and ethical views on preparing food focussing on Halal or Kosher and the Buddhist concept of mindfulness.</i>

7. ASSESSMENT IN RELIGIOUS EDUCATION

Assessment is the process by which progress is measured and communicated to pupils so that they can take their learning forward. It also serves to inform the teacher whether learning objectives have been met and what steps need to be taken to enable pupils to progress further. In Religious Education, as in all subjects, assessments should be designed so that pupils have opportunities to show what they know, understand, and can do. The process of assessment should be conducted in line with the whole school assessment policy and take account of national developments in this field.

Definitions

There are two commonly understood areas of assessment.

- Assessment of learning, also known as summative assessment. This is when work is assessed at the end of a unit, year or key stage, so that a judgement can be made about how well a pupil is doing at that stage. It will usually involve the use of marks, or attainment levels;
- Assessment for learning, also known as formative assessment. This involves identifying the next steps for teaching and learning as well as responding to areas for improvement.

Assessment for learning

Assessment for learning plays an important role in Religious Education. Good assessment for learning...

- is embedded as an essential part of teaching and learning;
- involves sharing learning objectives and success criteria with pupils;
- aims to help pupils to know and recognise the standards they are aiming for;
- involves pupils in peer and self assessment;
- provides subject specific feedback which leads pupils to recognising their next steps and how to take them;
- involves both teacher and pupils reviewing and reflecting on assessment data.

The Hertfordshire Agreed Syllabus for Religious Education 2012-2017 contains Attainment Targets and Level Descriptors for attainment in Religious Education. Their use as a tool for assessment is a statutory requirement of the Agreed Syllabus.

The Two Attainment Targets

Attainment Target 1 'Learning about religion'

Attainment Target 2 'Learning from religion'

The eight Level Descriptors are intended to assist teachers in making secure judgements about the progress of their pupils in both of the attainment targets. In order to do this, teachers will need to use both assessment for learning and assessment of learning.

A Primary perspective on Assessment in Religious Education

In primary schools, assessment in Religious Education will generally follow the same procedures as for Foundation subjects and be in line with the whole school assessment policy. It may be necessary for subject leaders to stress that knowledge, skills and understanding in Religious Education can and should be assessed. They should not allow colleagues to suggest that Religious Education cannot be assessed, or that such assessment measures how religious a pupil is, or their degree of spiritual development. There are, however, some important areas that are developed through Religious Education, such as attitudes, which are not suitable for assessment against an eight level scale. A pupil's development in these areas can be commented on in their end of year report.

As assessment in Religious Education has been seen as an area of weakness in many schools (See Ofsted 'Transforming Religion', 2010) every effort should be made to apply the principles of assessment for learning to the subject. Some of the following ideas may also help to make assessment in Religious Education more effective:

- develop tasks that match the requirements of the syllabus and that will help the children make progress towards the levels of attainment;
- share learning objectives or key questions based on the syllabus with children so they understand what they are aiming at, and assess in relation to these;
- accept that some lessons do not support direct assessment but consolidate learning, remembering to balance these with lessons which allow the children to demonstrate what they know, understand and can do in Religious Education;
- allow for some informal assessment in relation to discussion, debate or group work, for example, by making note of individual comments, by asking the children to initial their own contributions to a group exercise, by asking children to record for display, their best idea/suggestion on a post-it note, speech bubble or brick for a 'wonder wall';
- focus on specific Religious Education requirements, for example, pupils describe what the features in a place of worship say about that religion's beliefs, rather than simply drawing and labelling pictures;
- make comments (oral or written) about progress against Religious Education objectives, rather than those for handwriting, literacy, etc;
- allow pupils opportunities to assess their own and their peers' progress in relation to particular areas of Religious Education work.

8. WHAT IS SUCCESSFUL RE?



Aime Archer, Aged 7, St. Nicholas C of E Primary



Riya Mwangi, Aged 5, Little Heath Primary



James Woodmore, Aged 6, Lime Walk Primary



Jack Adams, Aged 9, Dunsdale Primary School

- R.E. is valued by SLT, staff, parents, pupils and other stakeholders.
- .Work follows the Agreed Syllabus.
- .R.E. is given the statutory amount of time.
- .Content chosen is appropriate to the age and ability of the pupils.
- .Planning long, medium and short term objectives.
- .Planning for progression to take place.
- .Teachers have high expectations. Pupils achieve at or above expectations.
- .Teaching about and not teaching the faith.
- .Opportunities for pupils to learn about and learn from RE.
- .There are a variety of learning activities and resources.
- .Resources are appropriate, varied and high quality.
- .Lessons have clear objectives that are shared with pupils.
- .Success criteria are made clear to pupils.
- .Work is differentiated appropriately.
- .Work is challenging for all pupils.
- .Work links where appropriate with other curriculum areas.
- .Pupils are encouraged to respect the beliefs, opinions and practices of others.
- .Pupils are given regular feedback and are helped to understand how to improve their work and make further progress.
- .There is effective use of ICT and Key Skills.
- .Personal reflection is encouraged.
- .Lessons encourage pupils to question and discuss ideas.
- .Evaluation of lessons takes place and is used to inform future planning.
- .Monitoring of the subject is well established and used effectively.
- .Parents are kept informed of their children's progress.

RE IS FUN!

Based on suggestions from primary teachers, with kind permission, Lesley Pollard, Learning Adviser for Religious Education, Northamptonshire.



Aime Archer, Aged 7, St. Nicholas C of E Primary



Riya Mwangi, Aged 5, Little Heath Primary



James Woodmore, Aged 6, Lime Walk Primary



Jack Adams, Aged 9, Dunsdale Primary School

9. RESOURCES

Throughout the Scheme of Work useful resources have been identified. Please note that resources are constantly changing, with faith communities and others regularly publishing good materials. Whilst we have attempted to keep the resources and links to websites as current as possible, by making this scheme of work available online, we cannot guarantee the availability of the resources recommended in this scheme of work but they will, be available for reference through the Wot-ever Scrap Store.

The Wot-ever scrap store, Unit 6 Bridgegate Centre, Martinfield, Welwyn Garden City, AL7 1JG

Opening Hours: Monday 11am to 3pm, Thursday 12pm to 5pm and Saturday 10am to 12pm. For further details please telephone on 01707 371719 or email connectclub.scrapstore@virgin.net

In addition to the RE resources based at the Wot-ever Scrap Store, artefact boxes, big books, videos and many other resources can also be borrowed from:

The Diocesan Resource Centre, Holywell Lodge, 41 Holywell Hill, St Albans, AL1 1HE.

The Resource Centre is open Monday to Friday 8.30am - 4.30pm - for further details please telephone on 01727 818158 or visit www.stalbanseducation.org.uk/Resources/Resource_Centre.htm

The attachments provided in the scheme are all available to copy for classroom use. Some specialist stockists of RE resources are listed below. They are useful for books, posters, DVD's, artefacts etc.

- Artefacts to Order (01945 428724 / www.artefactstoorder.co.uk)
- Articles of Faith (0161 763 6232 / www.articlesoffaith.co.uk)
- County Supplies (<https://www.hertsdirect.org/supplies/home.aspx>)
- The Festival Shop (0121 486 3569 / www.festivalshop.co.uk)
- Religion in Evidence (0800 318686 / www.tts-group.co.uk)

The Hertfordshire Faith Communities Contact Directory can be downloaded in schools from the RE pages of the Hertfordshire Grid for Learning (www.thegrid.org.uk/learning/re) This contains names of people from the principal faiths who will visit schools or welcome visits from the students.

The RE Department can also be contacted by email:-

sarah.gatfield@hertscc.gov.uk

10. ADDITIONAL GUIDANCE

Godly Play for Primary Schools

Some teachers in primary schools have begun working with 'Godly Play', this offers an alternative imaginative approach to religious education. It has its roots in Montessori education and uses religious artefacts and models so that children can enter religious stories and imagery using their innate spirituality.

Teachers who use Godly Play in the classroom have found that the technique offers them alternative ways of approaching religious education and challenges long held views about the process of teaching and learning. The teacher must be open to the unexpected and prepared to learn with the children as well as teach them. The Godly Play approach allows for reflection slows down the pace of delivery but it doesn't mean the rate of learning is slow.

Time is set aside in a Godly Play session for reflection and response. It creates a safe space where children can explore their ideas more deeply and make meanings for themselves. It allows them to 'think big'.

Godly Play enables teachers to build a community where children are free to wonder, explore possibilities and learn more about themselves in relation to others.

It evokes qualities of reflection, calm and order, approachability and focus. 'Reading' the story through the material presented, promotes sensitivity and respect for the stories and objects of religion.

Format of the lesson

The lesson follows a regular format, familiar to those who may be involved in worship.

A gathering. The children gather in a circle round the material that will tell the story.

Entering into the story. The story teller unfolds the story using the objects in the circle. He/she takes plenty of time and focuses on the material.

A time of reflection. The story teller asks wondering questions about the story.

For example

I wonder which is your favourite part of the story?

I wonder which is the most important part of the story?

I wonder if we could leave anything out and still have the story we need?

I wonder where you are in the story? Which part of the story is about you?

Creative work based on the story

Children then have a time to explore their ideas through creative work. Following individual thinking time, pupils may leave the circle and create a personal response. Pupils choose using for example, paint, clay, papier mache, construction materials, (Lego), collage, junk modelling, poetry, music etc.

Plenary Session

A sharing of children's ideas

Sending out

The children are sent out (to play/lunch/home)

Meeting objectives

A Godly Play lesson can be used to assess criteria in the agreed syllabus, e.g.

AT2 L2 Children can use religious words and phrases to identify features in a religious story and its importance for some people

AT2 L2 Children can respond sensitively to questions about their own and other's experiences and feelings.

AT1 L3 Children can identify the impact that religion has on people's lives...

AT2 L3 Children make links with their own and other's experiences.

Godly Play and Teaching and Learning

Teachers who have tried Godly Play have become aware that this approach expands their repertoire of teaching and learning styles and raises broader questions about teaching and learning. It is a way in which teachers can encourage and develop the qualities of reflection, sensitivity and respect that can be carried into other areas of learning.

To find out more

For a description of a sample Godly Play lesson

Exploring Puzzling Questions Ed Joyce Mackley RE Today Services

Or visit <http://www.natsoc.org.uk/schools/gp>

Local Contacts for INSET, Courses, Resources and enquiries

Revd John Fellows,

40 Churchfield, Harpenden 01582 764738

St Albans Diocesan Resource Centre

41 Holywell Hill, St Albans 01727 815757

A selection of Godly Play stories

This is a list of suggested Godly Play stories that may be appropriate for RE lessons;

Creation

The Exodus (The story of the Passover)

The Ten Best Ways (The Ten Commandments)

Advent

The Circle of the Church's Year – (Explains the major festivals and the pattern of Church year)

The Faces of Easter

The Crosses (contains 8 different crosses and explains their symbolism)

Parables - The Good Shepherd,

The Good Samaritan

The Sower

Suggestions for using Persona Dolls and how to link them to Religious Education

What is a Persona Doll?

- A Persona doll is a 'child visitor' to the setting usually at circle time.
- Persona dolls are not like the 'baby dollies' that are to be found in the role play area for example.
- Persona dolls have a story to tell to the children.
- Persona dolls are friends with whom the children in the setting can bond with.
- Persona dolls can help children to explore a range of big issues such as prejudice, discrimination and racism in a non-threatening way.
- Persona dolls can help with a resolution to a problem encountered by the children and practitioners in a setting.
- Persona dolls also help children celebrate positive events for example, birthdays, weddings, festivals, new baby and moving to a new home.

What does a Persona doll look like?

- A Persona doll could be any doll from a rigid plastic doll to a soft bodied rag doll.
- A child sized soft bodied doll is best as it can sit on the practitioners lap when it visits. These dolls are easy to handle and do resemble a child when seated with the practitioner.
- It is not a puppet and does not have its own voice. The practitioner does not become a ventriloquist.
- The practitioner speaks on behalf of the doll to the children.
- Soft bodied Persona dolls can be purchased with a range of skin tones, eye and hair colours and in both genders.

Creating the life history or Persona of the doll

- Before the Persona doll visits the practitioners will need to build a life history script which they must keep to.
- If any new information about the doll is used it must be added to their Persona file



This is an example of what your doll's Persona could look like

Name	
Age	
Appearance	
Favourite Foods	
Pets	
Favourite toy	
Favourite Activities	
What type of house does he/she live in	
Family Background	
Religion	
Language	
Any other significant details	

Suggestions for introducing the Persona doll and follow up visits

- The children can be seated in a circle as the doll usually visits at circle time.
- The doll sits on the practitioners lap and the practitioner listens to the doll and tells the children what the doll has said.
- The practitioner gives a few facts about the doll-his/her name, where he /she lives and encourages the children to ask more questions.
- The practitioner is encouraging the children to make friends with the doll on every visit.
- The next time the doll visits it may bring an item to share with the children for example, a story book or a photo album. Recount what the children know about the Persona doll from the first visit.
- The Persona doll could have a back pack/bag in which to bring items to the setting.
- The next visit a situation, experience, problem could be explored with the children to find a resolution to, if necessary.

Some ideas for linking Persona dolls and RE

- Persona dolls can help children to understand and emphasise with different cultures and religions.
- If there are few or no members of a faith community the Persona doll can visit to explain about its faith background.
- Let the Persona doll visit the setting as a new friend and talk about their favourite toy, food, pet etc. for a few visits before introducing the aspects of the faith that you want to teach the children about.
- The Persona doll could then visit with a story or story book to share.
- The Persona doll could visit with an artefact to talk about.
- The Persona doll could visit in traditional dress.
- The Persona doll could bring special food to share.
- The Persona doll could explain a special festival.
- If there are parents/carers from that faith and if possible the local faith community they can be asked to contribute ideas or lend resources, artefacts for the Persona doll to bring to the setting.
- They will be helpful for example, in explaining the use of these artefacts or how to pronounce a name, if the practitioner is unsure.

As the children will have met and made friends with the doll before they will show a natural curiosity for the stories and artefacts they will want to learn more from their friend.

The Persona doll will be more successful in the setting when...

- Practitioners are all committed to the use of a Persona doll.
- Practitioners have all contributed to the Persona story of each doll in use.
- Practitioners can practice with each other as the audience to gain confidence using the Persona doll.
- If possible, the practitioners receive training in using the Persona doll.
- The Persona doll is treated with respect by the children and practitioners that any visitor to the setting would receive.

To find out more

The Little Book of Persona Dolls – Marilyn Bowles
Featherstone Education
ISBN: 1-904187-86-2

Persona Dolls in Action DVD and book - Persona Doll training

Celebrating Diversity DVD and book - Persona Doll training
www.Persona-doll-training.org

Persona Dolls in Religious Education – Shane Vickery
www.retoday.org.uk
Portsmouth EMA website- Includes video clips of a practitioner using a Doll
www.blss.portsmouth.sch.uk/earlyyears/eypdolls.shtml

Persona Dolls and accessories

Parrotfish Company
www.parrotfish.co.uk

Bright and Early Catalogue
www.articlesoffaith.co.uk

Persona Doll Training
www.Persona-doll-training.org

Persona Doll Training website also has a 'Have Your Say' where practitioners post their experiences and ideas for using Persona dolls

Religious Education

Early Years Foundation Stage

All children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability, should have the opportunity to experience a challenging and enjoyable programme of learning and development.



Specific legal requirements

All providers **must** have, and implement, an effective policy about ensuring equality of opportunities.

Providers **must** have effective systems to ensure that the individual needs of all children are met.

Providers **must** promote equality of opportunity and anti-discriminatory practice and must ensure that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability.

(Revised EYFS Statutory Framework pg 26, Herts Agreed Syllabus pg 10).

Statutory guidance

The statutory requirements for RE are set out in the Hertfordshire Agreed Syllabus for Religious Education 2012-2017.

Religious Education is statutory for all pupils registered on the school roll.

Providers should obtain, record and act on information from parents about a child's dietary needs (Revised EYFS Statutory Framework pg 22).

Providers have a responsibility to ensure positive attitudes to diversity and difference – not only so that every child is included and not disadvantaged, but also that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society.

Principles into practice cards

- 1.2 Inclusive practice
- 2.2 Parents as partners
- 3.4 The wider community



Evidence of effective practice

1. Encourage children to recognise their own unique qualities and the characteristics they share with other children.
2. Children responding positively to difference and asking ultimate questions.
3. A welcoming environment, including positive images of diversity of faith.
4. Practitioners challenging inappropriate attitudes and practices in both adults and children.



Written evidence

Information about how the individual needs of all children will be met.
 Arrangements for reviewing, monitoring and evaluating the effectiveness of RE in the EYFS through good observation assessment.
 Evidence of observations feeding into next steps in planning.
 Next steps referencing EYFS, RE programme of study, (p56).
 Exemplification using EYFS learning journey format.
 (plus SEN information, Revised EYFS Statutory Framework p26).



Reflecting on practice

How do you help children value diversity and differences, and all faiths or none?

How do you challenge inappropriate attitudes and practices in both adults and children?

How do you encourage children, families and staff to value and respect each others' beliefs?

How would a family arriving at your setting know that all children are welcomed and valued?

12. FOUNDATION STAGE - RE AND THE EYFS

The EYFS documentation became statutory in September 2008 and applies to settings providing care and education for children 0-60+ months. In following the programme of study for Religious Education in nursery and reception classes, the mechanism of delivery should be that outlined in the EYFS which is based on a play based approach. The Hertfordshire Agreed Syllabus for RE Foundation stage should be delivered through experiences and contexts appropriate for the age and stage of the children according to the developmental statements in the EYFS. This may be partly through short periods of directed input which highlight key festivals, celebrations, religious symbols and religious vocabulary by reference to children's own experiences, use of persona dolls and involvement of the wider community for example, visits from key members of a religious group or visits to a local place of worship. There also needs to be evidence of delivery through continuous provision in Child Initiated play.

For the young child, the value of RE provides a focus for:

1. Understanding myself
2. Valuing myself
3. Relating to others
4. Learning new things

These ways of thinking connect to the child's spiritual, moral, social and cultural (SMSC) development throughout the whole of education as well as specifically to RE AT2 – *learning from religion*.

Through an RE focus the EYFS practitioner can promote the development of the child's self-concept and self-esteem.

This, therefore, links to the EYFS principles of:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning & Development

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. The six areas of learning identified in these goals are:

1. Personal, Social and Emotional Development
2. Communication, Language and Literacy
3. Problem Solving, Reasoning and Numeracy

4. Knowledge and Understanding of the World
5. Physical Development
6. Creative Development

Religious education can make an active contribution to **all** of these areas but has a particularly important contribution to make to:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Knowledge and Understanding of the World
- Creative Development.

Examples of religious education–related experiences and opportunities – taken from The Non-statutory national framework for Religious Education (2004)

For each of these four areas, there are examples of religious education-related experiences and opportunities and an activity. Each activity is indicative only and is included to exemplify particular ways in which religious education-related activities contribute to the early learning goals.

Personal, social and emotional development

Examples of religious education–related experiences and opportunities

- Children use some stories from religious traditions as a stimulus to reflect on their own feelings and experiences and explore them in various ways.
- Using a story as a stimulus, children reflect on the words and actions of characters and decide what they would have done in a similar situation. They learn about the story and its meanings through activity and play.
- Using role-play as a stimulus, children talk about some of the ways that people show love and concern for others and why this is important.
- Children think about issues of right and wrong and how humans help one another.

Example of an activity

In the context of a learning theme to do with ‘growing’ or ‘the natural world’, children encounter the parable of the mustard seed. They look at and talk about some tiny seeds and the teacher tells the parable, putting it into context as a story Jesus told. The teacher emphasises how, in the story, the tree that grew from the little seed became a safe home for birds. Children talk about what helps them

to feel safe. They take a walk to look at trees and touch trees. They think about how they should look after trees. They talk about what it would be like to fly up into the branches. They plant seeds and role-play the growth of the seed in dance. They produce shared or independent writing about what they would like to grow into. Through these experiences children become more aware of themselves, for example of the concepts 'I am growing' 'I need to feel safe'. They respond to the significant experiences of exploring a story and wonder at the growth of seeds. They learn to understand their responsibility to the natural world and begin to consider beliefs about Jesus.

Communication, Language and Literacy

Examples of religious education–related experiences and opportunities

- Children have opportunities to respond creatively, imaginatively and meaningfully to memorable experiences.
- Using a religious celebration as a stimulus, children talk about the special events associated with the celebration.
- Through artefacts, stories and music, children learn about important religious celebrations.

Example of an activity

In the context of a learning theme to do with 'books' or 'favourite stories', children look at a child's Haggadah and are encouraged to ask questions about it. The children are told that the book belongs to a Jewish child who is celebrating Passover. The story of Passover is briefly told. Children are invited to think about their favourite books. The teacher talks about the child learning Hebrew and having an important job to do at the celebration meal. Children think about where and how they learn and how it feels to do something really well. They learn the words 'Jewish' and 'Hebrew'. They use language in role-playing a family meal. They look at and talk about a variety of dual-language books, share other old stories from both oral and written traditions and make a class book based on a favourite story or a celebration they have shared. A questions board is set up for children to record any questions that come into their heads. Through these experiences, they learn about the importance of story and sacred texts in religion, develop respect for the beliefs and values of others and extend their vocabulary.

Knowledge and Understanding of the World

Examples of religious education–related experiences and opportunities

- Children ask and answer questions about religion and culture, as they occur naturally within their everyday experiences.
- Children visit places of worship.
- They listen to and respond to a wide range of religious and ethnic groups.
- They handle artefacts with curiosity and respect.
- Having visited a local place of worship, children learn new words associated with the place, showing respect.

Example of an activity

In the context of a learning theme to do with 'buildings' or 'special places', children are shown a selection of pictures. They then learn about three different places children go with their families to worship God: a church, the Golden Temple and a mosque. Children are invited to talk about the pictures of places of worship, looking for common and distinctive features.

Children talk about somewhere they have been that they will remember. They go out and photograph significant places (and people) in the local area and display their pictures in school. They visit a place of worship and record what they see. They talk about building materials and how they are used. They look at patterns. They sort collections of photographs of buildings and they compare buildings in their local environment and far away, talking particularly about the local church, the Golden Temple and the mosque. Through these experiences, children learn about the importance of places of worship, relating this to their own special places. They begin to be aware of their own cultures and beliefs and those of other people.

Creative Development

Examples of religious education–related experiences and opportunities

- Using religious artefacts as a stimulus, children think about and express meanings associated with the artefact.
- Children share their own experiences and feelings and those of others, and are supported in reflecting on them.

Example of an activity

In the context of a learning theme to do with 'water', 'journeys' or 'the natural world', children look at a sealed pot that has water from the Ganges river inside it. Once they know that the pot contains water, they are encouraged to imagine a wide, flowing river. They look at photographs or videos of rivers and waterfalls and talk about how water moves. They hear the story of the birth of the river Ganges (regarded by Hindus as sacred). The teacher emphasises that it is a story that helps some people imagine what God might be like. They look at photographs of Hindus bathing in the Ganges and talk about why the river is important to them. They are invited to think about their ideas about heaven. In response to the story, they explore water through play. They create a great river collage, using a variety of media. They make a river dance, using lengths of coloured fabric and accompany it with percussion music. Through these experiences, children develop their imagination through a variety of creative and expressive arts. They begin to think about the importance of water as a symbol in religion and why some people regard particular places as sacred.

13. RE AUDIT IN THE FOUNDATION STAGE

Setting: Date: Staff member:

	Always	Sometimes	Rarely
1. Do we gather appropriate family background information e.g. how to pronounce the child's name, whether the child has a 'pet' name, parents home language/s, parents understanding and spoken use of English, family religion (including festivals celebrated) etc?			
2. Do we gather information about children's previous experiences e.g. home languages, Ethnic background, previous settings, interests etc?			
3. Do we offer a welcoming and inclusive environment that reflects diversity of culture and religion?			
4. Do children have regular use of materials drawn from a range of cultures and faith communities e.g. dressing up clothes, books, cooking utensils etc.?			
5. Do our displays, small world resources, dolls and books show diversity in a non-stereotypical way e.g. that reflects a person's daily lives, in a range of work roles?			
6. Do we encourage all children to feel self-confident, proud of their culture and/or religion without feeling better than others and their religion (s)?			
7. Do we acknowledge and celebrate the cultures of all our children?			
8. Do we give children everyday opportunities to explore religious diversity e.g....faith symbols, a range of religious artefacts, books and pictures evident in practice, open discussion about dietary needs associated with religious practice at snack times/meal times			
9. Do we invite parents, families and community groups to share their knowledge and Skills in celebrating religious practice and ensuring our resources are appropriate?			
10. Do we intervene appropriately if we observe children and/or adults showing prejudice in our setting?			
11. Do we regularly reflect on our practice and seek help and support where relevant e.g. Faith Communities Directory, CSS schools, Children's Centre and extended schools communities?			
12. Do we build awareness, understanding and respect for all faiths and none into our planning?			

14. FOUNDATION STAGE- EYFS 16 COMMITMENTS AND THEMES
RE throughout the commitments and themes of the EYFS

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development A skilful communicator	2.1 Respecting each Other Understanding feelings	3.1 Observation, Assessment and planning Starting with the child	4.1 Play and Exploration Learning through experience Contexts for learning
1.2 Inclusive Practice Equality and Diversity	2.2 Parents as Partners Respecting diversity Communication Learning together	3.2 Supporting Every Child Children's needs	4.2 Active Learning Mental and physical involvement Decision making
1.3 Keeping Safe Discovering boundaries	2.3 Supporting Learning Listening to children	3.3 The Learning Environment The emotional environment	4.3 Creativity and Critical Thinking Making connections
1.4 Health and well-being Emotional well-being	2.4 Key Person Shared care	3.4 The Wider Context The community	4.4 Areas of Learning and Development Personal, Social and Emotional Development- sense of community Knowledge and Understanding of the World- communities

15. THE RE CURRICULUM MAP

EYFS:

- i) By the end of Reception, it is desirable for children to have had some or all of the following, taking examples from more than one faith in addition to Christianity;
- ii) It must be noted that it is a legal requirement for all children on the 'school' register to have religious education. It is not a requirement for children in nursery schools or nursery classes, but the curriculum must help to promote children's spiritual, moral, social and cultural development. This scheme will aid the teacher planning for this aspect of the law. Pupils in nursery schools or nursery classes should be provided with 'non-statutory entitlement' to RE. RE will be taught flexibly according to the statutory requirements of the EYFS.

In using the programmes of study set out in the Hertfordshire Agreed Syllabus of Religious Education 2012 - 2017, schools must ensure that pupils have had opportunities to learn about and from:

- Christianity and at least one other religion during the foundation stage

Religious Education-related activities can contribute to all early learning goals and will be of help when teachers are planning the curriculum.

F:4 From the Programmes of Study should permeate the whole Foundation Stage

	NURSERY RE will be taught flexibly according to the statutory requirements of the EYFS	RECEPTION RE will be taught flexibly according to the statutory requirements of the EYFS
AUTUMN	CELEBRATION (F:6) The nature and purpose of a group celebration Involving, for example: The ritual of a birthday - singing Happy Birthday, candles, presents, cake My special day Belonging and ceremonies of belonging ----- CHRISTMAS (F:1, F:4, F:6) Why giving presents is important at Christmas Including the Christmas story. Christian belief that Jesus is a gift from God	CELEBRATION (F:1, F:2, F:4, F:6, F:7, F:8) Birthdays, anniversaries Choose from festivals, for example: Harvest (Christianity) Purim (Judaism) Diwali (Hinduism) Hanamatsuri - Buddha's Birthday (Buddhism) ----- CHRISTMAS (F:1, F:6) Christmas as a birthday celebration for Christians Jesus' birthday story Cake, candles, cards, decorations, parties, presents, etc. Carols, crib scene, services
SPRING	BELONGING (F:2, F:6) Belonging to a family and groups both in and out of school. Signs of belonging Choose from, for example: 5 Ks (Sikhism), Kippah (Judaism), chador (Islam), etc. Ceremonies of belonging Choose from, for example: Christening/dedication/baptism (Christianity) Aqiqa (Islam) ----- EASTER (F:6, F:7) Symbols of Easter New life at spring Changes in the natural world Symbols associated with Easter	CHANGE AND GROWTH (F:7) Awe and wonder, aspects of the natural world, spring and new life Change in the natural world. Exploring the natural world. The beginning of the world Why do leaves have to die? Questions about life and death ----- EASTER (F:1,) Episodes from the Easter story (Palm Sunday, Good Friday, Easter Day) Happy and sad times from their own experience, people around Jesus who were happy and sad, then happy again
SUMMER	RELATIONSHIPS (F:2, F:3) Care and concern for each other through happy/sad times. People who help us. Important religious people Caring: Raksha Bandhan (Hinduism) Leaders of religious groups, for example: Vicar/priest/minister/pastor (Christianity) Imam (Islam) Rabbi (Judaism) Priest (Hinduism) Granthi (Sikhism) 'Puddles lends a Paw' by Gill Vaisey	SPECIAL PLACES AND PEOPLE (F:3, F:5) Places and people special to the children. A local religious place and its leader What makes places special? Guided visualisation Special Places in the community The local religious place, how and why it is special Important religious people Important people in own lives

KEY STAGE ONE

Minimum time allocation: 60 hours over two years (approximately 10 hours per term) this may include RE visits, visitors to RE lessons and RE curriculum days but does not include collective worship time, school productions/rehearsal time, celebration assemblies

"In using the programmes of study, schools must ensure that pupils have learned about and from:

- **Christianity at each Key Stage**
 - **the six principal religions through the EYFS and Key Stages 1 and 2**" (Agreed Syllabus 2012 - 2017) the religions chosen for this Scheme of Work can be altered in the light of the experiences of the children.
- 1:7 From the Programmes of Study should permeate the whole of Key Stage One

	YEAR 1 Teachers should draw on the experiences and learning of children, including those received during the Foundation Stage	YEAR 2
AUTUMN (10 hours)	<p>THANKING GOD FOR NATURE (1:7, 1:8, 1:14) The wonder of nature. Thankfulness for nature. Exploring the Biblical Creation Story Harvest Festivals (Christianity) Sukkot (Judaism) Care of the natural world (Islam)</p> <p style="text-align: right;">6 hours</p> <hr/> <p>LIGHT (1:7, 1:8, 1:9, 1:11) Choose from, for example: Advent, Christingle (Christianity) Diwali (Hinduism) Hannukah (Judaism) CHRISTMAS (1:7, 1:8, 1:9; 1:11) How is light used in the celebration of Christmas?</p> <p style="text-align: right;">4 hours</p>	<p>SIGNS AND SYMBOLS (1:6, 1:9) Signs and symbols in everyday life, the use of artefacts, symbolic behaviour. The main symbols from each faith and their meaning: Cross (Christianity), Wheel of Life (Buddhism), Om (Hinduism), Star and Crescent (Islam), Menorah (Judaism), Khanda (Sikhism) Symbolic behaviour for Christians and Muslims</p> <p style="text-align: right;">7 hours</p> <hr/> <p>CHRISTMAS (1:8, 1:13) Giving and receiving at Christmas Story of the wise men. Significance of the gifts they gave. The purpose of giving gifts at Christmas. Invisible gifts. God's gift of Jesus (Christianity)</p> <p style="text-align: right;">3 hours</p>
SPRING (10 hours)	<p>BELONGING (1:2, 1:7, 1:8, 1:13, 1:15) Belonging to a family and groups both in and out of school. Welcoming babies into the family Welcoming Ceremonies. Choose from, for example: Christening/dedication/baptism (Christianity), Aqiqa (Islam), etc People who belong to religious communities: Visit from a Christian, visit from a person of a different faith What it means to belong to a religious community How do our actions reflect our values?</p> <p style="text-align: right;">7 hours</p> <hr/> <p>EASTER (1:1, 1:3, 1:11, 1:13) Giving up something for love Stories of Jesus' life, 'Dogger' by Shirley Hughes</p> <p style="text-align: right;">3 hours</p>	<p>SPECIAL PLACES (1: 1, 1:5, 1:6, 1:7, 1:9, 1:10, 1:15) What do Christians do when they go to church? To include a visit to a church Preparation for visit. The visit, including meeting with the leader, consideration of purpose for attending church. After the visit.</p> <p style="text-align: right;">7 hours</p> <hr/> <p>EASTER (1:1, 1:3, 1:8, 1:10, 1:12,) Why is Easter Important for Christians? The excitement of Palm Sunday, the special feeling of the Last Supper, the sadness of the Crucifixion, the joy of the Resurrection. 'Badger's Parting Gifts' by Susan Varley</p> <p style="text-align: right;">3 hours</p>
SUMMER (10 hours)	<p>BOOKS AND STORIES (1:3, 1:6, 1:7, 1:12, 1:13) Holy books and how they are read and handled Choose from, for example: Bible/Lectern (Christianity), Guru Granth Sahib/Chauri (Sikhism), Qur'an/Qur'an Stand (Islam), Torah/Ark (Judaism), Bhagavad Gita/Stand (Hinduism), Tripitaka (Buddhism) Select stories from the books chosen to show care and concern, for example: David and Goliath, David and Jonathan - Judaism/Christianity The Cat and the Dog, The Crying Camel - Islam</p> <p style="text-align: right;">10 hours</p>	<p>RELIGIOUS LEADERS (1:4, 1:11, 1:15) The work of religious leaders within the community Authority figures within their own lives The role and work of, for example: Vicar/Priest/Minister/Pastor (Christianity), Rabbi (Judaism), Granthi (Sikhism), Priest (Hinduism), Imam (Islam)</p> <p style="text-align: right;">5 hours</p> <hr/> <p>EASY QUESTIONS - DIFFUCULT ANSWERS (1:1, 1:11, 1:12, 1:14) The ultimate questions raised by the natural world People's relationship with the natural world Who is God? Why am I here? What is good? What is bad? Is death the end?</p> <p style="text-align: right;">5 hours</p>

KEY STAGE TWO

Minimum time allocation: 156 hours over 4 years (approximately 13 hours per term) this may include RE visits, visitors to RE lessons and RE curriculum days but does not include collective worship time, school productions/rehearsal time, celebration assemblies

"In using the programmes of study, schools must ensure that pupils have learned about and from:

- **Christianity at each Key Stage**
- **the six principal religions through the EYFS and Key Stages 1 and 2**" (Agreed Syllabus 2012 - 2017) the religions chosen for this Scheme of Work can be altered in the light of the experiences of the children.

2.2 From the Programmes of Study should permeate the whole of Key Stage Two

	YEAR 3 Christianity and Islam	YEAR 4 Christianity, Hinduism and Sikhism	YEAR 5 Christianity and Judaism	YEAR 6 Christianity and Buddhism
Autumn (13 hours)	INTERACTIVE OVERVIEW (2.1, 2.2, 2.5) 1 hour STORIES OF KEY RELIGIOUS LEADERS (2.2, 2.3, 2:6) Muhammad, Muslims today 6 hours WAYS OF DESCRIBING GOD (2.4, 2.8, 2.20) The 99 Beautiful names of Allah 3 hours CHRISTMAS (2.8, 2.12) Messengers – Angels Sending news at Christmas 3 hours	INTERACTIVE OVERVIEW (2.2, 2.5, 2.6) 2 hours BELONGING HINDU TEACHING ABOUT GOD (2:1, 2.4) One God who takes many forms WORSHIP IN A HINDU HOME? (2.5, 2.9, 2.15, 2.24, 2.25) In the home, a Hindu shrine Worship in a Hindu family 8 hours CHRISTMAS (2.1, 2.6, 2.12, 2.17) No room at the Inn Feeling accepted or rejected 3 hours	INTERACTIVE OVERVIEW (2.2, 2.5, 2.6) 1 hour RULES FOR LIVING (2.1, 2.15, 2.24, 2.25) The Ten Commandments Laws from Deuteronomy (Kosher) 7 hours LIGHT AS A SYMBOL (2:17, 2:14) Hannukah (Judaism) Advent and Christmas (Christianity) 6 hours	INTERACTIVE OVERVIEW (2:2) 1 hour CHRISTIAN AND BUDDHIST BELIEFS AND PRACTICES (2:1, 2.5, 2.22, 2.23, 2.24) THE BUDDHA (2.1, 2.3, 2.7, 2.21, 2.23, 2.25) Personal Heroes Prince Siddhartha, Buddhists today 8 hours CHRISTMAS (2:12, 2.15, 2:16, 2:23) Sacred and secular 3 hours
SPRING (13 hours)	EVENTS IN THE LIFE OF JESUS (2.3, 2.12, 2.16, 2.25) Jesus' life and actions Stories of Jesus Lent and Easter 13 hours	BELONGING (2:3, 2:15, 2:16, 2:18, 2:19) Welcoming new babies in Christian and Sikh communities THE IMPORTANCE OF SHARING FOOD (2:13, 2:15, 2:16) Food as part of Christian worship The Langar, Kara Prashad (Sikhism) 6 hours EASTER (2.3, 2:15) How did Jesus share his last supper? Holy Communion, Easter foods 7 hours	CELEBRATIONS RELATED TO KEY FIGURES (2.3, 2.7, 2.12, 2.14, 2.15) Purim – Esther (Judaism) Passover – Moses (Judaism) Easter- Jesus, the events of Holy Week (Christianity) Common themes 13 hours	EXPRESSING FAITH IN ART, DRAMA AND SONG (2:8, 2:13, 2:15, 2:17) Responding to Buddhist and Christian texts Expressing faith through meditation 8 hours THE IMPORTANCE OF JESUS TO CHRISTIANS (2.1, 2.3, 2.12, 2.21) Easter - The importance to Christians today 5 hours
SUMMER (13 hours)	RULES AND HOW THEY INFLUENCE ACTIONS (2.24, 2.25) Five Pillars of Faith Two Commands of Jesus Charity 8 hours SPECIAL PLACES, SACRED SPACES (2:13, 2.25) Personal places The Mosque and the musulla The Church 5 hours	SPECIAL BOOKS AND SACRED TEXTS (2:9, 2:11, 2:15) How holy books are regarded and handled Bible (Christianity) Guru Granth Sahib (Sikhism) Bhagavad Gita (Hinduism) SACRED WRITINGS AND STORIES (2:7, 2:16, 2:23) Hindu traditional tales 13 hours	LEADERS IN RELIGIOUS COMMUNITIES AND THE IMPORTANCE OF RELIGION TODAY (2.5, 2.6, 2.10, 2.13) Authority figures. Rabbi Priest/Vicar/Minister/Pastor 5 hours CREATION STORIES AND THE ULTIMATE QUESTIONS THEY RAISE (2.1, 2.4, 2.14, 2.20, 2.21) Ultimate and non ultimate questions How the world started Sabbath (Judaism) 8 hours	IDEAS ABOUT GOD (2:4, 2.21) One God. Many gods. No God. 5 hours HUMAN RESPONSIBILITY FOR THE ENVIRONMENT (2:1, 2:20, 2:22, 2.24, 2.25) Issues and Beliefs 4 hours SUFFERING (2:1, 2.6, 2:17, 2:22, 2.24, 2.25) Desire and Suffering (Buddhist) Holocaust and Genocide Overcoming evil, promoting goodness 4 hours



AUTUMN



<p>YEAR GROUP, UNIT TITLE, TERM, RE will be delivered flexibly according to the statutory requirements of the EYFS. RE is a non statutory entitlement in Nursery classes</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):</p>	<p>PROGRAMMES OF STUDY (F:1-F:8) LINKED TO EYFS Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):</p>	<p>SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>NURSERY Autumn A</p> <p>This unit is learning about and from aspects of celebration.</p>	<p>AT1: (EYFS) Ways of expressing meaning Use some basic religious vocabulary that reflects the breadth of their experience. AT2: (EYFS) Human identity personality and experience Show awareness</p>	<p>F:6 share enjoyment of celebration and talk about celebrations of special occasions in their own lives, in those of others significant to them and in religious communities; (understanding the world: people and communities, PSE: making relationships)</p>	<p>INTRODUCTION UNIT WHAT IS A BIRTHDAY CELEBRATION? (F:6)</p> <ul style="list-style-type: none"> Talk about birthdays as an example of a celebration, where people have fun with friends and family. Pick out some elements shared by all celebrations i.e. clothes, food, cards, presents, candles, music. Read/tell a story about giving presents. <p>HOW DO WE PREPARE FOR AND CELEBRATE A SPECIAL OCCASION? (F:6)</p> <ul style="list-style-type: none"> Show a class mascot/persona doll explain she/he is about to have a birthday. Plan a party for example: Role-play being a host/being a guest 	<p>Some families may not celebrate birthdays 'Spots Birthday' by Eric Hill ISBN: 978-0723257776 'Kippers Birthday' by Mick Inkpen ISBN: 9780340932063 'Maisy dresses-up' by Lucy Cousins ISBN: 9126 664 * 'The Birthday Surprise' by</p>

<p>YEAR GROUP, UNIT TITLE, TERM, RE will be delivered flexibly according to the statutory requirements of the EYFS. RE is a non statutory entitlement in Nursery classes</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):</p>	<p>PROGRAMMES OF STUDY (F:1-F:8) LINKED TO EYFS Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):</p>	<p>SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>NURSERY Autumn A</p>	<p>of things and people that matter to them and link this to learning in RE. Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:–</i> Celebration Invitation Baby welcoming ceremony</p>		<p>Make birthday cards, cakes, and invitations. Learn to sing ‘Happy birthday to you’. Make party hats.</p> <ul style="list-style-type: none"> • <i>What events in their lives do they celebrate?</i> • Talk about having a day that is a special day for you, for example, the arrival of a new baby, getting a certificate, anniversaries, religious occasions, weddings. • Discuss: <i>How can we show people that they are special to us?</i> 	<p>Margaret Carter ISBN: 1852922540 ‘The Big Alfie and Annie Rose Storybook’ – by Shirley Hughes final chapter:- ‘Here comes the Bridesmaid’ ISBN: 9780099750307 *Currently out of print but copies are available on-line</p>

YEAR GROUP, UNIT TITLE, TERM, RE will be delivered flexibly according to the statutory requirements of the EYFS. RE is a non statutory entitlement in Nursery classes	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):	PROGRAMMES OF STUDY (F:1-F:8) LINKED TO EYFS Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):	SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques	POINTS TO NOTE AND RESOURCES
NURSERY Autumn B This unit is about: introducing pupil's to the Christmas story and the Christian idea that Jesus is a gift from God	AT1: (EYFS) Beliefs and Teachings Listen and respond to religious stories. AT2: (EYFS) Human identity personality and experience Show awareness of things and people that matter to them and link this to learning in RE	F:1 listen and respond to a range of faith stories in a variety of ways; (understanding the world: people and communities) F:4 hear and use some basic religious vocabulary in context of their experiences; (communication and language: speaking) F:6 share enjoyment of celebration and talk about celebrations of special occasions in	WHAT IS THE STORY BEHIND JESUS' BIRTHDAY? (F:1) <ul style="list-style-type: none"> Continue theme of celebration. Read the Christmas story in a simple form. Tell the children that this story is in the Christians' special book, the Bible. WHAT PRESENTS WOULD THEY GIVE TO A BABY? (F:4, F:6) <ul style="list-style-type: none"> Set out nativity characters, use Godly play techniques. WHAT DID THE CHARACTERS IN THE STORY GIVE? (F:1, F:4) <ul style="list-style-type: none"> Reminder of the gifts brought by wise men/kings and shepherds. Role-play using a stable and characters. Wrap 'presents' and give during role-play. Discuss how it feels to give presents. 	'The Christmas Book' by Dick Bruna ISBN-0-416-18715-3 Children's Bible 'Say Hello To... Mary' RE Today See guidance on Using Godly Play in RE HGfL Nursery Additional Resources Do not state the symbolism of gold, frankincense and myrrh at this stage

<p>YEAR GROUP, UNIT TITLE, TERM, RE will be delivered flexibly according to the statutory requirements of the EYFS. RE is a non statutory entitlement in Nursery classes</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):</p>	<p>PROGRAMMES OF STUDY (F:1-F:8) LINKED TO EYFS Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):</p>	<p>SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>NURSERY Autumn B</p>	<p>Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:–</i> Christian Jesus Mary Joseph God Angel Shepherds Wise men</p>	<p>their own lives, in those of others significant to them and in religious communities; (understanding the world: people and communities, PSE: making relationships)</p>	<ul style="list-style-type: none"> Tell Christmas story in own words, draw a picture. What character would they like to have been in the story and why? 	



SPRING



<p>YEAR GROUP, UNIT TITLE, TERM, RE will be delivered flexibly according to the statutory requirements of the EYFS RE is a non statutory entitlement in Nursery classes</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):</p>	<p>PROGRAMMES OF STUDY (F:1-F:8) LINKED TO EYFS Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):</p>	<p>SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>NURSERY Spring A</p> <p>This unit is learning about and from belonging to families and groups and the signs of belonging</p>	<p>AT1: (EYFS) Ways of expressing meaning Use some basic religions vocabulary that reflects the breadth of their experience.</p> <p>AT2: (EYFS) Human identity, personality and</p>	<p>F:2 explore some of the ways in which people express care and concern for each other and the importance of this for relationships. They should develop an awareness of their own value and the value of others. Children should explore how people know that they belong to family and other groups, including religious groups; (PSE: making relationships, self-confidence and self-awareness, managing feelings and behaviour)</p>	<p>HOW DO PEOPLE SHOW THEY BELONG?(F:2)</p> <ul style="list-style-type: none"> Show teacher's doll or Persona Doll this is my doll. <i>How do I know she belongs to me?</i> She sits on my bed. She has my family name. <i>Who is in your family?</i> We belong to our class and to a group within the class for example, the 'Triangle' group. In school we show that we belong by for example, wearing a uniform, carrying our school book bag. Discuss why the pupils are valued members of this school/class. There are others who wear things to show they belong. If appropriate, choose an example to reflect the faith representation of the pupils; show a selection of artefacts and talk about their meaning. 	<p>Guidance on Using Persona Dolls in RE HGfL Nursery General Additional Resources</p> <p>Be sensitive to the individual background of pupils</p>

<p>YEAR GROUP, UNIT TITLE, TERM, <i>RE will be delivered flexibly according to the statutory requirements of the EYFS</i> RE is a non statutory entitlement in Nursery classes</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):</p>	<p>PROGRAMMES OF STUDY (F:1-F:8) <i>LINKED TO EYFS</i> Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):</p>	<p>SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>NURSERY Spring A</p>	<p>experience Show awareness of things and people that matter to them and link this to learning in RE.</p> <p>Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:–</i> Belong Birth Family Join</p>	<p>F:6 share the enjoyment of celebration and talk about celebrations of special occasions in their own lives, in those of others significant to them and in religious communities; <i>(Understanding the world: people and communities, PSE: making relationships)</i></p>	<p>HOW DO RELIGIOUS PEOPLE CELEBRATE BELONGING? (F:6) Introduce a ceremony of belonging for example, Christening, Sikh Amrit, Muslim Aqiqa. Re/enact in the role play area.</p>	<p><i>Choose from any religion. Choose from any ceremony of belonging.</i></p> <p>www.dottieanbuzz.co.uk</p> <p>Talking Pictures, RE Today ISBN 978-1-905893-58-4 Format: Paperback, Cards and CD</p>

<p>YEAR GROUP, UNIT TITLE, TERM, RE will be delivered flexibly according to the statutory requirements of the EYFS RE is a non statutory entitlement in Nursery classes</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):</p>	<p>PROGRAMMES OF STUDY (F:1-F:8) LINKED TO EYFS Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):</p>	<p>SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>NURSERY Spring A</p>	<p>Welcome Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:-</i> Kara Kanga Kirpan</p>			
<p>NURSERY Spring B This unit is learning about and from the symbols of Easter</p>	<p>AT1: (EYFS) Religious Practices and Lifestyles Communicate through talk or gesture about a range of special objects and practices.</p>	<p>F:7 experience aspects of the natural world, develop their sense of enquiry and curiosity about life and death and show some of the ways in which feelings about these can be expressed; (understanding the world: the world, expressive arts and design: being imaginative)</p>	<p>WHAT CHANGES ARE HAPPENING IN THE NATURAL WORLD? (F:7)</p> <ul style="list-style-type: none"> Go for a spring walk- listen for birds, see buds etc. reflect “I like spring because.....” Paint pictures, create images of spring flowers. Watch chicks hatching from eggs. Respond in dance to spring music, for example Vivaldi’s Four Seasons. 	<p>Make an Easter table in the class CBeebies ‘Watch’ seasons clips</p>

<p>YEAR GROUP, UNIT TITLE, TERM, RE will be delivered flexibly according to the statutory requirements of the EYFS RE is a non statutory entitlement in Nursery classes</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):</p>	<p>PROGRAMMES OF STUDY (F:1-F:8) LINKED TO EYFS Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):</p>	<p>SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>NURSERY Spring B</p>	<p>AT2: (EYFS) Questions of meaning and purpose Shows curiosity and interest in the natural world</p> <p>Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:–</i> Easter Symbol Cross Artefacts <i>Pupils will have</i></p>	<p>F:6 share enjoyment of celebration and talk about celebrations of special occasions in their own lives, in those of others significant to them and in religious communities; <i>(understanding the world: people and communities, PSE: making relationships)</i></p>	<p>WHICH SYMBOLS ARE ASSOCIATED WITH EASTER? (F:6)</p> <ul style="list-style-type: none"> • Make pancakes and find out about Shrove Tuesday • Look at symbols of Easter, for example Easter eggs, chicks, hot cross buns. The specific symbols of the Christian Easter, for example, the cross, Pascal candle, palm cross, etc. and talk about their meanings. <i>How are these items used at Easter?</i> Draw the symbols. Make/ taste hot cross buns. Discuss the cross on the top of the bun. • Read Deedee's Easter Surprise. Talk about 'being friends' as Deedee and Jack are. <i>Who are your friends? How can we be good friends? Do you have any pets that are your friends? How do you care for them?</i> • Talk about how Jack helps others (mum collecting eggs, dad planting potatoes). Talk about ways in which the children can help 	<p><i>*'Deedee's Easter Surprise' by Kay Kinnear and Julie Park ISBN 074594443 4 *Currently out of print but copies are available on-line. CBeebies – preparing for Easter and Celebrating Easter Possible teaching activities</i></p>

<p>YEAR GROUP, UNIT TITLE, TERM, RE will be delivered flexibly according to the statutory requirements of the EYFS RE is a non statutory entitlement in Nursery classes</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):</p>	<p>PROGRAMMES OF STUDY (F:1-F:8) LINKED TO EYFS Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):</p>	<p>SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>NURSERY Spring B</p>	<p><i>the opportunity to look at, observe and possibly handle:-</i> Palm cross Cross Pascal Candle Hot cross buns</p>		<p>others.</p> <ul style="list-style-type: none"> • Talk about how Jack felt when he thought he had lost Deedee and how he felt when he had found her. • When do the children feel happy and when do they feel sad? What or who helps them to be happy again after sadness? • Talk about Jesus (the special teacher) who had died. His friends were sad that he had died but because Christians believe that Jesus came back to life, they are happy and have a special celebration on Easter Sunday. They remember his kindness and all the wonderful things he said. • Think of some of the things that people do at Easter to remember Jesus, (go to church, send cards, have Easter eggs). • Make an Easter Garden display. • Boil eggs and dye or paint and decorate them. 	<p>devised, by Gill Vaisey, printed with kind permission. Sing the song 'Easter Time (the world's waking up)' From come and praise: Beginning ISBN 100563374764 Marks and Spencer 'Children's Bible Stories' 'Festivals' Child's Eye</p>

<p>YEAR GROUP, UNIT TITLE, TERM, RE will be delivered flexibly according to the statutory requirements of the EYFS RE is a non statutory entitlement in Nursery classes</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):</p>	<p>PROGRAMMES OF STUDY (F:1-F:8) LINKED TO EYFS Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):</p>	<p>SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>NURSERY Spring B</p>			<ul style="list-style-type: none"> • Arrange an egg hunt using a variety of different coloured eggs hidden in the school grounds. • Make Easter greeting cards. • Set up a shop to sell Easter eggs/farm produce for imaginative play opportunities. • Talk about what time of year Easter is celebrated. Think about some of the features of spring (new growth of plants, buds, flowers, lambs). 	<p>Media DVD 'Jamie and Megan's Easter'</p> <p>Puddles and the Happy Easter Day. Gill Vaisey ISBN: 978-0-9558886-3-2</p>



SUMMER



<p>YEAR GROUP, UNIT TITLE, TERM, RE will be delivered flexibly according to the statutory requirements of the EYFS. RE is a non statutory entitlement in Nursery classes</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):</p>	<p>PROGRAMMES OF STUDY (F:1-F:8) LINKED TO EYFS Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):</p>	<p>SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>NURSERY Summer</p> <p>This unit is learning about and from the relationships with the people in our lives and important people in the lives of religious people</p>	<p>AT1: (EYFS) Religious practices and Lifestyles Communicate through talk or gesture about a range of special objects/places/ people/ practices</p> <p>AT2: (EYFS) Human identity, personality</p>	<p>F:2 explore some of the ways in which people express care and concern for each other and the importance of this for relationships. They should develop an awareness of their own value and the value of others. Children should explore how people know that they belong to family and other groups, including religious groups; (PSE: making relationships, self- confidence and self-awareness, managing feelings and behaviour)</p>	<p>HOW DO PEOPLE EXPRESS CARE AND CONCERN FOR EACH OTHER? (F:2)</p> <ul style="list-style-type: none"> • Discuss who their friends are and what friends do together. <i>What is the role of friends when you are sad/happy?</i> • <i>Can brothers and sisters be friends? What can they do for each other?</i> • Think of ways that they care for each other and think of ways that they can make their group a more caring place and how they can be more caring and protective. • Think of people they would like to show care and concern for, make a card to say thank you. • Tell the story of Raksha Bandhan. • Show a rakhi and ask questions which 	<p>Raksha – protection Bandhan –to tie (Hinduism): some brothers promise they will always look after their sisters. Sisters promise always to love them.</p>

<p>YEAR GROUP, UNIT TITLE, TERM, RE will be delivered flexibly according to the statutory requirements of the EYFS. RE is a non statutory entitlement in Nursery classes</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):</p>	<p>PROGRAMMES OF STUDY (F:1-F:8) LINKED TO EYFS Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):</p>	<p>SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>NURSERY Summer</p>	<p>and experience Show awareness of things and people that matter to them and link this to learning in RE.</p> <p>Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:–</i> Friend Rakhi</p>		<p>encourage thoughtful responses, <i>What is it made of? What could you do with it? Where might you wear it?</i></p> <ul style="list-style-type: none"> • Share experiences of looking after brothers/sisters/special friends. • Make a special friendship band or bracelet using craft materials. For example, plaited wool, red and gold foil, paper doilies and glitter. Reflect on whom they will give it to and its significance. • Discuss the caring promises that are made between a brother, sister or someone special. • Discuss caring promises that could be made between the pupils in the class. <i>What does it mean to keep a promise?</i> • Have your own class ceremony at which they swap the bracelets. • Display some rakhis with children's caring messages. 	<p>http://www.bbc.co.uk/religion/religions/hinduism/holydays/raksha.shtml Role play /dressing up Saris. Make Indian Sweets (eg. Barfi) See HGfL Nursery Additional Resources Link to PSE: some secret promises are right to break (i.e. pupil's abuse)</p>

<p>YEAR GROUP, UNIT TITLE, TERM, RE will be delivered flexibly according to the statutory requirements of the EYFS. RE is a non statutory entitlement in Nursery classes</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):</p>	<p>PROGRAMMES OF STUDY (F:1-F:8) LINKED TO EYFS Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):</p>	<p>SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>NURSERY Summer</p>	<p>Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:-</i> Rakhis Saris AT1: (EYFS) Religious practices and lifestyles Communicate through talk or gesture about a range of special objects/places/ people/ practices</p>	<p>F:3 learn about key figures in their own lives and key members of a local religious group. (understanding the world: people and communities)</p>	<ul style="list-style-type: none"> If there are older children in school who have exchanged rakhis, invite them to come and talk to your class. <p>HOW DO IMPORTANT PEOPLE WITHIN RELIGIOUS GROUPS SHOW CARE AND CONCERN? (F:3)</p> <ul style="list-style-type: none"> Discuss the organisation of the school, for example, each group is cared for by an adult, the teacher cares for the whole class, the head teacher cares for the whole school. Explain that in a religious community the leader cares for all the people. Give the leader their 	<p>Choose a religious group/s</p> <p>Invite visitor/s See HGfL Nursery Additional Resources</p>

<p>YEAR GROUP, UNIT TITLE, TERM, RE will be delivered flexibly according to the statutory requirements of the EYFS. RE is a non statutory entitlement in Nursery classes</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):</p>	<p>PROGRAMMES OF STUDY (F:1-F:8) LINKED TO EYFS Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):</p>	<p>SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>NURSERY Summer</p>	<p>Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:–</i> Reverend Bible Lectern Pulpit Organ Pews</p> <p>Artefacts <i>Pupils will have the opportunity to look at, observe and possibly</i></p>		<p>proper title and explain their job.</p> <ul style="list-style-type: none"> • Invite a local religious community faith leader in to talk with the children. • Read the book '<i>Puddles Lends A Paw</i>' and emphasise and enjoy the repetitive phrases in the book and encourage the pupils to join in. • Talk about the story and how Puddles the cat managed to help the various characters in the Church. • Talk about the Reverend Freddie Fisher's reading from the Bible about helping others. • Identify the different ways the characters in the book helped out in the Church. • Talk about how the Reverend Freddie Fisher helps people know more about how God wants them to live. • Invite children to think of questions they would like to ask the characters. Ask the children to think about who helps them and how they can help others. 	<p>The Faith Communities Directory 'Puddles Lends A Paw' by Gill Vaisey www.booksatpress.co.uk ISBN 0-9547220-8-6 Books and story characters available to buy. Possible teaching activities devised, by Gill Vaisey,</p>

YEAR GROUP, UNIT TITLE, TERM, RE will be delivered flexibly according to the statutory requirements of the EYFS. RE is a non statutory entitlement in Nursery classes	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):	PROGRAMMES OF STUDY (F:1-F:8) LINKED TO EYFS Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):	SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques	POINTS TO NOTE AND RESOURCES
NURSERY Summer	<i>handle:-</i> Bible Soft toy cat and Reverend with changeable vestments			printed with kind permission



AUTUMN



YEAR GROUP, UNIT TITLE, TERM, <i>RE will be delivered flexibly according to the statutory requirements of the EYFS.</i>	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):	PROGRAMMES OF STUDY (F:1-F:8) <i>LINKED TO EYFS</i> Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):	SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques	POINTS TO NOTE AND RESOURCES
RECEPTION Autumn A This unit is learning about and from religious celebrations and festivals	AT1 (EYFS) Beliefs and teachings Listen and respond to religious stories. Religious practices and lifestyles Communicate through talk or gesture about a range of special objects/places/ people/practices AT2 (EYFS) Questions of	F:4 hear and use some basic religious vocabulary used in context of their experiences; <i>(communication and language: speaking)</i> F:6 share enjoyment of celebration and talk about celebrations of special occasions in their own lives, in those of others significant to them and in religious communities; <i>(understanding the world: people and communities, PSE: making relationships)</i> F:7 experience aspects of the natural world, develop their	WHY DO PEOPLE HAVE CELEBRATIONS? (F:4, F:6, F7) <ul style="list-style-type: none"> • Harvest: Collect autumn leaves with the pupils. Look at the colours, shapes and textures. • Provide opportunities for the pupils to be creative with paints and crayons, make prints with plasticine leaf shapes and cardboard twigs to produce their own leaf pictures. Make an autumn display. • If possible, take the pupils outside on a windy day to have first hand experience of leaves blowing in the wind. • Read the book 'A Wet and Windy Harvest for Puddles'. Encourage the pupils to talk about the story and in particular the Reverend Freddie Fisher's explanation of Harvest. Encourage the pupils to reflect on why it is important to share food with others 	Links to EAD (art, texture and colour, maths patterns, literacy/books/stories/characters 'A Wet and Windy Harvest for Puddles' by Gill Vaisey ISBN 978-0-9547220-4-3 Puddles the cat and Reverend Freddie Fisher (soft toys)

<p>YEAR GROUP, UNIT TITLE, TERM, <i>RE will be delivered flexibly according to the statutory requirements of the EYFS.</i></p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):</p>	<p>PROGRAMMES OF STUDY (F:1-F:8) <i>LINKED TO EYFS</i> Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):</p>	<p>SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>RECEPTION Autumn A</p>	<p>meaning and purpose Show curiosity and interest in the world around them.</p> <p>Vocabulary:- <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Harvest Thanksgiving Reverend</p>	<p>sense of enquiry and curiosity about life and death and show some of the ways in which feelings about these can be expressed; <i>(Understanding the world: the world, expressive arts and design: being imaginative)</i></p> <p>F:1 listen and respond to a range of faith stories in a variety of ways; <i>(understanding the world: people and communities)</i></p> <p>F:4 hear and use some basic religious vocabulary in context of their experiences; <i>(communication and language: speaking)</i></p> <p>F:6 share the enjoyment of celebration and talk about celebrations of special</p>	<p>who are less fortunate. Encourage the pupils to think about how Freddie responded to Puddles knocking down the fruit and vegetables and spilling the flowers (laughter rather than anger).</p> <p>WHAT DO SOME RELIGIOUS PEOPLE CELEBRATE? (F:1, F:4, F:6) Choose from ONE of the following faith stories Purim – Jewish Diwali – Hindu/Sikh Hanamatsuri –Buddhist</p>	<p><i>available from</i> www.booksatpress.co.uk</p>

YEAR GROUP, UNIT TITLE, TERM, <i>RE will be delivered flexibly according to the statutory requirements of the EYFS.</i>	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):	PROGRAMMES OF STUDY (F:1-F:8) <i>LINKED TO EYFS</i> Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):	SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques	POINTS TO NOTE AND RESOURCES
		occasions in their own lives, in those of others significant to them and in religious communities; <i>(understanding the world: people and communities, PSE: making relationships)</i>		
RECEPTION Autumn A	Vocabulary:- <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Purim Haman (pronounce as 'Heyman') Esther Hamenstachen Artefacts <i>Pupils will have</i>	F:8 understand what is right and wrong and why. Consider the consequences of their words and actions for themselves and others. <i>(PSE: making relationships, managing feelings and behaviour)</i>	HOW DO JEWS CELEBRATE PURIM? (F:8) <ul style="list-style-type: none"> Tell the story of Esther. The story is read in the synagogue from a scroll called a Megillah. Discuss the issues of right and wrong which arise in the story. Explain how some Jewish people celebrate this festival. In groups, make the following: finger puppets or masks, kippah, scrolls, greggors (noise maker which drowns out the name of the villain in the story. When the 'wicked' Haman's ('Heyman') name is read everyone stamps their feet and shakes their greggors). Hamanstachen (cakes representing Haman's ears. Make with pastry, plum jam and poppy seeds – jam 	<i>'Esther: A Very Brave Queen' by Gill Vaisey ISBN 1- 856446-58-1 'Dorian Celebrates' Purim by Gill Vaisey ISBN 1- 856446-54-9 Purim finger puppets from 'Articles of Faith Bright</i>

<p>YEAR GROUP, UNIT TITLE, TERM, RE will be delivered flexibly according to the statutory requirements of the EYFS.</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):</p>	<p>PROGRAMMES OF STUDY (F:1-F:8) LINKED TO EYFS Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):</p>	<p>SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>RECEPTION Autumn A</p>	<p><i>the opportunity to look at, observe and possibly handle:-</i> Kippah Greggors</p>		<p>tarts pinched up to make a three cornered shape).</p> <ul style="list-style-type: none"> • Retell the story with the same characters and act it out using the role-play area. • Create a display. • Write or learn a song: 'If you hear the name of Esther, clap your hands and if you hear the name of Hamen stamp your feet' to the tune of: 'She'll be coming round the mountain'). • Discuss: <i>What does it means to stand up for what you know is right? Are there times when you have had to be brave and why? Who do you think helped Esther to be brave and why?</i> 	<p>and Early' catalogue www.brightandearly.co.uk www.jewishmag.com/121mag/hamantaschen/hamantaschen.htm Link to UW exploring ingredients in cooking.</p> <p>Listen to 'The Wickedness of All' on 'Two Candles Burn' CD by Stephen Melzack.</p> <p>http://www.bbc.co.uk/cbeebie</p>

YEAR GROUP, UNIT TITLE, TERM, <i>RE will be delivered flexibly according to the statutory requirements of the EYFS.</i>	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):	PROGRAMMES OF STUDY (F:1-F:8) <i>LINKED TO EYFS</i> Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):	SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques	POINTS TO NOTE AND RESOURCES
				s/lets- celebrate/stori es/lets- celebrate- purimperforma nce/
RECEPTION Autumn A	Vocabulary:- <i>In this unit pupils will have an opportunity to use words or phrases such as:- Diwali (pronounced 'Divali') Characters in story: Rama/Sita/ Lakshmana /Hanuman</i>	F:1 listen and respond to a range of faith stories in a variety of ways; <i>(Understanding the world: people and communities)</i> F:4 hear and use some basic religious vocabulary in context of their experiences; <i>(communication and language: speaking)</i> F:6 share the enjoyment of celebration and talk about celebrations of special occasions in their own lives, in those of others significant	HOW DO HINDUS CELEBRATE DIWALI? (F:1, F:4, F:6, F:8) <ul style="list-style-type: none"> Listen to or tell a simple version of the story of Rama and Sita. Discuss issues of right and wrong. Show pictures of the main characters and label them with 'good' or 'bad'. Pick a character and look carefully at their clothes, hair, etc. Tell an adult something about the character from the story (for example, Sita was very frightened when she was taken away). Talk about: <i>Do you know other stories about good things/people winning over bad ones? Why do you think Hindu's share these stories?</i> Talk about: learning from right and wrong, behaviour and self-control. 	Pupils Eye Media DVD Festivals Diwali is also celebrated in the Sikh religion https://hwb.wa les.gov.uk Select English and search Diwali Houses are cleaned; divas (lamps) are lit and put around the

YEAR GROUP, UNIT TITLE, TERM, RE will be delivered flexibly according to the statutory requirements of the EYFS.	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):	PROGRAMMES OF STUDY (F:1-F:8) LINKED TO EYFS Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):	SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques	POINTS TO NOTE AND RESOURCES
RECEPTION Autumn A	Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:-</i> Divas Diwali Garlands Rangoli	to them and in religious communities; (understanding the world: people and communities, PSE: making relationships) F:8 understand what is right and wrong and why. Consider the consequences of their words and actions for themselves and others. (PSE: making relationships, managing feelings and behaviour)	<ul style="list-style-type: none"> Explain how some Hindus celebrate Diwali. In groups make the following: divas from clay, rangoli patterns from rice and pulses, mendhi patterns on cut out hands, cards and presents, shadow puppets, Diwali garlands, Indian sweets. Set up role-play area preparing for Diwali. Learn a song, 'This is the way we clean the house', 'This is the way we light the lamps', 'This is the way we give the sweets ... Now that it's Diwali time', to tune of 'Here we go round the mulberry bush'. Have a class celebration, including: dancing to Indian music, acting out the return of Rama and Sita, if possible, use divas to form a track to the thrones, use scarves for head covering, try Indian sweets. Complete the sentence: 'The part of the story I liked best was...' or 'On their return Rama/Sita felt ... because ...' 	house. (Caution: do not light diva) Presents and cards are exchanged. New clothes are often worn. Special sweets are eaten. www.web-holidays.com/hindu/food/recipes.htm www.underfives.co.uk/diwali.html EAD link media and materials role play singing 'Opening up Hinduism'

YEAR GROUP, UNIT TITLE, TERM, <i>RE will be delivered flexibly according to the statutory requirements of the EYFS.</i>	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):	PROGRAMMES OF STUDY (F:1-F:8) <i>LINKED TO EYFS</i> Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):	SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques	POINTS TO NOTE AND RESOURCES
				RE Today Edited by Fiona Moss ISBN: 97819058933 86
RECEPTION Autumn A	Vocabulary:- <i>In this unit pupils will have an opportunity to use words or phrases such as:- Hanamatsuri Buddha</i>	F:1 listen and respond to a range of faith stories in a variety of ways; <i>(understanding the world: people and communities)</i> F:2 explore some of the ways in which people express care and concern for each other and the importance of this for relationships. They should develop an awareness of their own value and the value of others. Children should explore how people know that they belong to family and other groups, including	HOW DO BUDDHISTS CELEBRATE THE BUDDHA'S BIRTHDAY? (F:1, F:2, F:4, F:6) <ul style="list-style-type: none"> Tell the story of the Buddha's birth. Let the pupil's talk about what they like about the story. Explain how Buddhists celebrate his birthday at Hanamatsuri. Emphasise that this is a time to be kind to people and feed the poor. Discuss some of the ways in which pupils express care and concern for each other. Make flowers using for example, craft material, construction toys, tissue or crepe paper and paintings, to go in a home made garden containing a baby doll. Make up some flavoured teas and have a tasting. <i>Which ones did they like best/least?</i> Add aromas, such as 	The story of the birth of the Buddha www.arikiart.com/Newsletter/2005/story-of-the-birth-of-the-buddha.htm Images of the baby Buddha are placed in floral shrines as a reminder of the garden in which the Buddha was

<p>YEAR GROUP, UNIT TITLE, TERM, RE will be delivered flexibly according to the statutory requirements of the EYFS.</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):</p>	<p>PROGRAMMES OF STUDY (F:1-F:8) LINKED TO EYFS Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):</p>	<p>SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>RECEPTION Autumn A</p>		<p>religious groups; (PSE: making relationships, self-confidence and self- awareness, managing feelings and behaviour)</p> <p>F:4 hear and use some basic religious vocabulary in context of their experiences; (communication and language: speaking)</p> <p>F:6 share enjoyment of celebration and talk about celebrations of special occasions in their own lives, in those of others significant to them and in religious communities; (understanding the world: people and communities, PSE: making relationships)</p>	<p>peppermint or lemon essence, cinnamon or vanilla to the water tray. Let the pupils bathe dolls in perfumed water.</p> <ul style="list-style-type: none"> • Talk about when they have given something to someone else. • Discuss: <i>How do some Buddhist people show gratitude for the gift of life through this celebration?</i> Pupils could give the flowers made to a parent or carer, to be kind or to say thank you for the gift of life. 	<p>born. Children pour sweet or perfumed tea over statues of the Buddha as a reminder of his first bath. EAD link media and materials role play and singing.</p>

YEAR GROUP, UNIT TITLE, TERM, RE will be delivered flexibly according to the statutory requirements of the EYFS.	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):	PROGRAMMES OF STUDY (F:1-F:8) LINKED TO EYFS Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):	SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques	POINTS TO NOTE AND RESOURCES
RECEPTION Autumn B This unit is learning about and from Christmas as a birthday celebration	AT1 (EYFS) Beliefs and Teachings Listen and respond to religious stories. AT2 (EYFS) Human identity, personality and experience Show awareness of things and people that matter to them and link this to learning in RE. Vocabulary:-	F:1 listen and respond to a range of faith stories in a variety of ways; (understanding the world : people and communities) F:6 share the enjoyment of celebration and talk about celebrations of special occasions in their own lives, in those of others significant to them and in religious communities; (understanding the world : people and communities, PSE: making relationships)	HOW DO CHRISTIANS CELEBRATE JESUS' BIRTHDAY? (F:1, F:6) <ul style="list-style-type: none"> Recap on the elements shared in all celebrations. Highlight cards, decorations, food, presents. Make links with birthday celebrations in their own lives. Retell the story of Jesus' birth. Discuss why Christmas is a birthday celebration. Sequence pictures of the Christmas story. Discuss what members of the class do at Christmas, explaining why they look forward to particular events. Explain how some Christians celebrate Jesus' birthday, by for example, preparing for it at Advent, Christingle services, carol services, making a crib scene in the home, special services on Christmas Eve and Christmas Day at the church. Use construction materials and animals to make a crib scene. 	EAD link media and materials, being imaginative 'Pupils Eye Media – Festivals 2' DVD https://hwb.wales.gov.uk/cm/s/hwbcontent/Shared%20Documents/vtc/ngfl/re/b-dag/ngfl-container/re-unit1-en.html 'Puddles and the Christmas Play' by Gill

YEAR GROUP, UNIT TITLE, TERM, RE will be delivered flexibly according to the statutory requirements of the EYFS.	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):	PROGRAMMES OF STUDY (F:1-F:8) LINKED TO EYFS Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):	SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques	POINTS TO NOTE AND RESOURCES
RECEPTION Autumn B	<i>In this unit pupils will have an opportunity to use words or phrases such as:- advent Christingle Nativity Christmas Advent Jesus Artefacts Pupils will have the opportunity to look at, observe and possibly handle:- Nativity scene Crib Chistingle</i>		<ul style="list-style-type: none"> • Role-play/small world play with Nativity figures. 	Vaisey ISBN 978- 0955888618 www.booksatpress.co.uk Not all pupils will celebrate Christmas. 'The Story of Christmas' retold by Anita Ganeri 'The Christmas Story' retold by Lois Rock ISBN 978- 0745947945



SPRING



YEAR GROUP, TERM, UNIT TITLE, <i>RE will be delivered flexibly according to the statutory requirements of the EYFS</i>	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):	PROGRAMMES OF STUDY <i>LINKED TO EYFS</i> Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):	SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques	POINTS TO NOTE AND RESOURCES
RECEPTION Spring A This unit is learning about and from change and growth in the natural world	AT1 (EYFS) Ways of expressing meaning Use some basic religious vocabulary that reflects the breadth of their experience. AT2 (EYFS) Questions of meaning and purpose Show curiosity and interest in the world around them.	F:7 experience aspects of the natural world, develop their sense of enquiry and curiosity about life and death and show some of the ways in which feelings about these can be expressed; <i>(understanding the world: the world, expressive arts and design: being imaginative)</i>	WHAT DO SOME PEOPLE BELIEVE ABOUT THE BEGINNING OF THE WORLD? (F:7) <ul style="list-style-type: none"> Introduce the unit by talking about pupil's experiences of the New Year and explain how with a New Year comes new beginnings and that the year is like a pattern eg. 4 seasons, 12 months. Give opportunities to listen to music that expresses aspects of the seasons. Using dance, respond to the music. Read or tell a simple version of the Christian/Jewish/Muslim creation story. Choose paint/clay/musical instruments/writing/etc. to express their feelings about one part of the story. Watch the Dottie and Buzz DVD, 'Creation'. Use creation story bag and fill with confetti, stars or other items related to the creation story. Make a creation display collage to show the sequence of the story; use clay/ or 'lego' pieces. 	'Creation' Creation story bag available from www.decademistries.co.uk The Crunching Munching Caterpillar ISBN 978-1854306418 'The Baby Birds' by Gill Vaisey ISBN 978-0-9558886-0-1 Support materials available www.booksatpress.co.uk

YEAR GROUP, TERM, UNIT TITLE, RE will be delivered flexibly according to the statutory requirements of the EYFS	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):	PROGRAMMES OF STUDY LINKED TO EYFS Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):	SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques	POINTS TO NOTE AND RESOURCES
RECEPTION Spring A	Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:–</i> Creation Spring life cycles life death		WHAT IS HAPPENING IN THE NATURAL WORLD THIS TERM? (F:7) <ul style="list-style-type: none"> Explore the outside environment through a multi-sensory approach. Take the class outside to gather examples of the late winter/spring. Encourage questions about the items they find. Collect some bare twigs, put into water in the class to watch them changing. Make a collection of nature's treasures for an interest table, for example, bulb, stick, egg, stone, flower, feather, seed, etc. Plant and care for seeds, for example cress, lettuce (indoors). Discuss what they have seen around them changing, eg. buds, weather, and colours. Make a spring picture. Ask pupils to think of other sequences in nature, for example, caterpillar to butterfly, bulb to flower, maggot to fly. Bring in an example to share. Sequence various examples. Draw and label them or order pictures of life cycles, for example, frogs or butterflies. 	www.dottieandbuzz.co.uk Use school digital camera 'Are You Spring?' by Caroline Pitcher ISBN 100751372137 (currently out of print but available online) 'When Will it Be Spring?' by Catherine Walters ISBN 978-1854307286 Sam Plants a Sunflower - Kate Petty and Axel Scheffler ISBN 10: 0333781082 ISBN-13: 978-0333781081

YEAR GROUP, TERM, UNIT TITLE, RE will be delivered flexibly according to the statutory requirements of the EYFS	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):	PROGRAMMES OF STUDY LINKED TO EYFS Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):	SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques	POINTS TO NOTE AND RESOURCES
RECEPTION Spring A			<p>WHICH NATURAL THINGS APPEAR DEAD BUT ARE REALLY ALIVE? (F:7)</p> <ul style="list-style-type: none"> Pupils collect natural objects and sort into two large hoops (labelled 'living', 'dead', 'neither', i.e. never alive). Discuss pupil choices, encouraging them to think carefully about their categories, i.e. the bulb looks dead, but is living and will produce a flower. Read and discuss Sam Plants a Sunflower : <i>What happened to the flower? Why do flowers die?</i> Share the story '<i>Water Bugs and Dragonflies</i>' Talk about the changes made from bug to dragonfly. Talk about: <i>Where does the dragonfly go to?</i> Or share the story 'Grandpa' by John Burningham (book or DVD). Talk about how the granddaughter might have felt. Or share the story 'Goodbye Mog' in which Mog, the cat, dies. Or use Persona Dolls to explore feelings and ideas about life and death. A doll could have a pet or grandparent which dies. Ask questions 	<p>'Water Bugs and Dragonflies: Explaining Death to Young Pupils' By Doris Stickney 978-0829816242 Story featured on BBC DVD 'Worlds of Belief: Easter.' 'Grandpa' John Burningham 0099434083 Goodbye Mog - Judith Kerr ISBN 10: 0007149697 ISBN-13: 978-0007149698</p> <p>Be prepared for difficult questions about</p>

YEAR GROUP, TERM, UNIT TITLE, RE will be delivered flexibly according to the statutory requirements of the EYFS	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):	PROGRAMMES OF STUDY LINKED TO EYFS Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):	SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques	POINTS TO NOTE AND RESOURCES
			<p>about how to celebrate a life.</p> <ul style="list-style-type: none"> Where appropriate discuss difficult questions about death. Allow pupils to talk freely and be clear that teachers do not know all the answers. 	death, these should not be dismissed.
RECEPTION Spring B This unit is learning about and from the Easter story	AT1 (EYFS) Beliefs and teachings Listen and respond to religious stories. AT2 (EYFS) Human identity, personality and experience Show awareness of things and people that matter to them and link this to learning in RE.	F:1 listen and respond to a range of faith stories in a variety of ways; (understanding the world: people and communities)	WHAT MAKES ME HAPPY AND UNHAPPY? (F:1) <ul style="list-style-type: none"> Using a happy and a sad face, encourage the pupils to talk about their own experiences of happy and sad times in their own lives, in school or in the wider community. Fold a sheet of paper in half for each pupil. They draw a happy face in the left corner and an unhappy face in the right corner. Underneath draw happy and unhappy incidents and label. WHAT MADE JESUS' FRIENDS HAPPY AND UNHAPPY AT EASTER TIME? (F:1) <ul style="list-style-type: none"> Using two happy and one sad faces tell a simple version of the Easter story, emphasising the happiness of Palm Sunday, the sadness of Good Friday, the happiness of Easter Day. Using a paper plate on a lolly stick, decorate one side to be a happy face, the other side sad. Retell the story; pupils to show the correct face at the appropriate part. 	Show palm branches Emphasis the symbolism of the cross on the top of the bun. www.bbc.co.uk/cbeebies/lets-celebrate/watch/lets-celebrate-easter1

YEAR GROUP, TERM, UNIT TITLE, RE will be delivered flexibly according to the statutory requirements of the EYFS	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):	PROGRAMMES OF STUDY LINKED TO EYFS Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):	SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques	POINTS TO NOTE AND RESOURCES
RECEPTION Spring B	Vocabulary:- <i>In this unit pupils will have an opportunity to use words or phrases such as:</i> happy/sad Easter Jesus Christian Cross Palm Sunday Good Friday Easter Day Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:-</i> Crosses palm crosses		WHICH THINGS DO CHRISTIANS EAT AT EASTER TO REMIND THEM OF THE STORY? (F:1) <ul style="list-style-type: none"> • Make, show and share hot cross buns. Focus on the symbolism of Good Friday. • Share Easter eggs and focus on the symbolism of new life. • Watch clip of celebrating Easter. Make Easter nests. 	Puddles and the Happy Easter Day by Gill Vaisey ISBN: 978 -0-9558886-3-2



SUMMER



YEAR GROUP, UNIT TITLE, TERM, <i>RE will be delivered flexibly according to the statutory requirements of the EYFS.</i>	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):	PROGRAMMES OF STUDY (F:1-F:8) <i>LINKED TO EYFS</i> Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):	SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques	POINTS TO NOTE AND RESOURCES
RECEPTION Summer This unit is learning about and from what makes a place special and a local religious place (10 hours)	AT1 (EYFS) (Level 1) Religious Practices and Lifestyles Communicate through talk or gesture about a range of special objects/places/people/practices AT2 (EYFS) (Level 1) Human identity, personality and experience	F:5 explore local places which are important for people, including at least one place of significance for a religious family. They should share their own experiences of places which are special to them; <i>(understanding the world: people and communities)</i>	WHAT PLACES ARE SPECIAL TO ME? (F:5) Guided visualization: using a stilling script <ul style="list-style-type: none"> Ask pupils to close their eyes and enjoy a journey in their imagination with you, to a special place. Use a script such as the one recommended, to focus on taking pupils to their special place; <i>What can they see, touch, hear? How do they feel? What memory of the special place do they want to keep?</i> Tell the class or a partner about your special place through, for example, circle time, carpet buddies or partner work. Using a story, poem or picture talk about places which are special to pupils. Discuss which places are special, why and how they make the pupils feel. Draw or make a model of their special place. Take photographs of pupils' models. In the role-play or outside area as a class or 	<i>'Guided visualisation' is an educational technique for imaginative learning. Teachers are encouraged to try it out, perhaps at first with a small group.</i> <i>Stilling Script by Lat Blaylock, written for the Diocese of St Albans, Units of Work on</i>

YEAR GROUP, UNIT TITLE, TERM, RE will be delivered flexibly according to the statutory requirements of the EYFS.	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):	PROGRAMMES OF STUDY (F:1-F:8) LINKED TO EYFS Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):	SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques	POINTS TO NOTE AND RESOURCES
RECEPTION Summer	Show awareness of things and people that matter to them and link this to learning in RE. Vocabulary:- <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Special places Areas around the school Areas in the local community	F:3 learn about key figures in their own lives and key members of a local religious group; (understanding the world: people and communities)	in small groups discuss and make a 'special place', for example a parachute den. Pupils decide where it would be for example, what it would look like, who could go there, what would be done there, what would be worn, what it would contain. <ul style="list-style-type: none"> In class or small groups discuss how they feel in their special place. WHICH PLACES ARE SPECIAL IN THE SCHOOL? (F:3) <ul style="list-style-type: none"> Walk round the school, identifying some important areas, for example, the hall is where the whole school meets; the head's office is where the leader of the school works. Discuss which people use the areas visited. Take digital photographs of the areas which have been discussed, label to say why they think it is special, giving examples of a quiet place, a friendly place, a thinking place etc. 	Christianity. Available with kind permission of the Diocese on HGfL Reception Additional Resources. 'Sally's Secret' by Shirley Hughes ISBN: 9780099926603 'Half Way' by A A Milne from, 'Now We Are Six' by A.A Milne ISBN 9781405229937 Geography Link: Label areas visited on a plan of the school

YEAR GROUP, UNIT TITLE, TERM, RE will be delivered flexibly according to the statutory requirements of the EYFS.	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):	PROGRAMMES OF STUDY (F:1-F:8) LINKED TO EYFS Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):	SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques	POINTS TO NOTE AND RESOURCES
RECEPTION Summer	Vocabulary:- <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Holy Church Mosque Synagogue Mandir Gurdwara Religious artefacts Religious leaders	F:3 learn about key figures in their own lives and key members of a local religious group; (understanding the world: people and communities) F:3 learn about key figures in their own lives and key members of a local religious group; (understanding the world: people and communities)	WHICH PLACES ARE SPECIAL TO PEOPLE IN THE COMMUNITY? (F:3) <ul style="list-style-type: none"> Show pictures of features they will recognise, for example, the swimming pool, the shops or the park. Discuss the purposes for visiting each place. Talk about any of these places they might go to with friends or family and why. Paint themselves in a place of their choice. WHICH LOCAL PLACE IS SPECIAL AND HOLY TO A RELIGIOUS FAMILY? (F:3) <ul style="list-style-type: none"> Show a photo of the religious building closest to the school. This can be from any religion. Discuss where it is, who has seen it and who goes there. Invite someone who attends the place to talk with the class about the place and its importance to them. Focus on the name of the place and for example, the day they attend, what they do, what things they use there, what else happens there and who is in charge. Or explore for example, a church, mosque, synagogue, through a 'virtual tour' or visit 	Walk around the local area Persona dolls Guidance on Using Persona Dolls in RE HGfL Reception Additional Resources See Faith Communities Directory HGfL General Additional Resources 'Say Hello to ...' REToday book & CD ISBN 1397819040248 11 www.educhurch.co.uk

<p>YEAR GROUP, UNIT TITLE, TERM, RE will be delivered flexibly according to the statutory requirements of the EYFS.</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):</p>	<p>PROGRAMMES OF STUDY (F:1-F:8) LINKED TO EYFS Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):</p>	<p>SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>RECEPTION Summer</p>		<p>F:3 learn about key figures in their own lives and key members of a local religious group; (understanding the world: people and communities)</p>	<p>the place of worship of their earlier visitor; pupils find examples of a quiet place in the building, a friendly place, a thinking place etc.</p> <ul style="list-style-type: none"> • Or use a persona doll to talk about their place of religious importance. • Provide artefacts for pupils to explore and explain that these need to be treated with respect. <p>WHICH PEOPLE ARE IMPORTANT IN OUR OWN LIVES? (F:3)</p> <ul style="list-style-type: none"> • Discuss the different people who are important in pupils' own lives, for example, parent, carer, grandparent, sibling, child minder. • Take photographs and make a class display of the important people in the pupils' lives. • Discuss other important people and why these people are important. Pupils to contribute to a class book/display add to the list the title of a leader of a local religious community. Invite that person to talk about their role. Focus on their title, 	<p>'Religious Buildings' Wayland ISBN 07502 32250 Start-up Religion books;- Big Book 'Something Special' by Nicola Moon ISBN 186039 875 8 Talking Pictures – RE Today Fiona Moss and Stephen Pett ISBN: 9781905893584 Folens RE poster packs have posters/ Photographs of</p>

<p>YEAR GROUP, UNIT TITLE, TERM, RE will be delivered flexibly according to the statutory requirements of the EYFS.</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus page 43 for pupil friendly target statements):</p>	<p>PROGRAMMES OF STUDY (F:1-F:8) LINKED TO EYFS</p> <p>Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 15 – 16):</p>	<p>SUGGESTED KEY QUESTIONS AND IDEAS FOR POSSIBLE TEACHING AND LEARNING ADULT-LED AND CHILD-INITIATED ACTIVITIES</p> <p>See introductory pages for guidance on the use of Persona Dolls and Godly Play techniques</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>RECEPTION Summer</p>			<p>what they might wear, what they do for people. Ask the person to tell a story which they would tell to children in their special place.</p>	<p>all religious buildings/ religious artefacts www.strath.ac.uk/curricularstudies/re/db/reartefacts/hindu or christian /islam/buddhist/ jewish/sikh</p>



AUTUMN



YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y1 Autumn A This unit is about: the wonder of nature and how religious people express their thankfulness (6 hours) NB Hertfordshire Agreed Syllabus (page 6) Time	AT1 (Level 1) Practices and Lifestyles Recognise some religious objects/places/ people/practices AT2 (Level 1) Questions of meaning and purpose Recognise interesting/ puzzling aspects of life	AT2 1:14 to recognise how people are thankful for earth's resources	WHICH ASPECTS OF THE NATURAL WORLD DO SOME PEOPLE FIND WONDERFUL? (1:14) <ul style="list-style-type: none"> Go outside to a natural area within or beyond the school. Smell the earth, look at the sky, feel the trees, hear the birdsong. Pupils work in pairs to share their observations and feelings. Take photographs to support discussion afterwards. Talk about how we feel when we are able to enjoy the natural world around us. Encourage the pupils to use all their senses. Share and display pictures, books, posters or digital resources of the natural world. Encourage the pupils to think about the wonder of nature. Read 'Why is the Sky Blue?' and discuss questions in the text, appreciation of our natural 	'Why is the Sky Blue?' by Sally Grindley ISBN 978- 1842705896 Song - Louis Armstrong 'What a Wonderful World' Fischy Music 'Wonderful World' CD

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y1 Autumn A allocation does not include school productions/ rehearsal time/ celebration assemblies	Vocabulary: <i>In this unit pupils will have an opportunity to use words or phrases such as:–</i> Creation, Christians Jews Muslims God Created Beautiful Natural Puzzling Wonderful World	AT1 1:7 some basic vocabulary used in a religious context	<p>world and any aspects the children find puzzling.</p> <ul style="list-style-type: none"> • Role play characters from the story asking questions and answering. • Create a montage/display/class book or Creation table to illustrate the natural things around us that we can share together and how they make us feel. Use photographs with speech bubbles to relay the pupils' feelings. • Listen to Louis Armstrong 'What a Wonderful World' whilst reflecting upon experiences and images of the natural area. Display / classbook opportunity eg. use images and complete phrase - I see __ __ and I think to myself, what a wonderful world. <p>WHAT DO CHRISTIANS, JEWS AND MUSLIMS BELIEVE ABOUT HOW THE WORLD WAS MADE? (1:7, 1:14)</p> <ul style="list-style-type: none"> • Talk to the pupils about the world as a beautiful 	<p>Link to Literacy and Art, ICT, Music</p> <p>View work of artist Andy Goldsworthy</p> <p>Muslim/ creation story, ensure that pupils are aware that not all Christians, Muslims or Jews believe in the creation story</p>

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y1 Autumn A		AT2 1:14 to recognise how people are thankful for earth's resources	and wonderful place. Use photographs or digital resources to share some areas of outstanding beauty in the world. <ul style="list-style-type: none"> • Explain that different faiths have different beliefs about how the world was created. Discuss how the pupils could find out about their families beliefs. • Share the Biblical story of Creation using the Bible, Big Book or digital resources. Explain that this story is special for Christians, Jews and Muslims, because it shares their belief that God created the world. • Make a class book, individual books or a collaborative display to illustrate the story of Creation. • Read 'In the Beginning' by Steve Turner and create a class dance to go with the story, for example, swimming and flying movements, a sun, moon and stars. If possible, use a 	Big Book 'A Day to Rest' by Broadbent and Logan (REMP) ISBN 978- 1851751785 http://www.dottieandbuzz.co.uk/ 'In the Beginning' a Big Book by Steve Turner ISBN 78074594431 9 Currently out of print but copies are

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y1 Autumn A	Vocabulary: <i>In this unit pupils will have an opportunity to use words or phrases such as:— Christian</i>	AT1 1:7 some basic vocabulary used in a religious context 1:8 about a variety of ways of celebrating special occasions	<p>parachute to create an effective 'world'. Explain that this is a version of the story found in the Jewish and Christian holy books.</p> <ul style="list-style-type: none"> • Share the story of creation from Genesis 1 in the Bible. • Share 'The Tiny Ants' by Gill Vaisey. Discuss the story and its message to care for even the tiniest creatures. Allow the pupils to respond to the story with their own views and opinions about the action of the men and the response from Muhammad. <p>HOW DO CHRISTIANS SHOW THEY ARE THANKFUL FOR THE NATURAL WORLD? (1:7, 1:8, 1:14)</p> <ul style="list-style-type: none"> • Share a variety of foods with the pupils. In small groups or with a 'talking partner' discuss where food comes from, for example, shops, farms etc. The food could be sorted into different groups. 	<p>available on-line "My First Qur'an" "The Tiny Ants" by Gill Vaisey ISBN 978-0954722012 Supporting materials available www.booksatpress.co.uk BBC 'Pathways to Belief' - 'Creation'</p>

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y1 Autumn A	Harvest Prayer Hymn	within faith communities, the meaning behind the celebration/s and the importance for those participating AT2 1:14 to recognise how people are thankful for earth's resources	PE hoops can be used to make Venn diagrams. <ul style="list-style-type: none"> • Encourage the pupils to share their own experiences, or what they know already about Christian harvest festival. Use photographs or digital resources to support discussion. • How do Christians say thank you to God? – share some examples of thank you hymns, prayers and graces together. Discuss why it is a good thing to give help to others. • Introduce the idea of giving to God by giving to others. Look at posters from charities which offer help and relief to those who have no harvest or are in need. • Explain that harvest festivals are a time when some Christian people say thank you to God and share with others. • Talk about the pupil's experiences of helping others and how it makes them feel for example, at school, home and the wider community. 	http://learn.christianaid.org.uk/TeachersResources/primary/RE_curriculum.aspx Link to PSCHE and Maths http://infants.reonline.org.uk http://www.woodlands-junior.kent.sch.uk/customs/Harvest.html

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y1 Autumn A	Vocabulary: <i>In this unit pupils will have an opportunity to use words or phrases such as:– Jewish Sukkot Sukkah God</i>	AT1 1:7 some basic vocabulary used in a religious context 1:8 about a variety of ways of celebrating special occasions within faith communities, the meaning behind the celebration/s and the importance for those participating AT2 1:14 to recognise how people are thankful for earth's resources	HOW DO JEWISH PEOPLE SHOW THEY ARE THANKFUL FOR THE NATURAL WORLD? (1:7, 1.8 1:14) <ul style="list-style-type: none"> Where appropriate encourage the pupils to share their own experiences. Use books, photographs or digital resources to explore what happens at Sukkot. Explain that at Sukkot, some Jewish people build temporary huts (Sukkah) to live in; this allows them to feel nearer to God. With a 'talking partner' or in small groups discuss what it is like to celebrate Sukkot from planning the Sukkah to the end of the celebration. Work together in small groups to plan and create a Sukkah outside or in the role play area (see video link or suggested book). Using photographs share the story of Sukkot in the role play area and reflect on the natural 	http://www.cptryon.org/prayer/pupils/food.html http://www.pupilsincrisis.org/schools 'Stop, Look, Listen, Water, Moon, Candle, Tree and Sword' DVD Ch 4 Sukkot and the building of a Sukkah. 'Sammy Spider's First Sukkot'

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y1 Autumn A	Vocabulary: <i>In this unit pupils will have an opportunity to use words or phrases such as:- Muslim Muhammad Allah</i>	AT1 1:7 some basic vocabulary used in a religious context 1:14 to recognise how people are thankful for earth's resources	things we are thankful for. The class could have snacks/milk/packed lunch in the Sukkah. HOW DO MUSLIMS SHOW THEY ARE THANKFUL FOR THE NATURAL WORLD? (1:7, 1:14) <ul style="list-style-type: none"> Where appropriate encourage the pupils to share their own experiences. Use books, photographs or digital resources to explore how Muslims express their thankfulness for the natural world. Many Muslims believe that Allah has made them “guardians” of creation – they are looking after something that is not theirs. This is called <i>Khalifa</i>. Discuss:- <i>How can we be guardians of the created world – for example looking after the water, the food, and the forests?</i> One of the sayings of Muhammad is “Live in this world as if you were going to live for ever”. With 	By Sylvia Rouss ISBN 978- 1580130837 http://www.standards.dfes.gov.uk/schemes/2/religion/relra/raq4?view=get By Gill Vaisey www.booksatpress.co.uk 'The Baby Birds' ISBN 978- 09547220-8-1 'The Seven New Kittens' ISBN 978095 4722036

<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y1 Autumn A</p>			<p>a 'talking partner' or in small groups talk about what this means.</p> <ul style="list-style-type: none"> • Share the story of how Muhammad did not waste water. • Share the story 'The Baby Birds' or 'Seven New Kittens' by Gill Vaisey. These books are beautiful retellings of traditional Muslim stories which encourage pupils to think about their actions and responsibilities towards the natural world. • Encourage the pupils to reflect on the message of the story and on their own actions and consequences in relation to the natural world. • Select a page within the book that gives the strongest message to treasure the natural world, and create pictures that illustrate the same message. 	<p>"Teaching RE: Islam 5-11" (CEM)</p> <p>http://www.standards.dfes.gov.uk/schemes/2/religion/rel5b/5bq3?view=get</p> <p>http://www.islamicaid.org.uk/ourwork.html</p> <p>'Islamic Story, Folklore and Pattern' by Jenny Rose ISBN 978-1872012148</p>

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y1 Autumn B	Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Light Symbol Celebrate Hindu Divali Diva Rangoli patterns Jewish Hannukah Hannukiah Dreidel Latkes Christian	religious context 1:8 about a variety of ways of celebrating special occasions within faith communities, the meaning behind the celebration/s and the importance for those participating 1:9 about how and why symbols express religious meaning AT2 1:11 about relationships, considering their own	<ul style="list-style-type: none"> Share the story of Rama and Sita, drawing on previous work from reception. Discuss the themes of the story, the symbolism of the Diva light. Role play elements of the story. Create a tableau of the welcoming scene. Make divas, rangoli patterns or Divali cards together. HOW AND WHY IS LIGHT USED IN THE JEWISH FESTIVAL OF HANNUKAH? (1:7, 1:8, 1.9, 1.11) <ul style="list-style-type: none"> Where appropriate encourage the pupils to share their own experiences. Use suggested links or use a Hannukiah to introduce the story of Hannukah. Tell the story in two halves, asking the pupils to predict the outcome. <i>What do you think the oil lamp in the temple represents?</i> Relate to the belief that God is always present and everlasting. 	fl/leas/lewisham/communitie s RE section Powerpoint of Rama and Sita "Opening up Hinduism" RE Today ISBN 978 -1- 905893-38 -6 http://news.bb c.co.uk/cbbcn ews/hi/newsid _1650000/new sid_1654900/1 654955.stm Diwali Song[1].doc Big Book - 'The Tallest

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y1 Autumn B	<p>Advent Christmas Christingle Jesus Nativity</p> <p>Artefacts: <i>Pupils will have the opportunity to look at, observe and possibly handle:</i></p> <p>Hindu:- Diva Rangoli patterns Divali cards</p> <p>Jewish:- Hannukah Hannukiah Candles</p>	<p>experiences, including challenging times</p> <p>AT1 1:7 some basic vocabulary used in a religious context</p> <p>1:8 about a variety of ways of celebrating special occasions within faith communities, the meaning behind the celebration/s and the importance for those participating</p>	<ul style="list-style-type: none"> Talk about how the festival of Hannukah is celebrated, focus on the symbolism of the light. Either make potato latkes, eat doughnuts and/or play a dreidel game together. <p>HOW AND WHY IS LIGHT USED IN THE CHRISTIAN CELEBRATION OF CHRISTMAS? (1:7, 1:8, 1.9, 1.11)</p> <ul style="list-style-type: none"> Where appropriate encourage the pupils to share their own experiences. Use artefacts or digital resources to support the pupils learning see suggested links. Explain why light is used in these celebrations – to show that Christmas is a time of happiness and warmth and to remind Christians that Jesus is the ‘light of the world’. Talk about the meaning of the word Advent. Explain that Advent is the period of preparation for the celebration of the birth of Jesus. Discuss what some Christians do during Advent, 	<p>Candle' by Broadbent and Logan (REMP) ISBN 978-1851752935 http://www.billybear4kids.com/holidays/hannukah/pattern.htm Advent comes from the Latin word adventus which means 'arrival'. http://www.reonline.org.uk/allre/tt_nframe.php?http://www.request.org.uk</p>

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y1 Autumn B	<p>Dreidels Christian:- Advent Advent Calendars Christingle Nativity Scene</p> <p>AT1 (Level 1) Beliefs and teachings Recount elements of religious stories</p> <p>AT2 (Level 1) Human identity, personality and experience Express their own experiences and feelings,</p>	<p>1:9 about how and why symbols express religious meaning</p> <p>AT2 1:11 about relationships, considering their own experiences, including challenging times</p>	<p>which marks the four Sundays leading up to Christmas.</p> <ul style="list-style-type: none"> Highlight how the Advent Wreath is used and the meaning behind the four candles for Christians. Talk about how lots of families use an Advent Calendar, to count the days until Christmas Eve. Use images or artefacts of Christingles to prompt questions. Explain how a Christingle is used as a Christian symbol of light. Talk about what each part of the Christingle represents: The orange, representing the world, the red ribbon symbolising the Blood of Christ, the Candle in the centre of the orange, "Jesus the light", the four cocktail sticks with sweets and fruit to illustrate God's gifts and the four seasons. As a class, or in groups, make a Christingle and talk about what each part of the Christingle 	<p>/main/festivals/christmas/christmas01.htm</p> <p>http://www.woodlands-junior.kent.sch.uk/customs/Advent.html</p> <p>http://www.thisischurch.com/christianinfo/advent.html</p> <p>To make a Christingle: orange, ribbon, candle, cocktail sticks, dried fruit or</p>

<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y1 Autumn B</p>	<p>recognising what is important in their own lives</p>		<p>represents as you make it. Pupils record this by drawing a Christingle and labelling each part.</p> <ul style="list-style-type: none"> Retell the Christmas story explaining that Christians believe that Jesus is the light of the world. Use small world figures to retell elements of the Christmas story. 	<p>sweets www.christingle.org</p>

SPRING

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-44 for pupil friendly target statements	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y1 Spring A This unit is about: what it means to belong to a religious community (7 hours) NB Hertfordshire Agreed Syllabus (page 6) Time allocation	AT1 (Level 1) Practices and lifestyles Recognise religious objects/places/ people/practices. AT1 (Level 1) Expressing meaning Recognise some religious symbols and use some religious	AT1 1:2 to recognise some of the groups to which they belong in their home and school life and what makes these groups special. They should listen to and talk with people who belong to a faith community about how belonging affects their life;	TO WHAT GROUPS DO THE PUPILS BELONG?(1:2, 1:7) Chose one of the activities below about belonging. <ul style="list-style-type: none"> • Talk about what it means to belong. Unpack the word by sharing the pupils' experiences of belonging to different groups. <i>How do we show we belong to different groups? How does it make us feel to belong?</i> • Pupils could bring in 'uniform' worn when attending their clubs, or equipment used, and give a short presentation to the class. • Talk about belonging to a family. Draw on the pupils own experiences to identify what is involved in belonging to a family. Share photographs of a family and ask pupils to use related vocabulary to identify members of the family. 	http://www.standards.dfes.gov.uk/scheme/s2/religion/rel1b/1bq1?view=get http://www.dotieandbuzz.co.uk/ Note: Restrict this part of the

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-44 for pupil friendly target statements	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y1 Spring A Does not include school productions/ rehearsal time/ celebration assemblies	vocabulary correctly. Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> God faith Christian belonging community Baptism Communion cross Candle Welcome ceremonies	1:7 some basic vocabulary used in a religious context; AT1 1:2 to recognise some of the groups to which they belong in their home and school life and what makes these groups special. They	<ul style="list-style-type: none"> Using photographs or other resources indicating groups in school, talk about the groups the pupils belong to in school - <i>What do they do together? Why are they together?</i> Discuss belonging to the school/class. <i>What do they do in school? What are the signs of belonging? Who is in charge? What rules or codes of behaviour are there?</i> Write the rules/codes of behaviour that pupils know on a sheet with a sentence or two about belonging to the school. Pupils could draw themselves (in uniform, if appropriate) or take digital photos to enhance the display. HOW WOULD A RELIGIOUS GROUP WELCOME SOMEONE NEW? (1:2,1: 8, 1:13, 1:15) <ul style="list-style-type: none"> If available arrange for a new baby from one of the school's families to visit otherwise use photographs of babies/dolls. Discuss how babies are welcomed into a family - the visits of friends and relatives bringing cards/presents; unwrap an appropriate present for a 	work. It is not the main purpose of the RE. Link to PSHE Be sensitive to the pupils' family circumstances . ICT link – digital photos/film using digital cameras

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-44 for pupil friendly target statements	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y1 Spring A	<p>Artefacts: <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> A Cross Baptismal Candle Baptismal Certificate Font Bible</p> <p>Artefacts reflecting a member of another religious Faith eg. Kara steel bracelet for a Sikh baby</p>	<p>should listen to and talk with people who belong to a faith community about how belonging affects their life;</p> <p>1:8 about a variety of ways of celebrating special occasions within faith communities, the meaning behind the celebration/s and the importance for those participating;</p>	<p>baby. Make a card to welcome a new baby.</p> <ul style="list-style-type: none"> Explain that religious groups have different forms of welcoming ceremonies and encourage the pupils to share their own experiences. Explore in depth one or more welcoming ceremony from faiths that reflect the school community. Using costumes and artefacts where available, pupils pose for a 'family photograph' of a welcoming ceremony, print out and label the photograph explaining the role of each person. Remind pupils about the recent visit of a parent/carer and new baby and discuss the baby's welcoming ceremony, whether religious or not. <p>WHAT DOES IT MEAN TO BELONG TO A CHRISTIAN GROUP? (1:2, 1:8, 1:13, 1: 15)</p> <ul style="list-style-type: none"> Invite a member of the Christian faith, a parent or older pupil from the school or a Vicar/Minister/ Priest to talk about how some <i>Christians share their beliefs together.</i> 	<p>Or use digital postcards for recording and then use in an interactive wall display</p> <p>This is often a good way to include and welcome parents/carers into the school</p> <p>Teachers' ref: 'Births' Wayland ISBN</p>

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-44 for pupil friendly target statements	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y1 Spring A		<p>AT2 1:13 about how and why religious people show care and concern for humanity;</p> <p>1:15 to reflect on how spiritual and moral values influence their behaviour, choices and those of others.</p> <p>AT1 1:7 some basic vocabulary used in a religious context;</p>	<ul style="list-style-type: none"> • Prepare the class for the visit and with the pupils put together questions that they want to ask. Encourage the pupils to ask the questions themselves. (<i>Questions could include: Where do they go to share their beliefs? , What signs show that they belong (e.g. sign of the cross; Eucharist or communion celebration; Baptism/ Christening etc) Who is the person in charge? What rules or codes do they follow? Why do some people want to belong to the Christian faith? How does their faith affect the way some Christians behave?)</i>) • Following the visit pupils could use artefacts, books and internet resources to support making a class book or talking book based on their learning from the visit. <p>WHAT DOES IT MEAN FOR A FAITH MEMBER TO BELONG TO THEIR RELIGION? (1:2, 1:7, 1:13, 1:15)</p> <ul style="list-style-type: none"> • Choose another religion where possible reflecting the school or local community and invite a speaker or parent to talk to the pupils or use an online source. 	<p>0750228016 www.reonlineinfants/baptism Dottie and Buzz DVDs ICT link</p> <p>http://www.request.org.uk/main/dowhat/baptism/baptism.htm</p> <p>See Faith Communities Directory HGfL RE General Guidance</p>

<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-44 for pupil friendly target statements</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y1 Spring A</p>	<p>AT2 (Level 1) Values and commitments In relation to matters of right and wrong, express what is of value and concern to themselves and others</p>	<p>AT2 1:13 about how and why religious people show care and concern for humanity; 1:15 to reflect on how spiritual and moral values influence their behaviour, choices</p>	<ul style="list-style-type: none"> Using the discussion points from the previous visit explain the importance of belonging to the religious community for this visitor. Display opportunity to illustrate similarities of belonging to a religious faith, using photos, audio clips, collage, descriptive writing from both visits. Plenary discussion to link together all the work done in this unit. Bring the discussion back to the pupils' own sense of belonging to groups and families. <p>HOW DO OUR ACTIONS REFLECT OUR VALUES? (1:13, 1:15)</p> <ul style="list-style-type: none"> Reflect upon discussions with visitors, focus on what they did because they were of a particular faith; what was important for them. Draw up a shared list of 3 Christian values and 3 from the religion the second visitor belonged to. Ask the children how they think these values might be 	<p>Documents will list potential visitors Present pupils with a range of Christian denominations</p>

<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-44 for pupil friendly target statements</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y1 Spring A</p>		<p>and those of others.</p>	<p>seen or noticed by others through the actions of the religious people.</p> <ul style="list-style-type: none"> • In pairs or small groups discuss possible actions. On a large sheet of paper draw or write the actions to link with the religions. Include actions that the pupils think should be seen. • Role play scenarios in which a range of different values are reflected. Extension activity: Discuss how what we believe can affect how we behave. Encourage pupils to share their ideas in small groups or with their 'talking partner'. Invite the pupils to think how they might help others to share similar values. <i>How might these values change the way we think or behave? What difference do they make to believers?</i> 	

<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-44 for pupil friendly target statements</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y1 Spring B</p>	<p>Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Bible miracles Jesus God Palm Sunday Good Friday Cross Died, death Resurrection</p>	<p>them and talk about their meanings; AT2 1:13 about how and why religious people show care and concern for humanity;</p>	<p>understand what was important to Jesus. The following stories are good examples to choose from:</p> <ul style="list-style-type: none"> • How Jesus healed people – the story of Blind Bartimeaus. <i>In what other ways than his sight was Bartimeaus blind?</i> • How Jesus cared for people – the story of Zacchaeus. <i>How did Zacchaeus' life change after meeting Jesus? Do you think Jesus can change the lives of people today?</i> • How Jesus met the needs of people – the story of the Feeding of the Five Thousand – <i>In what other way could the people have been hungry? In what other ways did Jesus feed them?</i> • How Jesus cared for his friends – <i>the story of the Calming of the Storm – How did Jesus ask the disciples to trust him? Who do you trust?</i> • The stories could be explored through for example, art, drama, mime, role play, freeze frames, using a story 	<p>Caution - miracles should should not be seen as magic http://www.request.org.uk/infants/jesus/stories.htm Story bags:- www.decadeministries.co.uk</p>

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-44 for pupil friendly target statements	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y1 Spring B	Artefacts: <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> The Bible Palm crosses Cross	AT1 1:1 about some of the beliefs people hold, including belief in God/gods; AT2 1:11 about relationships, considering their own experiences, including challenging times;	bag, hot seating a character from a story. Avoiding 'retell and draw a picture', – always link story to pupils' ideas and the Christian belief expressed in the story. WHAT DID JESUS GIVE UP FOR LOVE? (1:1, 1:11) <ul style="list-style-type: none"> Tell the story of Holy Week. Explain that Christians believe that Jesus gave up his life on Good Friday for all people. Make sure that you include the Resurrection as well as the crucifixion. Use pictures of artefacts to support the retelling; discuss Easter traditions and how they are linked to the Easter Story. Allow children time to think and discuss and ask questions. Include opportunities for creative thinking. In small groups discuss the challenges of giving something up that is really special for us. 	REonline – The Easter Story REToday: 'Opening up Easter'. 'Philosophy 4 Children' (P4C) community of enquiry.



SUMMER



<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y1 Summer</p> <p>This unit is about: holy books – how they are read and handled and how they influence religious people (10 hours)</p>	<p>AT1 (Level 1/2) Religious Practices and lifestyles Recognise religious books and some practices associated with their use. Begin to be aware of similarities in religions.</p>	<p>AT1 1:3 about special books, both personal and religious, hear a range of stories from them and talk about their meanings;</p>	<p>WHICH BOOKS ARE SPECIAL AND PRECIOUS TO THE PUPILS? (1:3)</p> <ul style="list-style-type: none"> • Define 'precious' with the pupils; • Share a precious book of yours with the class explaining why it is precious to you and why you look after it carefully. Is it because of the person who gave it to you, its contents, beautiful cover or its age? • Choose one of the activities below about precious books: • Share a beautiful art book containing special pictures and/calligraphy. • Discuss pupils' precious books and the reasons why they are valued or well-loved. 	<p>Encourage class to bring their special books to school before starting this unit.</p> <p>Link to Art, Literacy and PSHE</p>

<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y1 Summer NB Hertfordshire Agreed Syllabus (page 6) Time allocation does not include school productions/ rehearsal time/ celebration assemblies</p>	<p>AT2 (Level 1/2) Human identity, personality and experience Express their own experiences and feelings recognising what is important in their own lives.</p> <p><i>Vocabulary In this unit pupils will have the opportunity to use words or phrases such as:- Christian Jesus God</i></p>		<ul style="list-style-type: none"> • Provide the pupils with an opportunity to illustrate the front cover of their precious book, or a favourite book they have shared in class. Add words which explain why the book is valued by them. • Make a big class book containing all the pupils' work. Ask the pupils for suggestions as to where the book should be kept and how it should be looked after. • Make up some rules about looking after the book. <i>Can it be shared at wet play time? Should it be kept on the floor or kept near the paint table?</i> • Display and treat the book in the agreed ways. Share staff books/ and school books eg an old school log book. 	

<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y1 Summer</p>	<p>Bible Jewish Torah Muslim Muhammad Qur'an</p> <p>Artefacts: <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Precious religious books (see points to note)</p>	<p>AT1 1.1 about some of the beliefs people hold, including belief in God/gods;</p> <p>1:3 about special books, both personal and religious, and hear a range of stories from them and talk about their meanings</p> <p>1.7 Some basic vocabulary used in a religious context</p>	<p>WHICH BOOKS ARE HOLY AND PRECIOUS TO RELIGIOUS PEOPLE? (1.1, 1:3, 1.7)</p> <ul style="list-style-type: none"> • Show the pupils a selection of holy books and / or show pictures / DVD's of them being used. Discuss how old the originals might be, how and where they are read, how they are handled, who they might be owned by, why they are important illustrate and label some of these. • Choose the Bible and two other religious books to explore with the pupils, the books should reflect your community. The Jewish Torah and the Muslim Qur'an are given as examples. 	<p>Lion Bible Stories Stop, look, listen DVD Animated Bible Stories</p> <p>Talking Pictures – RE Today Fiona Moss and Stephen Pett 31 religious and spiritual images on cards/ CD ROM Visual learning for 4-7 year olds ISBN: 9781905893584</p>

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y1 Summer	<p>AT1(Level 1/2) Ways of Expressing meaning Use some religious vocabulary correctly and describe how religious belief is expressed in different ways</p> <p>AT2 (Level 1/2) Human identity, personality and experience Express their own experiences and feelings recognising what is important in</p>	<p>AT1 1:1 about some of the beliefs people hold, including belief in God/gods;</p> <p>1:3 about special books, both personal and religious, and hear a range of stories from them and talk about their meanings</p> <p>1:7 some basic vocabulary used in a religious context;</p>	<p>WHY IS THE BIBLE A HOLY AND PRECIOUS BOOK FOR CHRISTIANS?(1:1, 1.3, 1:7, 1.12)</p> <ul style="list-style-type: none"> • Share a selection of different kinds of Bibles with the pupils for example children's version, leather bound, small, old, in Braille etc. • Talk about why the Bible is a special book for many people and remind the pupils how carefully special books should be treated. Discuss why the Bible is a special book for Christians. The Bible is a guide to life for them. Explain that there are two parts of the Bible - the Old Testament which tells stories before Jesus was born and the New Testament which tells stories of Jesus' life, his teachings, and stories written about the first Christians. • Share some stories about Jesus from the 	<p>Big Book 'A Very Special Sunday' by Broadbent and Logan (REMP) ISBN: 9781851752133</p> <p>http://www.request.org.uk/main/bible/bible01.htm</p> <p>Model how to handle special book with the same respect as a member of the faith would.</p>

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y1 Summer	their own lives.	<p>AT2 1.12 some stories told in different religious traditions about the natural world considering some of the questions raised to which there may be no universally agreed answers;</p> <p>AT1 1:1 about some of the beliefs people hold, including belief in God/gods;</p>	<p>New Testament. For example, the Lost Sheep.</p> <p>WHAT IS THE TORAH AND WHY IS IT HOLY AND PRECIOUS FOR JEWISH PEOPLE? (1:1, 1.3; 1:7, 1.12)</p> <ul style="list-style-type: none"> • Talk about things at home that the pupils are not allowed to touch, or have to touch very carefully. <i>Discuss why?</i> 	

<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y1 Summer</p>		<p>1:3 about special books, both personal and religious, and hear a range of stories from them and talk about their meanings</p> <p>1:7 some basic vocabulary used in a religious context;</p> <p>AT2 1.12 some stories told in different religious traditions about the natural world considering</p>	<ul style="list-style-type: none"> • Explain that the Torah is so important to Jewish people; a yad (a pointer) is used to read from it, so that it is not touched. • Look at pictures of the Torah scrolls and a yad. Use digital resources that show Torah scrolls being written by a Sefer. • Practise writing Hebrew letters (perhaps Shalom = Peace) with calligraphy pens, trying to make sure there are no mistakes and care is taken. Remember to go from right to left. • Explain that the Torah is treated in a very special way. It is dressed in a velvet Torah mantle, kept in a special place (the ark) and bowed to respectfully when it is taken around the synagogue. • The word Torah means 'teaching'. Share a favourite story from the Torah for example 	<p>http://www.hitchams.suffolk.sch.uk/synagogue/star/ter/torahscrolls.htm Opening up Judaism Fiona Moss ISBN: 9781905893553</p> <p>A sefer is the scribing rabbi</p>

<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y1 Summer</p>		<p>some of the questions raised to which there may be no universally agreed answers;</p>	<p>Noah's Ark, the story of Joseph or Moses. Talk about what some Jewish people believe the story is teaching them about life and about God.</p> <ul style="list-style-type: none"> • Discuss the rules that pupils learn and how pupils know how to behave towards one another and how they should treat one another. Explain that the Torah has rules which guide Jews about how to live. Talk about the Ten Commandments. • Make Torah scrolls. Pupils could write inside their own rules for living. They could make and design a yad so that when it is read someone must use the pointer. A special cover (mantle) could also be made. Mantles often have pictures of a crown to show God as King, a rainbow to remember God's promise in the story of Noah's Ark, or 	

<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y1 Summer</p>		<p>AT1 1:1 about some of the beliefs people hold, including belief in God/gods;</p>	<p>flames to remember the story of the Burning Bush.</p> <ul style="list-style-type: none"> • Talk about how Jewish children sometimes make small scrolls to take to the synagogue to show thanks for Torah. • Invite a rabbi or a Jewish faith follower to talk about the Torah and what it means to them. Prepare the pupils for the visit before hand so they are able to ask their own questions. • A plenary to the unit might be to discuss what pupils think would be a good rule or commandment for everyone to follow. <p>WHY IS THE QUR'AN A HOLY and PRECIOUS BOOK FOR MUSLIMS? (1:1, 1.3, 1:7, 1.12)</p> <ul style="list-style-type: none"> • Explain to the pupils that you are going to 	

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y1 Summer		<p>1:3 about special books, both personal and religious, hear a range of stories from them and talk about their meanings;</p> <p>1:7 some basic vocabulary used in a religious context</p> <p>AT2 1.12 some stories told in different religious traditions about the natural world considering</p>	<p>share something very special to all Muslims everywhere; the Qur'an.</p> <ul style="list-style-type: none"> Wash your hands (talk about why you are doing this) Spread a cloth out on a table and place a Qur'an stand down on it. Explain how a Qur'an stand is used and ask the pupils to think about why the Qur'an is lifted up when Muslim people read from it. Unwrap a Qur'an. Ask pupils to talk about what these actions show them about the book. Invite pupils in small groups to look closely at the book, tell others what they notice, and suggest some questions they would like to ask. Explain the Muslims belief that the words found in the Qur'an came from God, that they were revealed to Muhammad by the 	<p>http://www.ngfl-cymru.org.uk/vtc/ngfl/re/m_parry/carmarthenshire/artefactau/quran.htm Stop, Look, Listen: DVD 'Water, Moon, Candle, Tree and Sword' Ch 4 'Moon' section- a 15min general introduction to Islam for younger pupils, contains a useful section on learning Arabic/</p>

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y1 Summer		some of the questions raised to which there may be no universally agreed answers;	<p>Angel Jibril (Gabriel). Watch a clip to hear the story of Muhammad in the cave: <i>Who was Muhammad?</i></p> <ul style="list-style-type: none"> Decide together how they can best look after this special book whilst it is in the Classroom – for example where it should be kept (high up). Share some stories from the Qur'an eg the story of The Crying Camel or The Cat and The Dog (See suggested links). Invite a Muslim leader or a member of the school community to talk about the Qur'an and what it means to them. Prepare the pupils for the visit before hand so they are able to ask their own questions. Show the pupils a selection of holy books: Tripitaka – Buddhism; Bible – Christianity; Bhagavad Gita – Hinduism; Qur'an – 	<p>the Qur'an. 'My First Qur'an' by Goodword Books ISBN 9788178985541</p> <p>Islamic stories can be found at: http://www.geocities.com/Heartland/Fields/4963/index.html</p> <p>http://www.woodlands-junior.kent.sch.uk/Homework/religion/Islam.htm#8</p>

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y1 Summer	AT1 (Level 1/2) Religious Practices and Lifestyles Recognise and describe some religious objects/places/people and practices. Begin to be aware	AT1 1:1 about some of the beliefs people hold, including belief in God/gods; 1:3 about special books, both personal and	Islam; Torah – Judaism; Guru Granth Sahib – Sikhism; and/or show pictures of these being used. Discuss how old the originals might be, how and where they are read, how they are handled, who they might be owned by, why they are important (page 3 of their books may be illustrations of these books with their names). WHAT STORIES ARE IMPORTANT TO DIFFERENT RELIGIOUS GROUPS (1.1, 1:3, 1.7, 1:13, 1:15) <ul style="list-style-type: none"> Choose from the following religious stories to share with the pupils Look at several different books, telling or reading some stories or passages from them that encourage the faith members to show care and concern for each other. 	http://www.schooltrain.info/re/books/books.htm Many of these stories and others from which to choose can be found in 'A Long Time Ago in a Far Away Land...' from Essex LEA (01245 436007) http://www.topmarks.co.uk/judaism/amos/index.htm

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y1 Summer	<p>of similarities in religions</p> <p>Ways of expressing meaning Use some religious vocabulary correctly and describe how religious belief is expressed in different ways</p> <p>AT2 (Level 1/2) Values and commitments In relation to matters of right and wrong express what</p>	<p>religious, hear a range of stories from them and talk about their meanings;</p> <p>1:7 some basic vocabulary used in a religious context</p> <p>AT2 1:13 about how and why religious people show care and concern for humanity;</p> <p>1.15. to reflect on how spiritual and</p>	<p>Pupils to record these in sentences or picture form in their books. Below are examples from all 6 major faiths. Over 5 lessons select from Christianity and others. Draw out the elements of making choices between right and wrong</p> <ul style="list-style-type: none"> a) Buddhism - The Jataka Tales, The Monkey King b) Christianity - The Bible, The Good Samaritan, The Prodigal Son, Passage from the Sermon on the Mount c) Hinduism - The Panchantantra, The Donkey with No Brains d) Islam - The Qur'an (kept covered and higher than other book in the room. Placed on a stand to be read), The Cat and the Dog, The Crying Camel, The boy who threw stones at trees, The woman at 	<p>Opening Up Islam. Joyce Mackley. ISBN: 9781905893331 Contains creative storytelling process for 'The boy who threw stones at trees' and 'The woman at the gates of Makkah'</p> <p>http://www.sln.org.uk/storyboard/15.htm</p>

<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y1 Summer</p>	<p>is of value and concern to themselves and others. Make links between these values</p>	<p>moral values influence their behaviour, choices and those of others</p>	<p>the gates of Makkah e) Judaism - The Torah (use of yad, no mistakes in the scroll, vowel for God omitted, contains the 10 commandments), David and Jonathan, Moses freeing his people f) Sikhism – The Guru Granth Sahib (on special occasions it is read continually cover to cover taking 48 hours). The class could take turns to read a book continuously. Guru Nanak helps the Hungry. Guru Nanak and the Jasmine Flower</p> <ul style="list-style-type: none"> • Write a story about caring for others or doing the right thing. Illustrate. Add this to the pupils' book as last page. • Enact stories in groups and discuss what 	<p>www.bbc.co.uk/learningzone/clips.</p>

<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y1 Summer</p>			<p>each story teaches.</p> <ul style="list-style-type: none"> • In groups create a story sculpture or tableau to show an important part of the story. Encourage other pupils to create a title for the still image of each group. • Plenary display of pupils' completed books around the class or hall or library area. Class to read each other's books, handling in ways discussed at beginning of the unit. Class come together to discuss what has been learned: • about religious books • about the influence of these books on the way faith communities show care for humanity 	



AUTUMN



YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43 – 45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1:1 – 1:15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y2 Autumn A Signs and Symbols This unit is about: the signs and symbols of everyday life, the use of artefacts and symbolic religious behaviour (7 hours) NB Hertfordshire Agreed Syllabus (page 6)	AT1 (Level 1) Expressing meaning Recognise some religious symbols and use some religious vocabulary correctly. AT2 (Level 1) Human identity, personality and experience Express their own experiences and		Introducing the Unit WHAT SIGNS AND SYMBOLS DO WE SEE IN EVERYDAY LIFE AND WHAT DO THEY MEAN? <ul style="list-style-type: none"> • Drawing on the pupil's own experiences, create a shared list of signs, with meanings, that they know, for example, addition sign, road signs, etc. • Discuss why signs/symbols are used. Include some sign language. • Discuss the meaning of specific signs and symbols of belonging such as school logo, badges and uniforms for example, Rainbows/Brownies/Beavers/Cubs. • In groups make up a collective sign. Show to the class and explain what it says about your group. 	<p>Note: restrict this part of the work. It is not the main purpose of the RE</p> <p>www.REonline.org.uk Key Stage 1 Symbols</p> <p>Curriculum links: PHSCE Art and Design, Geography D and T/ ICT</p>

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43 – 45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1:1 – 1:15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y2 Autumn A Time allocation does not include school productions/ rehearsal time/ celebration assemblies	feelings recognising what is important in their own lives Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:–</i> signs symbols God Jesus Cross - Christianity Aum - Hinduism Wheel - Buddhism Star and Crescent	AT1 1:6 about and, where appropriate, handle some of the items of significance used in religious worship and lifestyle, exploring how they are used and begin to show awareness of similarities in religions 1:9 about how and why symbols express religious meaning	WHAT SIGNS AND SYMBOLS DO WE SEE IN RELIGIONS AND WHAT DO THEY MEAN? (1.6, 1.9) <ul style="list-style-type: none"> Remind the pupils of the symbols of the six principal faiths using artefacts or poster cards (Cross- Christianity; Aum -Hinduism; Wheel – Buddhism; Star and Crescent - Islam; Magen David - Judaism; Khanda – Sikhism). Ask the pupils where they have seen the signs and what they know about them; discuss shape and form. Discuss their meaning and how and where they might be used. Illustrate the six faith symbols in one of a variety of ways: for example, drawing and labelling, collage, painting, clay and sewing, give own explanations. Some pupils might take a digital camera to their place of worship to film or photograph 	<i>Video: 'Watch: Festivals and Celebrations' pub BBC Schools; 'Watch: Places for Worship' Pub BBC Schools; 'Faith and Celebrations' BBC. Sherston www.sherston.co.uk</i> Always ask permission from the faith leader before taking digital images

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43 – 45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1:1 – 1:15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y2 Autumn A	<p>- Islam Magen David - Judaism Khanda</p> <p>Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:-</i> Religious symbols, Cross- Christianity; Aum -Hinduism; Wheel – Buddhism; Star and Crescent - Islam; Magen David - Judaism; Khanda – Sikhism</p>	<p>AT1 1:6 about and, where appropriate, handle some of the items of significance used in religious worship and lifestyle, exploring how they are used and begin to show awareness of similarities in religions</p> <p>1:9 about how and why symbols express religious meaning</p>	<p>the religious symbols used in context. They could then give a presentation to the class.</p> <p>WHAT DO THE SIGNS AND SYMBOLS THAT CHRISTIANS USE MEAN? WHEN ARE THEY USED AND WHY? (1:6, 1:9)</p> <ul style="list-style-type: none"> Using artefacts, posters and pictures and building on pupils' experiences, discuss the symbolism behind what is first seen. Include Christians using symbolic behaviour, for example, bowing before the altar, making the sign of the cross (genuflection) and marking a baby's forehead with water in the shape of the cross at baptism. Discuss: <i>Have any pupils had experience of these symbolic actions?</i> <p>EITHER</p> <ul style="list-style-type: none"> Pupils reproduce the symbols using 'Colour Magic', describe the symbols and create own symbols to illustrate a Christian belief 	<p>The cross is a reminder of Jesus' death and resurrection. A Bible is sometimes on a lectern raised high and the lectern can be a carving of an eagle - showing strength and the ability to soar high and spread God's word. 'Stop, Look and Listen: Stories of Faith' Channel 4</p>

<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)</p>	<p>OBJECTIVES VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43 – 45 for pupil friendly target statements)</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (1:1 – 1:15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y2 Autumn A</p>			<p>or action.</p> <p>OR</p> <ul style="list-style-type: none"> • Make cards of Christian symbols to create a matching or 'pairs' game. • Draw on the experiences of any pupils who have attended a church and discuss the symbols and/or symbolic actions they noticed during a recent service. • Paint/draw a picture of a scene from a church or a Christian home in which signs and symbols are seen. Write about the picture. 	<p>www.reonline.org.uk http://atschool.edweb.co.uk/carolrb/christianity/christian_symbols.html www.woodlands-junior.kent.sch.uk/christianity/christian_symbols.html (suitable for KS1 too) Spring Term unit includes a Church visit – teachers can then refer back to signs and symbols work</p>

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43 – 45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1:1 – 1:15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y2 Autumn A	<p>Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Muslim Islam Mosque wudu respect holy</p> <p>Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:-</i> Muslim prayer beads Qur'an stand</p>	<p>AT1 1:6 about and, where appropriate, handle some of the items of significance used in religious worship and lifestyle, exploring how they are used and begin to show awareness of similarities in religions</p> <p>AT1 1:9 about how and why symbols express religious meaning</p>	<p>WHAT DO THE SIGNS AND SYMBOLS MUSLIMS USE MEAN? WHEN ARE THEY USED AND WHY? (1:6, 1:9)</p> <ul style="list-style-type: none"> • Experiential approach: invite the pupils to remove their shoes before sitting in a circle on the floor. Talk about the symbolism of Muslims removing their shoes before worship. Discuss: how the pupils feel about this and why they think you asked them to do it. • Look again at the six main faith symbols to identify the Muslim crescent and star and ask if the pupils can remember where they might have seen the symbol. Share a poster or digital picture of a mosque. Remind the pupils about the Muslim sign/symbol seen on the top of all mosques. • Draw on the experiences of any pupils who have attended a Mosque. Some might pray at home or may attend their local <i>madrasah</i> 	<p>Big Book 'My Muslim Faith' ISBN 978-0237520144 and related BBC films – see above and HGfL Year 2 Additional Resources</p> <p>Allah is the Muslim name for God. Muslims remove their shoes before worship as they are entering holy ground, as a sign of humility and respect. Also to protect the</p>

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43 – 45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1:1 – 1:15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y2 Autumn A	Prayer mat - (musulla) Prayer hat- (topi or tagiyah)		<p>(Muslim school).</p> <ul style="list-style-type: none"> Discuss the following symbolic actions used in a mosque: before entering mosque; wudu before worship; facing Mecca; prayer positions; the Qur'an being placed on a stand to be read, kept covered and on the highest shelf when not being read. Make use of Islamic artefacts or photographs. Investigate the meanings behind all of these symbolic actions and record through drawings and descriptions. Look at Muslim artefacts in more detail. Discuss where pupils could go to find out what they mean, for example 99 prayer beads represent the '99 Beautiful Names of Allah'. Design and make observational drawings of some Muslim artefacts, for example, Qur'an stand, prayer mat, prayer hat, beads, shoe stands, with labels describing not just what 	<p>beautiful carpets within the building as a sacred space. Invite pupils, parents or a local faith member to talk to the pupils</p> <p>See Faith Communities Directory HGfL General Guidance Document for Muslim speakers</p> <p>www.woodlands-junior.kent.sch.uk/homework/religion/Islam</p>

<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)</p>	<p>OBJECTIVES VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43 – 45 for pupil friendly target statements)</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (1:1 – 1:15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y2 Autumn A</p>			<p>they are but when/how and why they are used in worship.</p> <ul style="list-style-type: none"> • Discuss with the class and make links to symbolism in their own lives, to Christians and to Muslims. Pupils to write a list with 3 columns, including times when Christians and Muslims use symbols and times when the pupils do too. • Pupils could use 2 small PE hoops to sort artefacts, photos and pictures of symbols or symbolic actions into Christian faith and Muslim faith and then discuss which are similar to both faiths and which are different. Some pupils could record this in a simple Venn diagram or a similar format. 	<p>Artefacts can be borrowed from the Diocesan Education Centre, Holywell Hill, St Albans 41 Holywell Hill, St Albans AL1 1HE Tel: 01727 818170 Email: schools@stalbans.anglican.org</p>

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43 – 45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1:1 – 1:15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y2 Autumn B Christmas This unit is about: giving and receiving at Christmas (3 hours) NB Hertfordshire Agreed Syllabus (page 6) Time allocation does not include school productions/ rehearsal time/ celebration assemblies	AT1 (Level 1) Beliefs and teachings Recount elements of religious stories AT2 (Level 1) Values and commitments In relation to matters of right and wrong, express what is of value and concern to themselves and others Vocabulary <i>In this unit pupils will have an</i>	AT1 1:8 about a variety of ways of celebrating special occasions within faith communities, the meaning behind the celebration/s and the importance for those participating AT 2 1:13 about how and why religious people show care and concern for humanity	WHY DO PEOPLE GIVE GIFTS AT CHRISTMAS? (1:8, 1:13) <ul style="list-style-type: none"> Ask the pupils what they already know about the Christmas Story – and retell it together. Note variations. Highlight the part played by the Wise Men. Discuss who they might have been, where they came from, what brought them there and the gifts they brought to Jesus. Look on a globe to see where the Wise Men are presumed to have travelled from to put their journey into context. Discuss the Wise Men's gifts in more detail, Show examples of Gold, Frankincense and Myrrh for the pupils to hold and smell. Explain the symbolic meaning of each gift. Some pupils might question how the Wise Men knew what to bring. Explain that it is from the giving of the gifts by the Wise Men that people began to give 	Curriculum links: PHSE ICT Literacy Geography Art and Design Music Watford Schools Trust – recommended list of books for teaching Christianity http://www.watfordschoolstrust.com/html/book_list.html Variety of colourful versions

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43 – 45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1:1 – 1:15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y2 Autumn B	<p><i>opportunity to use words or phrases such as:–</i> Christmas gifts wise men Melchior Balthazar Caspar gold frankincense myrrh</p> <p>Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Gold (for example. a ring)</p>		<p>each other gifts at Christmas and that Christians believe that Jesus was a gift from God.</p> <ul style="list-style-type: none"> • Show the pupils three wrapped presents of various sizes. • Discuss -<i>what they want/hope to be in each - which present would they prefer and why?</i> Unwrap them one at a time. Choose something a bit disappointing in the large and medium gifts, for example, a waste paper bin, a box of tissues and place a small wooden or card/paper red heart in an attractive gift box for the small gift. • Discuss the pupil's reactions to these presents and why they think they were chosen. <i>What could the heart mean?</i> • Discuss the possibility that the best presents may be to do with love and that some gifts are invisible (i.e. qualities). Explain that many religious people believe 	<p>for pupils –include a Children's Bible</p> <p>Big Book Christmas Story ISBN 978-0237523596 www.thegrid.org.uk/learning/re/ks12/resources/index.shtml www.reonline.org.uk www.request.org.uk/infants/festivals/christmas</p>

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43 – 45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1:1 – 1:15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y2 Autumn B	Frankincense Myrrh		<p>that showing care and love to others` (humanity) is very important and is central to their beliefs and practices.</p> <ul style="list-style-type: none"> Create a shared list with the pupils of the invisible gifts they might like to receive or give to others. Pupils choose one and in pairs decide how they could 'show' what it is. <p>EITHER Role play OR Drawing/model making</p> <ul style="list-style-type: none"> Ask the pupils to think of an invisible gift that they could give to their family. Describe it and if possible show what it is through drawing. <i>What gift do Christians believe God gave to them at Christmas? When could they share their gifts? Does it just have to be at Christmas?</i> Reflect on the phrase 'It is better to give than to receive'. Write poems based on the different feelings associated with giving and receiving. 	Frankincense and Myrrh can be bought from RE artefact suppliers, for example Religion in Evidence, St Albans Abbey gift Shop, Oxfam

<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)</p>	<p>OBJECTIVES VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43 – 45 for pupil friendly target statements)</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (1:1 – 1:15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y2 Autumn B</p>			<ul style="list-style-type: none"> • Create a Christmas giving display with pictures or models of the invisible gifts the pupils chose to give. 	



SPRING



YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43 – 44 for pupil friendly target statements	HERTFORDSHIRE PROGRAMMES OF STUDY (1:1 – 1:15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y2 Spring A Special Places This unit is about what Christians do when they go to church. The unit should include a church visit (7 hours) NB Hertfordshire Agreed Syllabus (page 6) Time allocation does	AT1 (Level 2) Beliefs and teachings Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary.	AT1 1:1 about some of the beliefs people hold, including belief in God/gods;	WHERE DO YOU LIKE TO GO THAT IS SPECIAL TO YOU? (1:1) <ul style="list-style-type: none"> Explore with the pupils where they like to go to be quiet or reflective, to feel contented. <i>How do they feel when they are in their special places? What do they think about?</i> Guided imagery is a way of enabling pupils to focus their minds on a particular element through visualisation, guided by the teacher reading a particular script. Pupils are asked to picture their special place and to remind themselves why they like being there so much. Invite the pupils to draw, paint or write about their special place, explaining to others why it is so special and important to them. Explain that for some people a place of worship is a 	'Stilling' by Michael Beesley, Salisbury Diocesan Board of Education Link to HGfL 'Stilling and thinking' script from Reception- developed for Year 2 Faith Symbols from the set

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43 – 44 for pupil friendly target statements	HERTFORDSHIRE PROGRAMMES OF STUDY (1:1 – 1:15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y2 Spring A not include school productions/ rehearsal time/ celebration assemblies	AT1 (Level 2) Practices and lifestyles Describe some religious objects/places/ people/practices. Begin to be aware of similarities in religions. AT2 (Level 2) Human identity, personality and experience Describe and respond sensitively to their own and	AT1 1:1 about some of the beliefs people hold, including belief in God/gods; 1:5 about, preferably through a visit, at least one place of religious importance; 1:7 some basic vocabulary used in a religious context; AT2 1:15 to reflect on how spiritual and moral values influence their	special place for them. Give examples of places of worship that the pupils might be familiar with and illustrate using digital photo examples. Invite pupils to share their experiences. <ul style="list-style-type: none"> Match pictures of places of worship and faith symbols to ensure full understanding. <i>What is similar about these places of worship?</i> Photographs capturing people praying, worshipping, marrying etc. could be shown for pupils to add thought bubbles about feelings. These might be changed as the pupils move through the unit and develop their ideas. WHY DO CHRISTIANS GO TO CHURCH? (1:1, 1:5. 1:7. 1:15) <ul style="list-style-type: none"> Mind map the class responses to this question, for example to pray, to sing, to worship, to get married... Some pupils might include community and social occasions. 	used by EYFS/Yr 1 when discussing places of worship. See also matching cards activities http://www.bbc.co.uk/schools/religion/worksheets/ Faiths Jigsaw, REToday Services If planning to visit your local church – make sure you book the visit well in advance.

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43 – 44 for pupil friendly target statements	HERTFORDSHIRE PROGRAMMES OF STUDY (1:1 – 1:15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y2 Spring A	<p>others' experiences and feelings, including characters in stories with religious meaning</p> <p>Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:–</i> God Beliefs Church Place of worship Bible altar</p>	<p>behaviour, choices and those of others</p> <p>AT1 1:1 about some of the beliefs people hold, including belief in God/gods;</p> <p>AT1 1:5 about, preferably through a visit, at least one place of religious importance;</p> <p>1:7 some basic vocabulary used in a religious context;</p>	<ul style="list-style-type: none"> • Watch the BBC video and/or share the big book 'My Christian Faith'. • Discuss how the video and/or the big book show us what Christians believe - emphasise the Christian belief in God the creator of the world and Jesus as his son - and how the church is a special place for Christians to go. • Discuss how the pupils think what a Christian believes might be shown in the way they behave towards others. • Return to the mind map for pupils to add more ideas and questions. <p>WHAT DO CHRISTIANS DO WHEN THEY GO TO CHURCH? (1:1, 1:5, 1:7, 1:15)</p> <ul style="list-style-type: none"> • Encourage the pupils to answer the question by using pictures, stories and artefacts include references to worship, reading the Bible, receiving teaching, celebrating festivals. Also include the 	<p>My Christian Faith by Alan Brown ISBN: 0237519321</p> <p>BBC Video 'Watch: Christianity' Pub BBC Schools</p> <p>www.reonline.org</p> <p>Watford Schools Trust</p>

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43 – 44 for pupil friendly target statements	HERTFORDSHIRE PROGRAMMES OF STUDY (1:1 – 1:15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y2 Spring A	font lectern pulpit cross Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Bible altar font lectern pulpit cross stained glass windows brasses	AT2 1:15 to reflect on how spiritual and moral values influence their behaviour, choices and those of others. AT1 1:5 about, preferably through a visit, at least one place of religious importance; 1:6 about, and where appropriate, handle some of the items of significance used in religious worship and lifestyle, exploring how	community aspect and social occasions, for example children's clubs, shared meals, parent and toddler and pre-school groups. <ul style="list-style-type: none"> Draw one of these ideas and write a description – display or class book opportunity or develop a paper folding activity in a cross shape illustrating why Christians go to church and what they do when they go there. WHAT MIGHT WE EXPECT A CHURCH TO BE LIKE? (1:5, 1:6, 1:15) <ul style="list-style-type: none"> Show pictures of a range of churches, old and modern, global as well as national, from books and photographs, including the church to be visited. <i>Look for any common links, for example a cross? An altar? Are the windows the same? Are they built in the same shape?</i> Listen to some organ music (include, where possible, produced by local churches), modern worship songs 	Virtual tours of places of worship http://www.thegrid.org.uk/learning/re/virtual/index.shtml See Autumn Term A for the meaning behind the artefacts www.reonline.org.uk Many Anglican churches are built in the shape of a cross

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43 – 44 for pupil friendly target statements	HERTFORDSHIRE PROGRAMMES OF STUDY (1:1 – 1:15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y2 Spring A	<p>AT1 (Level 2) Practices and lifestyles Describe some religious objects/places/ people and practices. Begin to be aware of similarities in religions.</p> <p>AT1 (Level 2) Expressing meaning Begin to suggest meanings for some religious actions and</p>	<p>they are used and begin to <i>What</i> show awareness of similarities in religions;</p> <p>AT2 1:15 to reflect on how spiritual and moral values influence their behaviour, choices and those of others.</p> <p>AT1 1:5 about, preferably through a visit, at least one place of religious importance;</p>	<p>with guitars (recording from Songs of Praise or class singing in assembly and include clapping and instruments).</p> <ul style="list-style-type: none"> • Create a shared list of what the children are expecting to see. • Look again at the artefacts. <i>Discuss which might be seen during the visit. Who you will meet at the church? - does he/she have special clothes to show?</i> <p>WHAT CAN I DISCOVER IN MY LOCAL CHURCH? (1:5, 1:6, 1:10) Preferably through a visit OR invite a faith visitor to school</p> <ul style="list-style-type: none"> • Provide the class with notebooks/clip boards and pencils. Look at the outside of the building. What <i>can pupils tell you about it and how do they know it's a place of Christian worship? Is there a cross on the</i> 	<p>DVD 'Sarah and Paul' ISBN: 1851751599</p> <p>HGfL RE Year 2 Additional resources</p> <p>'Where in the World?' as resource about the worldwide Christian church by Martyn Payne ISBN: 978-0- 85746-155-1 RE: Quest 'Christianity Unpacked' CD:</p>

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43 – 44 for pupil friendly target statements	HERTFORDSHIRE PROGRAMMES OF STUDY (1:1 – 1:15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y2 Spring A	<p>symbols. Describe how religious belief is expressed in different ways.</p> <p>AT2 (level 2) Questions of meaning and purpose Ask questions about puzzling aspects of life and experiences and suggest answers including religious ones.</p>	<p>1:6 about, and where appropriate, handle some of the items of significance used in religious worship and lifestyle, exploring how they are used and begin to show awareness of similarities in religions;</p> <p>1:10 to explore how religious beliefs and ideas can be expressed through the arts.</p>	<p><i>building? Or a notice board?</i></p> <ul style="list-style-type: none"> • Give the class time to sit in silence in the church - sensing the atmosphere and looking around. Allow opportunities for the pupils to respond to what they are seeing, hearing, smelling and touching. If possible, listen to music (from the organ or from a CD). Explain that this is one kind of music that Christians might listen to when they attend worship. • Meet the leader and allow time for children to ask 'burning questions' and hear the answers. Find out how the building and its contents are used. • Allow time for the pupils to draw artefacts and furniture in the church, copy details of banners, inscriptions, notices, rub brasses, draw stained glass windows. • If the church allows, organise a treasure hunt in the church to identify symbols, furniture, artefacts. • Work in groups and then collate once back in school. • Pupils to record in words or pictures - digitally or 	<p>What is it like to be a Christian? - Church buildings See Faith Communities Directory HGFL RE General Guidance Documents Burning Questions – children write questions on a flame shape and keep in their pockets ready to ask. You may want to list items to be</p>

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43 – 44 for pupil friendly target statements	HERTFORDSHIRE PROGRAMMES OF STUDY (1:1 – 1:15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y2 Spring A	<p>AT1 (Level 2) Practices and lifestyles Describe some religious objects/places/ people and practices. Begin to be aware of similarities in religions.</p> <p>AT1 (Level 2) Expressing meaning Begin to suggest meanings for some religious actions and</p>	<p>AT1 1:5 about, preferably through a visit, at least one place of religious importance;</p> <p>1:6 about, and where appropriate, handle some of the items of significance used in religious worship and lifestyle, exploring how they are used and</p>	<p>drawing, how they feel in the church or about the church. Take digital cameras and videos for pupils to record their 'favourite part' for the place of worship; talking postcards to record 'sounds,' for example organ playing / bells ringing.</p> <p>WHAT HAVE WE LEARNT FROM THE VISIT? (1:5, 1:6, 1;7, 1:9, 1:15)</p> <ul style="list-style-type: none"> • Plenary session drawing together why Christians go to church and what they do there. Share how pupils felt at the church, selecting appropriate 'feelings cards'. • Choose from these activities: • In groups, plan and make artefacts seen at the church using information from pupil's notes or drawings, for example, candles, stained glass window, Cross, notice of meetings and services, font, hymn book/sheet. • Copy a passage from the Bible or write a prayer a 	<p>addressed by the leader and send ahead of visit Take digital cameras/videos for pupils to record their 'favourite' part of the Church; record sounds eg. organ/bells</p> <p>'Creative RE following a Church visit' pub by SARETT - available at the Diocesan</p>

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43 – 44 for pupil friendly target statements	HERTFORDSHIRE PROGRAMMES OF STUDY (1:1 – 1:15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y2 Spring A	symbols.	<p>begin to show awareness of similarities in religions;</p> <p>1:7 some basic vocabulary used in a religious context</p> <p>1:9 about how and why symbols express religious meaning</p> <p>1:15 to reflect on how spiritual and moral values influence their behaviour, choices and those of others</p>	<p>Christian might say when in church, based on the tsp format (thanks, sorry, please).</p> <ul style="list-style-type: none"> • Some pupils could write their own letters of thanks to the Church leader, illustrating accordingly and describing how they felt about the church. • Others might like to create a model of the church or a scaled plan with laminated illustrations and descriptions for interactive matching. • Create a floor plan of the church to place artefacts, photos, descriptions • OR create a 'church space' in the playground using masking tape and role play the church members taking visitors on a tour • Further ideas in the 'Creative RE following a Church Visit' publication. Display opportunities. 	<p>Education Centre or order from SARETT</p> <p>Music may be played during this activity</p> <p>A5 Talking photo album available from www.tts-group.co.uk</p>

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43 – 45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1:1 – 1:15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y2 Spring B Easter This unit is about: why Easter is important for Christians (3 hours) NB Hertfordshire Agreed Syllabus (page 6) Time allocation does not include school productions/ rehearsal time/ celebration assemblies	AT1 (Level 2) Beliefs and teachings Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary. AT1 (Level 2) Practices and Lifestyles Describe some religious	AT1 1:1 about some of the beliefs people hold, including belief in God/gods; 1:3 about special books, both personal and religious, hear a range of stories from them and talk about their meanings; 1:8 about a variety of ways of celebrating special occasions within faith communities, the	WHY IS EASTER IMPORTANT FOR CHRISTIANS? (1:1, 1:3, 1:8, 1:10, 1:12) <ul style="list-style-type: none"> • Tell the story of Palm Sunday emphasising the excitement that must have been felt by the followers of Jesus and by the crowd. Choose a pupil to read this passage from a Children's Bible. • <u>Select one of these activities:</u> • Role play the story, using simple costumes and palm leaves, real if possible. Encourage the class to be the crowd welcoming Jesus into Jerusalem. • Discuss how the crowd, the disciples and Jesus might have felt at this time. <i>What might the different groups of people have said or thought?</i> Pupils to draw a picture with speech bubbles that show how people were feeling. Some could be given large cut out speech bubbles into which thoughts, feelings or spoken words are written and, if available, 'talking tins/postcards/speech bubbles' could be used to 	Palm leaf/cross supplier: www.Vanpoules.org.uk 'Jesus through Art' by Margaret Cooling, RMEP, ISBN 978- 1851751198 'Picturing Jesus' pub RE Today Services ISBN: 9781904024590

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43 – 45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1:1 – 1:15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y2 Spring B	objects/places/ people and practices. Begin to be aware of similarities in religions. AT1 (Level 2) Expressing meaning Begin to suggest meanings for some religious actions and symbols. Describe how religious belief is expressed in different ways.	meaning behind the celebration/s and the importance for those participating; 1:10 to explore how religious beliefs and ideas can be expressed through the arts. AT2 1:12 some stories told in different religious traditions about the natural world considering some of the questions raised to which there may be no	record. <ul style="list-style-type: none"> Explain about the Last Supper –Talk about how this was probably the annual Pesach (Jewish Passover) celebration. <u>Select one of these activities:</u> Show the pupils appropriate paintings of the Last Supper. Discuss what the pupils think is happening and how the artist has tried to capture the ‘mood’ of the people. Explain that Jesus made this special by inviting his closest friends to share the meal. They were preparing for it with great anticipation and joy. <i>How might Jesus have been feeling? How did his disciples feel? What might they have said to each other? What did Jesus say to his disciples?</i> Set tables out to role play the Last Supper. What will be needed on the tables? Why? Discuss foot washing, re-enact with the pupils exploring why they think this action was important. <i>Who would normally wash your feet? Why would</i> 	Services held on Good Friday, no flowers or weddings held in some churches ‘The Goodbye Boat’ by Mary Joslin pub Eerdmans. William B Pub company, 1999 ISBN – 13 9780802851864 ‘Badger’s Parting Gift by Sue Varley, Anderson Press ISBN 978-

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43 – 45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1:1 – 1:15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y2 Spring B	AT2 (Level 2) Questions of meaning and purpose Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:– Palm Sunday</i>	universally agreed answers.	<p><i>people have their feet washed in the Holy land? What was Jesus showing to his disciples?</i></p> <ul style="list-style-type: none"> Link actions in the Easter story to the Signs and Symbols and artefacts of the Autumn Term and say how this meal is still remembered by Christians regularly in the Eucharist/communion and why. <p>Choose from the range of activities below to gain good understanding of the Easter Story and why it is so important for Christians</p> <ul style="list-style-type: none"> Pupils draw the bread and the wine and write the symbolism—the body and blood of Jesus. Pupils could make their own bread and sieve grapes to represent wine and discuss how many people would have been sharing the meal with Jesus. Contrast the sadness of the Crucifixion – felt by the followers of Jesus at that time and by Christians today with the joy of the Resurrection. <i>Why were</i> 	0862640620 BBC Festivals and Celebrations (Christianity and Easter) ‘Stop, Look and Listen: Animated Bible Stories: The First Easter’ Channel 4 Schools The Miracle Maker, Icon Home Entertainment ISBN 978- 0340749586

<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)</p>	<p>OBJECTIVES VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43 – 45 for pupil friendly target statements)</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (1:1 – 1:15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y2 Spring B</p>	<p>Last Supper Good Friday Easter Sunday disciples crucifixion resurrection tomb joy sadness</p> <p>Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Palm crosses Palm leaves Bread/grape juice</p>		<p><i>these two days so sad and then so joyful? When do we have sad days followed by joyful days?</i></p> <ul style="list-style-type: none"> • Explain that Good Friday is the most important day of the year for Christians – more so than Christmas, as without the Resurrection Jesus would simply have been just another good teacher. • Groups to perform short dramas showing contrast between the loss, grief and sorrow of Good Friday and the joy and excitement of Easter Sunday. • Explain that some Christians, like the Russian Orthodox, celebrate Easter day from the moment the sun rises, having kept watch all night and celebrate all day with cries of 'Jesus is alive' and responses 'he is alive indeed'. Meals are shared, new clothes are worn, hymns sung and prayers said. • Provide a range of opportunities for pupils to discuss the issues associated with Jesus' death and resurrection. • Class to make own class story about someone who 	<p>http://www.thegrid.org.uk/learning/re/ks1_2/resources/herts_sow/year2.shtml</p> <p>www.reonline.org.uk</p> <p>www.request.org.uk/infants/festivals/easter</p> <p>Link to Literacy, ICT, D&T</p>

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43 – 45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1:1 – 1:15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y2 Spring B	Bowl for foot washing		<p>is loved/liked leaving. Describe how others miss this person and how they feel now and later when this person unexpectedly returns.</p> <ul style="list-style-type: none"> • Create a sliding puppet style theatre (from a large cardboard box) with painted scene pictures of each stage in the Easter Story for pupils to retell the story in small groups. • Using school percussion instruments, ask the pupils to compose their own piece of music to reflect the mood of Good Friday sadness and Easter joy. • Create a quiet, reflective space where pupils can produce their own drawings, poems, on the sadness of the crucifixion and the joy of the resurrection. The space could also include relevant artefacts or colour contrasts. Link to the Christian understanding of the Easter story and why it is important to Christians today. 	



SUMMER



YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y2 Summer Religious Leaders This unit is about: The work of religious leaders within the community (5 hours)	AT1 (Level 2) Practices and lifestyles Describe some religious objects/places/ people and practices. Begin to be aware of similarities in religions. AT2 (Level 2) Values and commitments Recognise and	AT1 1:4 about authority figures who influence their lives and find out about religious leaders and their work within local faith communities; AT2 1:15 to reflect on how spiritual and moral values influence their behaviour, choices and those of others.	WHO ARE THE IMPORTANT PEOPLE IN THE LIVES OF THE CLASS? (1:4, 1:15) <ul style="list-style-type: none"> In talking partners discuss this question. Ask the pupils to decide between them who are important in their lives, for example, parents and carers, teacher, Head teacher. Discussing why these people are important for the pupils. Pupils then share views in larger groups/whole class, recording responses using a mind map. As a whole class, discuss the meaning of the term 'authority' and how we should respond to it. Point out that with authority comes responsibility. Discuss how and what pupils can learn from someone in authority. 	<p>Note: restrict this part of the work. It is not the main purpose of the RE</p> <p>See Faith Communities Directory HGFL RE General Guidance Documents to book a faith visitor in the weeks ahead Literacy link:</p>

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y2 Summer NB Hertfordshire Agreed Syllabus (page 6) Time allocation does not include school productions/ rehearsal time/ celebration assemblies	describe some religious values in relation to matters of right and wrong. Make links between these and their own values. Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:—</i> leader religious authority responsibility Vicar Priest	AT1 1:4 about authority figures who influence their lives and find out about religious leaders and their work within local faith communities	<ul style="list-style-type: none"> • <i>Who else do the pupils know who is in authority?</i> Eg. Brownie/Beaver leaders, police, Prime Minister etc. • Pupils to draw a sketch of someone in authority; name them and discuss why they think they are important. Add speech bubbles with the person saying something authoritative or make up a short conversation between themselves and a person in authority. This could be part of a whole school display, or a class book. WHO ARE THE IMPORTANT PEOPLE IN THE LIVES OF RELIGIOUS PEOPLE/GROUPS? (1:4, 1:15) <ul style="list-style-type: none"> • Choose between two and four religious groups and find out if the pupils know the names given to the religious leaders. Have pictures or photographs ready to share. Working in small groups ask the pupils to use 	speech bubbles and speech marks Cross curricular links: History, where pupils are taught about the lives of significant people PHSE where pupils realise that people and other living things have needs and they have responsibilities to meet them. www.REonline.org.uk/infants has a good

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y2 Summer	<p>Minister Rabbi Imam Granthi</p> <p>Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Objects brought and used by the local religious leader when visiting the pupils</p>	<p>AT2 1:15 to reflect on how spiritual and moral values influence their behaviour, choices and those of others</p>	<p>non-fiction books/photographs/the internet to find out about the role, work and teachings of one of the following:</p> <ul style="list-style-type: none"> • Vicar/Priest/Minister/Pastor – Christianity • Rabbi (Judaism) • Granthi (Sikhism) • Priest (Hinduism) • Imam (Islam) • Each group share the information about their chosen religious leader with the whole class. • Using the information found, pupils prepare questions to ask an invited local religious leader about their work in the community, what they teach and why. Film the visit if possible. • Encourage pupils to ask further questions about how the leader shows authority towards their religious groups. • Write a plan of a typical week for this leader. Consider the variety of tasks undertaken and 	<p>selection of images and information about religious leaders HGfL RE Year 2 Additional Resources Articles of Faith provide soft dolls dressed as religious leaders which might help less able pupils. DVDs 'Stop, Look and Listen – Water, Moon, Candle, Tree and Sword' Pub BBC Schools</p>

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y2 Summer	AT1 (Level 2) Practices and lifestyles Describe some religious objects/places/ people and practices. Begin to be aware of similarities in religions.	AT1 1:4 about authority figures who influence their lives and find out about religious leaders and their work within local faith communities;	<p>why they might be important for both the leader and the religious group. Send some examples of these to the religious leader as part of a 'thank you' letter.</p> <ul style="list-style-type: none"> Consider how the teaching and/or example set by a religious leader might help a child of that faith as they grow up. <p>WHY IS IT NECESSARY TO HAVE LEADERS OF RELIGIOUS COMMUNITIES? (1:4)</p> <ul style="list-style-type: none"> Discuss this question as a plenary session – drawing together what has been learned in this unit for example, about authority community needs, teaching etc. Pupils to draw a religious leader of their choice undertaking a typical task for example, teaching, praying, and visiting the sick, leading services. Underneath describe what they are doing and why such people are important in the lives of so many people. 	<p>'Watch: Places for Worship' (Christianity, Judaism, Islam) BBC Schools www.thegrid.org.uk/learning/re/ks1_2/resources/index.shtml interview with a rector Living Library 'vicar' Interactive Rabbi Arrange visit ahead of time. Pupils could write to invite him/her themselves. Brief them fully prior to lesson.</p>

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
			<ul style="list-style-type: none"> Share the drawings and writing with others. Discuss what pupils can learn about living with others from the leaders. 	
Y2 Summer Easy Questions – Difficult Answers This unit is about: the ultimate questions raised by the natural world (5 Hours)	AT1 (Level 2) Beliefs and teachings Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary. AT2 (Level 2) Identity and experience Describe and respond	AT1 1: 1 about some of the beliefs people hold, including belief in God/gods; AT2 1:11 about relationships, considering their own experiences, including challenging times; AT2 Meaning and Purpose 1:12 some stories told	WHAT ARE EASY QUESTIONS? WHY ARE SOME ANSWERS DIFFICULT? (1:1, 1:11, 1.12) <ul style="list-style-type: none"> Discuss why we ask questions, for example to discover facts, to get to know someone. <i>The kinds of questions which can be asked, for example Who? What? Where? The kinds of questions you like to be asked. "Would you like some chocolate?" Questions you do not like to be asked, for example "Have you tidied your room?"</i> We do not always like the answers to some questions. Check whether everyone has the same answer to a question, for example the best football team. Discuss how answers may depend on own feelings, experience and choice. <i>Pupils write their own questions starting with</i> 	<i>'I Wonder Why?'</i> Lois Rock ISBN - 780745944616 www.thegrid.org.uk/learning/re/ks1_2/resources/index.shtml clicker grid Dottie and Buzz Interactive sorting activity

<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y2 Summer</p> <p>NB Hertfordshire Agreed Syllabus (page 6) Time allocation does not include school productions/ rehearsal time/ celebration assemblies</p>	<p>sensitively to their own and others’ experiences and feelings, including characters in stories with religious meaning. Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:– puzzling, difficult wonder, belief God, creation birth, death</i> Artefacts <i>Pupils will have the opportunity to</i></p>	<p>in different religious traditions about the natural world, considering some of the questions they raise to which there may be no universally agreed answers.</p> <p>AT1 1:1 about some of the beliefs people hold, including belief in God/gods;</p>	<p><i>Who, What, Why, Where or How?</i> To put in a class made box entitled ‘<i>I Wonder why?</i>’ for pupils to select randomly and try to answer in small groups or pairs or provide an ‘Ask it basket’.</p> <ul style="list-style-type: none"> • Explain that the class will be looking at some questions that lots of people ask, some of which are difficult to answer. Emphasise that it is important that we all respect the views of each person even if we do not agree with them. These lessons are not like maths, many questions do not have a right or wrong answer. <p>WHO IS GOD? (1: 1, 1:14)</p> <ul style="list-style-type: none"> • Class discuss ideas of God – mind map with teacher scribing ideas on board/flipchart. (Teacher may stimulate discussion with questions such as “Is God strong or weak, old or young?”). 	<p>‘Ask it Basket’- is a phrase taken from Flat Stanley by Jeff Brown ‘Stanley and the magic lamp’</p> <p>Cross curricular links:PHSE</p>

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y2 Summer	<p><i>look at, observe and possibly handle</i> Bible, Qur'an</p> <p>AT1 Beliefs and teachings Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary.</p> <p>AT2 Values and commitments Recognise and</p>	<p>AT2 1:14 to recognise how people are thankful for the earth's resources;</p>	<ul style="list-style-type: none"> Talking partners to discuss what question they might ask to the person who knows everything. Choose from these activities Share a song/hymn about creation, for example "All things bright and beautiful"/"Who put the colours in the Rainbow?" or illustrate key words from a psalm, for example Psalm 18, 1-2. Read the Biblical story of creation from a Pupil's version of the Bible. <i>What do the song and the story tell about Christian ideas of God?</i> Explore other religions that are God centred; discuss the 99 names for God in the Islamic faith. Encourage pupils to share with the class the beliefs of their families. <i>Some Christians talk to God as a friend – Where? How? What about? Do people of other faiths do the same?</i> Explore different 	<p>'In the Beginning' a Big Book by Steve Turner ISBN 780745944319</p> <p>BBC Come and Praise hymn book</p> <p>Link to Literacy</p> <p>'The Beginners Bible' published by Lion ISBN 086065845 7 Or other Bibles for children</p>

<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y2 Summer</p>	<p>describe some religious values in relation to matters of right and wrong. Make links between these and their own values.</p>		<p>styles of Christian prayer and how they are constructed. Where and how are they used?</p> <ul style="list-style-type: none"> • Using cut outs of a hand, label each finger with the following: saying hello; telling some good news; sharing something to be unhappy about; being concerned about someone else and saying goodbye. • Talk about the first and last fingers and how some Christians address God. Pupils draw a picture inside each of the middle 3 fingers as an example of the things Christians might say to God. • Discuss what Muslims do when they pray to God. <i>Do the pupils think that people of different faiths have different ideas about God?</i> • <i>Ask the pupils to paint or draw a picture called 'Who is God?' or 'Where is God?'</i>-ask them to describe their painting. 	<p>Link to NATRE's Spirited Arts competition www.natre.org.uk</p> <p>Observe the rules that your Muslim children will follow regarding pictorial representation</p>

<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y2 Summer</p>	<p>AT2 Identity and experience Describe and respond sensitively to their own and others' experiences and feelings, including characters in stories with religious meaning.</p> <p>AT2 Meaning and Purpose Ask questions about puzzling aspects of life and experience and</p>	<p>AT2 1:11 about relationships, considering their own experiences, including challenging times;</p> <p>1:12 some stories told in different religious traditions about the natural world: considering some of the questions raised to which there may be no universally agreed answers;</p>	<p>WHY AM I HERE? (1:11, 1:12)</p> <ul style="list-style-type: none"> • Share the story – 'Badger's Bring Something Party'. • Discuss how the mole felt at the start of the party and then at the end. <i>What was special about mole?</i> • Ask the pupils to think about what they are good at. • Pupils draw or paint a self portrait or work in pairs taking each other's photographs to show what each pupil is good at. Mount the work on a named large balloon shape for each pupil. Underneath complete the sentence "I am good at ..." Around the balloon write the names of "people I love" and "people who love me". • Extension: Every pupil to have 5 post-its, each with the name of a pupil in the class. Pupils write a sentence about the named pupil, for example "Darren is good fun", "Lara 	<p>'Badger's Bring Something Party' By Midwyn Oram and Susan Varley ISBN 978-0862645113</p>

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y2 Summer	<p>suggest answers, including religious ones.</p> <p>AT1 Beliefs and teachings Describe some religious ideas</p>	<p>AT1 1:1 about some of the beliefs people hold, including belief in God/gods;</p>	<p>is good at football". (Emphasise that what is written must be positive). Attach post-its to the front of the named pupil's balloons. OR</p> <ul style="list-style-type: none"> • Create a 'friendship web' using a brightly coloured ball of wool and inviting pupils to take turns to pass the extended wool to another pupil without letting go, as they say something positive about them. Eventually, after everyone has had a turn a 'web' will have been created. This can be placed on the floor for the pupils to look at and admire. • Plenary – "Why am I here?" - guided discussion towards pupils' effects on others and on the world. The hope that we can make each other happy. <p>WHAT IS GOOD? WHAT IS BAD? (1:1, 1:11)</p> <ul style="list-style-type: none"> • Story - Pandora's Box – a Greek creation myth. • Make and decorate a good box and a bad 	<p>ICT link – digital photography Ask another adult to photograph the making of the web or the completed web Gently pulling the web in different places illustrates 'cause and effect'</p> <p>'Pandora' by Robert Burleigh, illustrated by Paul Colon ISBN 100152021787</p>

<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y2 Summer</p>	<p>from stories and some basic religious beliefs and teachings, using some religious vocabulary.</p> <p>AT2 Identity and experience Describe and respond sensitively to their own and others' experiences and feelings, including characters in stories with religious meaning</p>	<p>AT2 1:11 about relationships, considering their own experiences, including challenging times;</p> <p>AT1 1:1 about some of the beliefs people hold, including belief in God/gods;</p>	<p>box. <i>Discuss - what you would put in each box. Does it matter if other people are hurt?</i> Is it ever OK to do the wrong thing, for example when someone hurts you? Encourage pupils to write out word cards to put in the box to be used in role-play, record their own thoughts and feelings about what is good/bad.</p> <ul style="list-style-type: none"> • <i>Do the pupils think that faith beliefs affect how people behave?</i> • Plenary - discuss choices and their effects – some issues may arise that may need to be further addressed. <p>IS DEATH THE END? (1:1, 1:11, 1:12)</p> <ul style="list-style-type: none"> • Ask the pupils what they think are the two things that happen to everyone – whoever they may be. The answers will vary but many will end up with 'birth' and 'death' Discuss birth first and the joyous celebrations linked 	<p>You must be aware of the domestic situations of the pupils before starting these kinds of</p>

YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)	HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y2 Summer	<p>AT1 Beliefs and teachings Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary.</p> <p>AT2 Identity and experience Describe and respond sensitively to their own and others' experiences and</p>	<p>AT2 1:11 about relationships, considering their own experiences, including challenging times;</p> <p>1:12 some stories told in different religious traditions about the natural world: considering some of the questions raised to which there may be no universally agreed answers;</p>	<p>to that. Someone in your class might have a recent birth in their family to share.</p> <ul style="list-style-type: none"> Some pupils may have experienced the death of a close relative, others may know of distant relatives. Some pupils might mention pets dying. Help the pupils to understand that death is a natural part of what happens to us, that whilst no one likes it, it happens to us all and we can't stop it. Aim to approach this in a matter of fact manner and give pupils time to share ideas, thoughts, experiences. Discuss that whilst death is very sad, most people want to talk about the person who has died and to remember all the lovely things about them. Some like to look at photographs of the person or a special object. If you can give a personal example to show to the pupils that you are comfortable talking about someone who has died. 	<p>discussion</p> <p>This has a strong and sensitive PHSE/literacy link</p> <p>'The Goodbye Boat' by Mary Joslin, Lion Children's Books ISBN -10: 0745942644 www.request.org.uk/infants/tellme/funeral</p>

<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y2 Summer</p>	<p>feelings, including characters in stories with religious meaning.</p> <p>AT2 Meaning and Purpose Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones.</p>		<ul style="list-style-type: none"> • <i>Story - “Badger’s Parting Gifts” Discuss how the animals felt when they realised that Badger had died. What did they talk about? What did Badger leave behind that the animals could remember with such joy?</i> • Identify the gifts with the class through, for example, linking the gifts to the animals; paper folding to make a string of gifts; or making a shoe box ‘scene’. • Discuss with the pupils where they think Badger might be now. Remind the pupils of the tunnel in the story – re read if necessary. <i>If they went down the tunnel what do they think would be at the other end?</i> • Talking partners to discuss what the pupils think. • Invite the pupils to show what they imagine to be at the end of the tunnel through art, drawing, writing, model making. • Discuss the pupil’s ideas; share the finished 	<p><i>‘Badger’s Parting Gifts’ by Susan Varley, Anderson Press ISBN 9780862640620</i> ICT link</p> <p>Link to Art, Design, D and T Encourage pupils to use these questions to ask further questions</p>

<p>YEAR GROUP, UNIT TITLE, TERM, TIME ALLOCATION 60 Hours over 2 years (approximately 10 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS (See Hertfordshire Agreed Syllabus Pages 38-39 for the eight level scale of attainment to differentiate and pages 43-45 for pupil friendly target statements)</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (1.1-1.15) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 17-19):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y2 Summer</p>			<p>work with the pupils explaining what they have done. Encourage sensitivity and open-mindedness. Affirm the pupils in their thoughts, for example “I can understand why you think that”, “That is an idea other people also believe”. Remind the pupils that adults are often unsure about what happens after this life and that there are some questions that we can never answer.</p> <ul style="list-style-type: none"> • Share the Christian belief of life after death as well as faith beliefs of pupils in your class. • Plenary discussion - reflect on the learning in this unit. In pairs pupils generate 3 easy questions with easy answers and 3 easy questions with difficult answers. 	<p>Concepts of an afterlife eg. ‘heaven’ may be discussed – sensitivity will be required so that individual beliefs are not shattered by others.</p>



AUTUMN



YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y3 Autumn A Interactive Overview (1 hour) For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6. Minimum time requirements include RE visits, visitors to RE lessons and RE curriculum days but does <u>not</u> include:	AT1 (Level 2) Beliefs and teachings Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary Religious practices and lifestyles	AT1 2:1 to describe the key aspects of religions and traditions that influence the beliefs and values of others; 2:2 to use key religious vocabulary in communicating their knowledge and understanding; 2:5 to identify and begin to describe the	WHAT DO YOU ALREADY KNOW ABOUT CHRISTIANS AND MUSLIMS? (2.1, 2.2, 2.5) <ul style="list-style-type: none"> Designate an area of display to introduce Christianity and Islam. Include artefacts, books, posters and questions comparing for example, a picture of a Mosque and a Church. How are these buildings different from one another? Handy information <ul style="list-style-type: none"> Pupils draw around hands, (some may need a template), on each finger record one of five fantastic facts: one hand about Christianity and one about Islam. On the palm of each hand pupils should write one 	<i>NB for whole year: some pupils will find it offensive to draw pictures of Muhammad/holy people. Allah should never be represented pictorially. It would be inappropriate to ask Muslim pupils to draw pictures or make</i>

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43- 44 for pupil- friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y3 Autumn A collective worship time school productions/ rehearsal time/celebration assemblies	Describe some religious objects/places/ people and practices. Begin to be aware of similarities in religions. Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Islam Muslim Allah Muhammad (pbuh) Mosque	similarities and differences within and between religions;	question which they can explore through the unit. The hands can be displayed on a washing line or tree.	<i>models of God in any incarnate form of the Divine, from any religious traditions. Similarly, all of the prophets are afforded great reverence and respect and therefore drawing pictures or role-playing them is considered equally inappropriate.</i> www.mcb.org.uk/ downloads/School infoguidance.pdf

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y3 Autumn A	(Masjid) Christianity Christian God Jesus Church Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Cross Bible Qur'an and rihal (stand) Prayer mat (musalla)			PBUH: when Muslims refer to Muhammad it is customary to say peace be upon him after his name, also to write (pbuh) following Muhammad's name. Any Muslim pupils may be invited to share this Muslim practice with the class.

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y3 Autumn A This unit is about: stories of key religious leaders; some key Christian and Muslim beliefs and practices. (6 hours)	AT1 (Level 2) Beliefs and teachings Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary. AT2 (Level 2) Human Identity, personality and experiences Describe and respond	AT1 2:2 to use key religious vocabulary in communicating their knowledge and understanding; 2:3 about stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today;	WHAT WAS MUHAMMAD'S LIFE LIKE? (2:2, 2:3) <ul style="list-style-type: none"> Discuss or listen to the changes in pupil's lives, for example, the recent change from Key Stage 1 to Key Stage 2. How have these changes made them feel? Record these emotions. Introduce Muhammad and how he was a very special person for Muslims and set the scene (time and place) of life in Mecca. Explain the use of PBUH (see points to note). Before retelling the story of Muhammad's life, give pupils the story on a set of 4 different coloured cards. In pairs or fours read and sequence the story cards. Chronologically the story should include the following aspects: being an orphan, growing up as an illiterate, working as an honest merchant, marrying his boss. Share 	<p>Note: restrict this part of the work. It is not the main purpose of the RE.</p> <p>Islamic stories by Anita Ganeri ISBN 0237520370</p> <p>Story cards of Muhammad's life see HGfL Year 3 Additional Resources Word document – Life of Muhammad</p>

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y3 Autumn A	sensitively to their own and other's experiences and feelings including characters in stories with religious meaning. Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Mecca Muhammad Mount Hira		the story as a whole class. <ul style="list-style-type: none"> • Listen to the dramatic story of the 'Life of Muhammad'. Record as Muhammad's feelings graph. • What Changed Muhammad's Life? Focus on how the 'Night of Power' changed Muhammad's life. Discuss the emotions he may have felt, eg. fear, overwhelmed, inadequacy. Highlight that Muhammad could not read and had to learn the words of Allah by heart. • Divide the story into short parts that must be memorised in pairs. The pupils must learn their part by heart in order to re-tell the story as a whole class. (For example 15 lines for a class of 30). Reflect on the experience of learning words by heart as Muhammad experienced. • Plenary activity: show class a version of the Qur'an explain that Muslims believe that 	story and feelings graph see HGfL Year 3 additional resources Note: The focus of this activity is to empathise with Muhammad as he learnt the words from Allah by heart. Muslims believe the Qur'n to be the book of divine guidance and direction for mankind and consider the

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43- 44 for pupil- friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y3 Autumn A	Angel Gibril Allah Medina Qur'an Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Qur'an Qur'an stand (rihal) Prayer mat (musalla) Compass Prayer beads (subha) Head cover (tigiyyha)		the Qur'an contains the words of Allah, revealed to Muhammad by the Angel Gibril.	original text, in Arabic, to be the final revelation of Allah.

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43- 44 for pupil- friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y3 Autumn A	AT1 (Level 2) Beliefs and teachings Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary. AT1 (Level 2) Religious practices and lifestyles Describe some religious objects/places people and	AT1 2:3 about stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today;	HOW WAS MUHAMMAD PROTECTED BY ALLAH? (2.3) <ul style="list-style-type: none"> • Tell the story of 'Muhammad and the Spider's Web' • Explore Muhammad's relationship with Allah, including: visits to Mount Hira to think and be alone, a visit from the Angel Gibril (Gabriel), the messenger of Allah and Muhammad's escape, including his reason for leaving. • Focus on the story of Muhammad and the Spider's Web, thinking about Muhammad's faith in Allah's protection as he is safely guided to Medina. • Pupils discuss using some religious vocabulary to describe religious ideas from the story and develop understanding of why these beliefs, ideas and teachings are important for many Muslims. • Create a script of the story told from the 	The story of Muhammad and the Spider's web can be found on http://www.bl.uk/learning/cult/sacred/stories Link to Literacy script writing Muslims hold holy people (Prophets of God) in great respect and reverence. For this reason the personification of God or holy

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y3 Autumn A	practices. Begin to be aware of similarities in religions.	AT1 2:6 to investigate the significance of religion in the local, national and global communities;	<p>point of view of passing travellers in the desert reporting what they saw of the events. If appropriate, a dramatic point of view description of the story, can be recorded, as a radio play.</p> <p>HOW DOES THE LIFE OF MUHAMMAD AFFECT THE LIVES OF MUSLIMS TODAY? (2.6)</p> <ul style="list-style-type: none"> • Invite a member of the Muslim faith (an adult or pupil) • Prepare the class for the visit and with the pupils generate questions that they want to ask. <p>Discuss how the life of Muhammad affects their life today. How does their faith affect the way they behave? <i>Are pupils lives similarly influenced by leaders, religious or non -religious?</i></p>	<p>people, in the shape of images, drawings, models, or in role-playing would offend many Muslims</p> <p>See Faith Communities Directory HGFL RE General Documents- invite a Muslim speaker</p>

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y3 Autumn B	objects/places/people and practices. Begin to be aware of similarities in religions. Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Creator Forgiver Loving Majestic Artefacts <i>Pupils will have the opportunity to look at,</i>	natural world and express personal opinions;	<p>what the metaphors say about God. Display in or around a question mark headed 'What is God?' with pictures surrounding the chosen flowers, animals, etc.</p> <ul style="list-style-type: none"> • Explain that Muslims have '99 Beautiful Names' for Allah. Discuss the meanings of some of these a "Creator", "Forgiver", the "Loving" and "Majestic". • Pupils sit in circle in turn choose one of the selection given from the 99 names. Pupils could play as a memory game remembering those that have gone before or could add their own definition to these Muslim examples, (for example, the invisible, the proud...) • Look at examples of Islamic Art and Calligraphy. Choose a name which describes God and illustrate it beautifully. Pupils could experiment with font and 	(Teachers Resource – Allah's 99 beautiful names; website http://www.sufism.org/society/asma/ for 99 names) Literacy link – metaphors Story: - 'The Hundredth Name' by Shulamith Levey Oppenheim. Boyds Mills Press. (1-56397-694-3)

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y3 Autumn B	<i>observe and possibly handle:</i> Examples of Islamic Calligraphy		colour on Word Art. Explore tessellating patterns using printing methods, symmetrical programmes and geometrical shapes.	Link to Spirited Arts www.spiritedarts.org.uk Links to ICT, Art and Numeracy
This unit is about: Christmas (3 hours)	AT1 (Level 2) Religious practices and lifestyles Describe some religious objects/places/people and practices. Begin to be aware of similarities in religions.	AT1 2.8 about the way in which expressive and visual arts are significant to the practices and lifestyles of religious believers; AT2 2.12 how religious festivals are related to key figures, events and stories and how these are observed within	CHRISTMAS ANGELS (2.8, 2.12) <ul style="list-style-type: none"> Focus on the Angel Gabriel bringing news about the baby Jesus to Mary. Explore a range of pictures and paintings of angels and discuss pupils' own ideas about angels. Focus on the angels bringing the news of the birth to the shepherds. Look at and discuss the words of 'While shepherds watched their flocks by night.' Write their own poem/carol to describe the way the shepherds might have felt. Discuss how news is transmitted at Christmas. Look at Christmas cards - short 	Link to Angel Gibril above National Gallery website 'Jesus Through Art' by Margaret Cooling ISBN 978-1851751198

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43- 44 for pupil- friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y3 Autumn B	AT2 (Level 2) Questions of meaning and purpose Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones. Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:– Angel Gabriel (Gibril)</i>	families and religious communities;	printed message, or long newsy personal message. Make a Christmas card or collaborative painting, depicting the angels and the shepherds. What messages would they like to give about others at Christmas? <ul style="list-style-type: none"> • Visualisation exercise – if an angel visited you what message would it bring? 	Art link Literacy link for poetry writing Picturing Jesus pack by Lat Blaylock ISBN: 9781904024590 www.REtoday.org.uk 'Don't just do something, sit there' Mary Stone ISBN-13: 978- 1851751051

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43- 44 for pupil- friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y3 Autumn B	Mary baby Jesus shepherds Artefacts <i>Pupils will have the opportunity to look at: Christmas cards</i>			



SPRING



YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y3 Spring A This unit is about: events in the life of Jesus (total 13 hours) For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6.	AT1 (Level 2) Expressing Meaning Begin to suggest meanings for some religious actions and symbols. Describe how religious belief is expressed in different ways. AT2 (Level 2) Values and Commitments Recognise and	AT1 2:3 about stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today; AT2 2:25 examples of the ways in which personal and religious beliefs may influence their behaviour and that of others.	WHAT WAS JESUS' LIFE LIKE? (2.3) <ul style="list-style-type: none"> Setting the scene. Place key events in Jesus' life on a timeline; include Muhammad as a reference point too. Discuss <i>What do you know about Jesus? Who was he? Who were his family and friends? What did he do? What was he like?</i> Discuss any common misconceptions that may arise. Create a passport for Jesus using some of the gathered information. WHAT STORIES DID JESUS TELL? (2.25) <ul style="list-style-type: none"> Retell <u>one</u> or more of the following stories to demonstrate the teachings of Jesus; The Lost Coin (Luke ch15 v8-10); The Houses 	http://www.world-faiths.com/Year%2009%20Projects/jesus_timeline.htm 'Christianity' by Sue Penney ISBN 100435304666 Establish that Jesus was Jewish. Choose from the stories - presentations,

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y3 Spring A Minimum time requirements include RE visits, visitors to RE lessons and RE curriculum days but does <u>not</u> include: collective worship time school productions/ rehearsal time/celebration assemblies	describe some religious values in relation to matters of right and wrong. Make links between these and their own values. Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:–</i> Jesus Christian God sin forgiveness parable	AT1 2:3 about stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today;	Built on Rock and Sand (Matthew ch7 v 24-27); The Mustard Seed (Matthew ch13 v 31-32);The Sower (Mark ch4 v 1 - 9, 14 - 20) The Widow's Mite (Luke ch21 v 1-4). <ul style="list-style-type: none"> Split the class into groups and give each group a story. Make presentations using, for example, music and movement, mime, drama, film etc. Focus on what Jesus was trying to teach people by telling these stories and why they are important to Christians today. WHAT DID JESUS DO? (2.3, 2.25) <ul style="list-style-type: none"> Tell the story of Zaccheus the tax collector and discuss why Zaccheus didn't have friends at the start of the story. In pairs think of words to describe Zaccheus' personality and feelings at the start of the story or in small groups 'hot 	drama etc. should focus on the message of the stories and what they mean to Christians today, not simply retelling them. Margaret Cooling 'Jesus Through Art' pages 25-26 ISBN 978-1851751198 'Two tax gatherers.'

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y3 Spring A</p>	<p>Zaccheus disciples miracle</p> <p>Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Bibles</p>	<p>AT2 2:25 examples of the ways in which personal and religious beliefs may influence their behaviour and that of others.</p>	<p>seat' characters from the story. Why did Jesus choose Zaccheus to be his friend?</p> <ul style="list-style-type: none"> • Class make list of ways Zaccheus changed by listening to Jesus, (before and after). • How does this story help us to understand why Jesus is important to Christians? • Retell the story of the paralysed man being let through the roof to Jesus by his friends. • Either: In groups invite the pupils to act out the story. Freeze frame the action and invite the pupils in role to describe their thoughts and feelings, e.g. lawyers – <i>Why are you angry with Jesus?</i> Paralysed man – <i>Who do you think this man Jesus is?</i> Draw out the Christian belief that Jesus speaks with authority and forgives sins. • OR Write a report from the viewpoint of one of Jesus' friends. • <i>How might this parable influence their</i> 	<p>PSHE link Ensure that the story is related to the key Christian belief (Zaccheus was damaged by his own greed but changed when he met Jesus)</p> <p>Luke (ch19 v 1 – 9)</p> <p>Luke (ch5 v 18 – 20)</p>

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y3 Spring B This unit is about: events in the life of Jesus (total 13 hours) For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6.	Beliefs and teachings AT1 (Level 2) Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary Values and commitments AT2 (Level 2 also see Level 3) Recognise and describe some religious values in	AT1 2:3 about stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today; AT2 2:25 examples of the ways in which personal and religious beliefs may influence their behaviour and that of others.	<i>behaviour towards others at school?</i> HOW DID JESUS OVERCOME TEMPTATION? (2.3, 2.25) <ul style="list-style-type: none"> Give pupils scenarios in which they might be tempted (eg, stealing). In pairs, try to tempt each other into eating something you shouldn't, owning something you shouldn't, taking over in a game you didn't start. How did it feel to be tempted? Identify the effects of your actions on others. Either: Retell the story of Jesus being tempted by the devil in the wilderness. Or: show PowerPoint animation to tell the story of Jesus being tempted in the wilderness. Show pupils the painting Christ in the Wilderness by Ivan Kramskoy - talk about what Jesus might have been thinking and feeling at this time. 	Matthew (ch4 v 1 – 11) http://www.watford.schoolstrust.org/ 'Easter' Pub, Wayland ISBN 0 7502 2832 6 Jesus Christ in the Wilderness by Kramskoy can be downloaded from: http://www.cgfaonlinemuseum.com/k/p-kramskoy3.htm

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y3 Spring B Minimum time requirements include RE visits, visitors to RE lessons and RE curriculum days but does <u>not</u> include: collective worship time school productions/rehearsal time/celebration assemblies	relation to matters of right and wrong. Make links between these and their own values. Religious practices and lifestyles AT1 (Level 2 also see Level 3) Describe some religious objects/places/people and practices. Begin to be aware of similarities in religions.	AT1 2:12 how religious festivals are related to key figures, events and stories and how these are observed within families and religious communities; AT2 2:16 about the significance of their own religious, cultural and family traditions and how these relate to the experiences of others;	HOW DO CHRISTIANS CELEBRATE LENT AND EASTER? (2.12, 2.16) <ul style="list-style-type: none"> Explore Shrove Tuesday and the traditions of eating pancakes. Explain links with Jesus' life and fasting during his time in the wilderness. Share pancakes in class. Draw up a timeline which places the Christian dates from Shrove Tuesday through to Easter Day and discuss the sorts of things which Christians give up for Lent. Discuss Easter and the 20th century traditions (eggs/new life). Link aspects of the Easter story with present day Easter traditions in different families, (for example, Easter vigil, attending Church, sunrise services, Easter cards, egg rolling/painting/hunting.) What special times do the pupils have in their families? Explore different aspects of 	'Godly play' activity based around the temptation of Jesus available at http://www.barnabasinschools.org.uk/pages/data.asp?layout=page.htm&id=944 Emphasize the gap of 40 days between Shrove Tuesday and Good Friday http://www.woodlandsjunior.kent.sch.uk/customs/shrove.html Lent powerpoint

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y3 Spring B	Human identity and experience AT2 (Level 2 also see Level 3) Describe and respond sensitively to their own and others' experiences and feelings, including characters in stories with religious meaning. Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:– Shrove Tuesday</i>		Easter Celebrations. Create a class book.	see HGFL Year 3 Additional Resources Use pupils' own experiences

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y3 Spring B	temptation wilderness Lent fast Palm Sunday Good Friday Easter Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Palm leaves (blessed) Holy oil Cross Crucifix necklace			



SUMMER



YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y3 Summer This unit is about: rules and how they influence actions (8 hours) For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6.	AT2 (Level 3) Values and commitments Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour. Vocabulary <i>In this unit pupils will have an opportunity to use words or</i>	AT2 2:24 about religious codes of conduct and rules of living, considering the effect of these on daily life;	WHAT RULES DO MUSLIMS FOLLOW? (2.24) <ul style="list-style-type: none"> Collectively review your class rules. Talk about which rules influence behaviour and actions? For example, we should treat books with respect, so we have a book monitor. <i>How do rules help us to live a good life?</i> Introduce the Five Pillars of Islam; explain each one linking the Muslim beliefs to pupil's own lives, eg. 'All the time I believe...', 'Every day, I intend to ...', 'If I chose to be generous, I would...', 'My ambition for the next year is...', 'In my lifetime, I hope to...' 	Note: Restrict this part of the work. It is not the main purpose of the RE See HGfL Year 3 Additional Resources Ramadan PowerPoint This should be more than a description of what happens during Ramadan

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y3 Summer Minimum time requirements include RE visits, visitors to RE lessons and RE curriculum days but does <u>not</u> include: collective worship time school productions/ rehearsal time/celebration assemblies	<i>phrases such as:-</i> behaviour Sawm Ramadan Hajj Shahadah Salah Zakat Id-ul-Fitr Parable Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Qur'an rihal musulla tigyha		<ul style="list-style-type: none"> Focus in on Sawm (Fasting) and how Muslims fast during the month of Ramadan. Discuss how you would feel if you fasted all day Write a letter to a friend explaining what your family does during the month of Ramadan. Explain about the traditions associated with Id (food, clothes, gifts, cards, family celebrations). Using calligraphy work (Autumn Term) to design an Id card. 	Opening Up Islam. Joyce Mackley. ISBN: 9781905893331

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y3 Summer	AT 2 (Level 3) Values and commitments Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.	AT2 2:24 about religious codes of conduct and rules of living, considering the effect of these on daily life;	WHAT RULES DO CHRISTIANS FOLLOW? (2.24) <ul style="list-style-type: none"> Explain that Jesus gave his followers two important rules for living (love God and love your neighbour). Tell the story of The Good Samaritan. Explain that many Christians consider this to be one of the most important parables Jesus told. Discuss who might be a neighbour? <i>What can this story teach Christians about their own behaviour?</i> Discuss the idea that the 'hero' of the story is the despised and afflicted person. Explore in further detail who is your neighbour? Discuss actions which affect other people (eg. dropping litter). <i>How can you treat your neighbour kindly? How can we treat people who live a long way away</i> 	<p>Luke (Ch 10 V 25 – 37). Often called the 'Golden Rule'</p> <p>Numeracy Link- Jesus Through Art –page 36-69 by Margaret Cooling ISBN 978-1851751198</p> <p>'Picturing Jesus' by Latimer Blaylock ISBN 9781904024590</p> <p>An animated film of the Good</p>

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y3 Summer	AT2 (Level 3) Values and commitments Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.	AT2 2:24 about religious codes of conduct and rules of living, considering the effect of these on daily life;	<p><i>kindly? Are both neighbours?</i></p> <ul style="list-style-type: none"> Compile a 'Good Neighbour Recipe'. Write measurements in order of importance (eg. a heaped tablespoon of kindness, pinch of understanding etc.) <p>DOES GIVING TO CHARITY HELP OUR NEIGHBOURS? (2.24) Explain that both Christian and Muslims believe that giving to charity is important for their faith. Find out what charities pupils have heard of. Why do people give to them? Create a graph to show which charities are supported. Community of enquiry, use image and question, <i>How much money would you be prepared to give?</i></p>	<p>Samaritan can be downloaded from www.request.org.uk/main/bible/jesus/goodsam/goodsam01.htm</p> <p>Links Numeracy with Data Handling</p>

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y3 Summer This unit is about: special places and sacred spaces including those for Christians and Muslims (5 Hours) For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6.	AT1 (Level 3) Religious practices and lifestyles Know the function of objects/places/ people within religious practices and lifestyles. Begin to recognise key similarities and differences. AT2 (Level 3) Human identity, personality and experience Recognise what influences them in their lives. Identify	AT1 2:13 about places of religious importance, preferably exploring through visits; the way each place is used and its meaning and significance;	WHAT MEANING AND SIGNIFICANCE ARE ATTACHED TO SPECIAL PLACES AND SACRED SPACES? (2.13) The Mosque and the musulla <ul style="list-style-type: none"> Remind pupils of Muhammad's special thinking place (Mount Hira). Ask pupils which places are special to them. Explain that the mosque is important to Muslims, with the first mosque being built in Medina. Explore the mosque, preferably through a visit. Label a drawing of the outside of a typical mosque, including dome and minaret (tower). Who goes there and why? How do Muslims behave in a mosque/ Show a musulla (prayer mat). Explore how it is used to make any place into a sacred space. Consider the way it is used to show 	'Religious Buildings' - Wayland (0 7502 3225 0) http://www.hitchams.suffolk.sch.uk/mosque/default.htm See Faith Communities Directory HGFL RE General Documents Link to art and design Religious Artefacts

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y3 Summer Minimum time requirements include RE visits, visitors to RE lessons and RE curriculum days but does <u>not</u> include: collective worship time school productions/ rehearsal time/celebration assemblies	the influence religion has on lives, cultures and communities including their own. Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Sacred Mosque musulla minaret dome Muezzin mihrab Church altar, font,		respect (facing Mecca, removing shoes, covering head) <ul style="list-style-type: none"> Design their own musulla showing all the features. The Church <ul style="list-style-type: none"> Explore the church, preferably through a visit. Divide the class into groups to research different areas of the church for example, font, altar, pulpit. Find out about the function of each part of the church. Take pictures of each area and create a class book or Powerpoint presentation or Storyboard 3. Each group make a presentation to the rest of the class or the school based on the area they have researched. 	by Pamela Draycott ISBN 9781851000944 Link to ICT, use a digital camera

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y3 Summer	<p>pulpit pews Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> musulla mihrab altar, font, pulpit</p> <p>AT2 (Level 3) Values and commitments Recognise and begin to ask important questions about how religious and moral values,</p>	<p>AT2 2:24 about religious codes of conduct and rules of living, considering the effect of these on daily life;</p> <p>2:25 examples of the ways in which personal and religious beliefs may influence their behaviour and that of others.</p>	<p>WHAT HAVE YOU LEARNT FROM CHRISTIANITY AND ISLAM? (2.24, 2.25)</p> <p>Handy information Plenary session: Draw around pupils hands. Give pupils the hands on which they first displayed 'Five Fantastic Facts' at the start of the topic. Revisit the Key Questions explored throughout the year. Generate five new observations to reveal what pupils have learnt from Christianity and Islam.</p>	

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y3 Summer	commitments and beliefs can influence behaviour.			



AUTUMN



YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.	HERTFORDSHIRE PROGRAMMES OF STUDY (2:1 – 2:25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22)	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Autumn A Interactive Overview (1hour- ongoing) For time allocation see Hertfordshire Agreed Syllabus page 6 This may include RE visits, visitors to	AT1 (level 3) Beliefs and teachings develop religious and moral vocabulary to describe key features and know beliefs, ideas and teaching for some religions. Religious practices and lifestyles Know the function	AT1 2.2 to use key religious vocabulary in communicating their knowledge and understanding 2.5 to identify and begin to describe the similarities and differences within and between religions. 2.6 to investigate the significance of religion in the local, national and	Introductory Unit and display: WHAT DO YOU ALREADY KNOW ABOUT CHRISTIANS, HINDUS AND SIKHS? (2.2, 2.5, 2.6) <ul style="list-style-type: none"> Introduce topic by creating with the pupils a mind map of RE (ideally made into an interactive display). RE in the central bubble with the names of any religions the pupils can think of, then branches from these including for example, God, worship, festivals, belonging, food, sacred books, signs and symbols. Continuing the process creating further branches from these. Introduce the focus as learning about and from Christianity, Hinduism and Sikhism. Pupils should be invited to add to the mind 	Sikhs believe in one God Hindus believe in different gods. This unit of work will link well with Geography study 'A village in India' Opening up RE Hinduism- RE Today ISBN 9781 905893-

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.	HERTFORDSHIRE PROGRAMMES OF STUDY (2:1 – 2:25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22)	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Autumn A RE lessons and RE curriculum days Time allocation <u>does not</u> include: collective worship time school productions/ rehearsal time celebration assemblies	of objects/places/people within religious practices and lifestyles. Vocabulary: <i>In this unit, pupils will have an opportunity to use words and phrases such as:</i> Christianity Christian Church Hinduism Hindu Mandir Sikhism	global communities.	map display as the year progresses. Any key words the children already know should now be added to the mind map – colour coded for each of the three religions on display sized card. The colours are important to help pupils distinguish between the religions and avoid confusion. Also, similarities and differences can be observed, for instance Diwali is a festival which is common to both Hindus and Sikhs. <ul style="list-style-type: none"> Create a 'growing' display, including photographs, with questions and answers during the year. 	38-6 Mounting photos and vocabulary in the same colour code will avoid confusion. Gather these from visits, visitors and pupils own experiences. Emphasis that these are living religions in the local community, in Britain and throughout the world.

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.	HERTFORDSHIRE PROGRAMMES OF STUDY (2:1 – 2:25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22)	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
	Sikh Gurdwara			
Y4 Autumn A This unit is about: what do Hindus teach their children about god. (6 hours)	AT1 (Level 3) Beliefs and teachings Develop religious and moral vocabulary to describe key features and know beliefs and teachings for some religions. AT2 (Level 3) Questions of meaning and purpose	AT1 2.4 about individual beliefs and consider the ways in which members of faith communities describe their understanding of God/gods.	WHAT DO HINDUS TEACH THEIR CHILDREN ABOUT GOD? (2.4) <ul style="list-style-type: none"> • Talk about some of the things that parents think are important to teach their children. Show pupils an aum symbol and discuss what it means. Explain that in many Hindu families, children are taught about one supreme God who is in everything. • Show children a glass of water and tell the story of Svetaketu and the salt water (see <i>Hgfl additional resources for teachers</i>) After the story, allow a short time for the children to reflect in small groups, expressing their responses to this Hindu belief. • Work in small groups to produce a story to explain what God is like from the point of 	An 'Aum' symbol is a special sign for God, often seen in Hindu homes or places of worship. http://www.teachingideas.co.uk/re/files/hindu-teachchildrenaboutgod.pdf Many Hindus may favour different representations of god and practise their religion in a variety of ways. Focus on discussion

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.	HERTFORDSHIRE PROGRAMMES OF STUDY (2:1 – 2:25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22)	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Autumn A	Identify ultimate questions and recognise that there are no universally agreed answers to these. Vocabulary: <i>In this unit, pupils will have an opportunity to use words and phrases such as:</i> Aum Supreme God Ganesh Krishna Lakshmi, Shrine	AT1 2:1 to describe the key aspects of religions and traditions that influence the beliefs and values of others	view of a Hindu child. Where appropriate groups may role-play and photograph their version of the story. Collate stories as class book/display. ONE GOD WHO TAKES MANY FORMS (2.1) <ul style="list-style-type: none"> Watch a dvd extract/ clip which looks at the Hindu idea of God in many forms. Discuss and relate to things in our nature that are invisible but real (for example love, hate, kindness, cruelty, acceptance, prejudice). Discuss some shrine figures or images. Many families choose a particular deity or form of the one supreme God to worship, for example Ganesha, the elephant-headed god. Ask the children to choose a shrine figure for example, Krishna, Lakshmi or Ganesha, 	of 'some Hindus', rather than all Hindus, or to look at the practice of an individual family and acknowledge that others may be different. BBC 'Pathways of Belief' DVD - Hinduism. 'Religious Artefacts, why? What? Who?' by Pamela Draycott ISBN 0851000941

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.	HERTFORDSHIRE PROGRAMMES OF STUDY (2:1 – 2:25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22)	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Autumn A	Loving devotion Artefacts: <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Aum symbol Shrine figures Mandir pictures/photos Puja tray	AT1 2.9 the main rituals within acts of worship or meditation and recognise that shared feelings are a part of worship. AT2 2.25 examples of the way	investigate what they are holding or wearing and explain why. <ul style="list-style-type: none"> Ask the children to annotate/draw a picture of themselves which shows their many different roles, eg. brother, cousin, daughter, friend, showing the many roles and characteristics that one person can have. WHY IS A SHRINE IMPORTANT TO SOME HINDUS? (2.9; 2:25) <ul style="list-style-type: none"> Talk about places where the children go if they want to be calm, quiet or thoughtful. Show them the word 'shrine'. Explain that there are many types of shrine, including those in some Hindu homes. Share a collection of pictures or images of Hindu shrines. Ask pupils to generate 	The word 'shrine' is used here to denote a place of worship in the home. The term 'mandir' may also be used, this is more often used to describe a Hindu temple or place of worship outside the home. A shrine must be in a clean area of the house. It is often found in the kitchen or in a bedroom.

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.	HERTFORDSHIRE PROGRAMMES OF STUDY (2:1 – 2:25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22)	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Autumn A	<p>AT1 (Level 3) Religious practices and lifestyles Know the function of objects/places/people within religious practices and lifestyles. Begin to recognise key similarities and differences.</p> <p>AT2 (Level 3) Values and Commitments Recognise and begin to ask</p>	in which personal and religious beliefs may influence their behaviour and that of others	<p>questions about an image and then to select the one question which they would like to investigate further.</p> <ul style="list-style-type: none"> Explore religious practices at a shrine. Discuss <i>how one might prepare for the visit of a special guest. How do we try to make people feel welcome?</i> Explain that Hindus treat the images of the gods and goddesses like extra-special guests: they're respected, cared for, talked to, offered food and kept clean. <i>Why do you think this might be?</i> Ask the children what they think 'loving devotion' means. Use a selection of resources to explore how Hindus may show 'loving devotion' and care for of the deities. Invite a Hindu visitor, where possible, to talk about why a shrine is important to them and how it is used. 	<p>For visits to a Hindu Mandir BAPS Shri Swaminarayan Mandir, Neasden Tel: 020 8965 2651 Ext. 2406 booking@mandir.org</p> <p>Bhaktivedanta Manor, near Watford ISKCON Educational Services 01923 859578 bookings@ies.iskcon.com</p>

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.	HERTFORDSHIRE PROGRAMMES OF STUDY (2:1 – 2:25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22)	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Autumn A	important questions about how religious and moral values, commitments and beliefs can influence behaviour.		<ul style="list-style-type: none"> Create a shrine area showing significant Hindu artefacts. Pupils describe an aspect of the Hindu shrine and why a shrine is an important place in a Hindu home. Explain how religious beliefs might influence some Hindus' way of life. 	See HGfL Faith Communities Directory for Hindu visitors
Y4 Autumn B This unit is about Hindus worship. (3 hours)	AT1 (Level 3) Ways of Expressing Meaning Begin to identify the impact of religious	AT1 2.9 the main rituals within acts of worship or meditation and recognise that shared feelings are a part of worship.	WHAT ACTIONS ARE SYMBOLIC IN AN ACT OF WORSHIP IN SOME HINDU HOMES? (2.9, 2.15. 2.24) <ul style="list-style-type: none"> Ask the children to work in pairs to practise miming the following: being pleased to see someone, saying thank you, being sorry, giving/ receiving a present, meeting 	Don't involve the children in an act of worship. Make it clear you are 'finding out about' Hindu worship, not worshipping.

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.	HERTFORDSHIRE PROGRAMMES OF STUDY (2:1 – 2:25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22)	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Autumn B For time allocation see Hertfordshire Agreed Syllabus page 6 This may include RE visits, visitors to RE lessons and RE curriculum days Time allocation <u>does not</u> include:	teachings, including the effect sacred texts have on believers' lives. Identify religious symbols and symbolic actions AT2 (Level 3) Values and Commitments Recognise and begin to ask important questions about how religious and moral values, commitments and	2:15 about the way verbal and non non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts; including sacred texts AT2 2.24 about religious codes of conduct and rules of living, considering the effect of these on daily lives	someone important. Pupils will see some of these ideas and actions in Hindu worship. <ul style="list-style-type: none"> • Watch clip describing Hindu puja in the home, without sound. The director has lost the script. Ask pupils in pairs/ groups to write one. • Ask the pupils to write questions for the 'ask it basket' about things they need or want to find out. • Look at artefacts on a puja tray. Discuss how the different artefacts are used. • Think about elements of puja, for example ringing the bell, making offerings, touching/bowing to the image, using incense, receiving prasad, caring for the image. • Think about the idea of 'offering'. <i>Who do we give things to? When? Why? How can</i> 	Puja is worship, a way of showing devotion and love for God. DVD of puja at home – BBC 'Pathways of Belief'- Hinduism. Where possible, plan a visit to a mandir, where the children can be shown around and can talk to representatives of the Hindu community.

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.	HERTFORDSHIRE PROGRAMMES OF STUDY (2:1 – 2:25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22)	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Autumn B collective worship time school productions/ rehearsal time celebration assemblies	beliefs can influence behaviour Vocabulary: <i>In this unit, pupils will have an opportunity to use words and phrases such as:</i> Puja Offerings Incense Diva lamp Prasad Artefacts: <i>Pupils will have the opportunity to look</i>	AT1 2.5 to identify the key aspects of religions and traditions that influence the beliefs and values of others; 2.9 the main rituals within acts of worship or meditation and recognise that shared feelings are a	<i>we show love if we can't buy presents?</i> <ul style="list-style-type: none"> Ask the pupils to record objects involved in puja and write about why each is used. Pupils record their learning by completing the following sentence, 'Hindus worship God...' WHAT HAVE WE LEARNT ABOUT WORSHIP IN A HINDU FAMILY? (2.5, 2.9, 2.15) <ul style="list-style-type: none"> Mind map what the children have found out about worship in a Hindu family, both at home and in the mandir. <i>What are the most important things you have found out? What do we still need to find out? What similarities have you noticed between Hindu worship and worship in any other religion you know about?</i> Write to the Hindu visitor with any 	See HGfL Faith Communities Directory for Hindu visits and visitors

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.	HERTFORDSHIRE PROGRAMMES OF STUDY (2:1 – 2:25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22)	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Yr4 Autumn B	<i>at, observe and possibly handle:</i> Images of puja Shrine figures or pictures Puja tray Bell Water pot Incense burner incense sticks Deva lamp Spoon Dish (sandalwood paste)	part of worship; 2:15 about the way verbal and non non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts; including sacred texts	unanswered questions or use internet for further research on their questions.	

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.	HERTFORDSHIRE PROGRAMMES OF STUDY (2:1 – 2:25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22)	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Autumn B This unit is about: Advent and Christmas around the World (3 hours)	AT1 (Level 3) Beliefs and teachings Develop religious and moral vocabulary to describe key features and know beliefs and teachings for some religions. AT1 (Level 3) Religious practices and lifestyles Know the function of objects/places/	AT1 2:1 to describe the key aspects of religions and traditions that influence the beliefs and values of others 2.6 to investigate the significance of religion in the local, national and global communities. 2.12 how religious festivals are related to key figures, events and stories and how these are celebrated within families and religious communities.	HOW ARE ADVENT AND CHRISTMAS CELEBRATED AROUND THE WORLD? (2.1, 2.6, 2.12, 2.17) <ul style="list-style-type: none"> Look at the diversity of Advent and Christmas around the world. Invite pupils to share their different experiences of Advent or Christmas traditions from their own culture, explore a pupils' example in further detail. Choose India as a link country or focus on one of the following:- Find Mexico on a map and discuss, for example, where it is and the language spoken there. Reflecting upon the Christmas story, <i>can pupils suggest what is being re-enacted nine days before Christmas, when families march from house to house with candles?</i> Pupils create a 	www.everythingsesl.net/lessons/light_festivals.php www.woodlands-junior.kent.sch.uk/teacher/christmas.html#world www.santas.net/howmerrychristmasissaid.htm

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.	HERTFORDSHIRE PROGRAMMES OF STUDY (2:1 – 2:25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22)	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Autumn B	<p>people within religious practices and lifestyles. Begin to recognise key similarities and differences.</p> <p>AT1 (Level 3) Religious practices and lifestyles Know the function of objects/places /people within religious practices and lifestyles. Begin to recognise key similarities and</p>	<p>AT2 2.17 about the significance of their own religious cultural and family traditions and how these relate to the experiences of others</p>	<p>piece of music and choreograph movement to the music, to express the range of emotions which may have been felt by Joseph and Mary during their search in Jerusalem for room at an inn.</p> <ul style="list-style-type: none"> • Introduce the idea of a piñata, seven pointed star representing the devil and how children take turns to be blindfolded and try to release the blessings/good wishes – striking the devil with faith. Traditionally it contains sweets which represent blessings. • Pupils write their own blessings for the world which they would wish to put inside the piñata <p>Or</p> <ul style="list-style-type: none"> • Identify Poland on a map. Christmas celebrations begin once the first star has been spotted on Christmas Eve. <i>Why do</i> 	

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.	HERTFORDSHIRE PROGRAMMES OF STUDY (2:1 – 2:25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22)	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Autumn B	differences. AT2 (Level 3) Human identity, personality and experience Recognise what influences them in their lives. Identify the influence religion has on lives, cultures and communities including their own.		<p><i>pupils think the celebrations do not begin until then?</i></p> <ul style="list-style-type: none"> • The family then have a feast beginning with the share of a postcard sized wafer which is passed around. It is embossed with scenes from the nativity. Ask pupils to suggest scenes which may be depicted. • Talk about the tradition of eating a <i>large meal with twelve courses</i>. Ask pupils to deduce the significance of twelve – the disciples. • An empty place is left at the dinner table for a relative who is far away or who has died – some leave two places so Mary and Joseph could join them if they arrived. <i>Can the pupils share special times that they would like to leave an empty chair for a guest – what guest would it be?</i> 	

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.	HERTFORDSHIRE PROGRAMMES OF STUDY (2:1 – 2:25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22)	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Autumn B	Vocabulary: <i>In this unit, pupils will have an opportunity to use words and phrases such as:</i> Advent Christmas Joseph Mary Jerusalem Piñata Devil Faith Nativity Disciples		<ul style="list-style-type: none"> • Discuss the religious significance of Advent and traditions carried out at Advent for example, Christian leaders wearing royal blue or purple vestments, advent wreaths, advent candles and advent calendars. • Explore the custom in Norway where an orange has cloves stuck into it and each day one is removed until Christmas day. • Discuss how for Christians across the world, Advent is a time for preparing for the celebrations of the arrival of Jesus. Talk about how Christians look forward to his second arrival. • Pupils explore the four themes of Advent – hope, peace, love and joy. <i>What do pupils hope for others? Who do they wish peace upon?</i> Explore what the world would be like if it was full only of love. <i>How can the people</i> 	

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.	HERTFORDSHIRE PROGRAMMES OF STUDY (2:1 – 2:25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22)	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Autumn B	Artefacts: <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Piñata (or a balloon covered in papier mache) Advent Wreath Candle or Calendar		<i>of the world create more joy?</i> • Display pupils work, using for example, globes divided into four parts.	



SPRING



YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Spring A This unit introduces Sikhism and what it means to belong to a religion. (6 hours) For time allocation see Hertfordshire Agreed Syllabus page 6	AT1 (Level 3) Beliefs and teachings Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions Ways of expressing meaning Begin to identify	AT1 2.3 about stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today; 2:15 about the way verbal and non non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts, including sacred texts.	WHERE DO I BELONG? (2.3, 2.15, 2.16, 2.18, 2.19) <ul style="list-style-type: none"> Use image which reflects belonging, ask pupils to generate their own questions about the image using philosophy for children techniques. Look at a selection of photographs and pictures showing people wearing clothes and/or symbols that identify them as members of particular communities. For example, police, cubs, brownies, footballers etc. Ask the pupils what communities they belong to? Introduce Sikhism to the pupils by showing an image of a Sikh man wearing a turban. Ask the pupils, what religion does this person 	<p>Note: Restrict this part of the work. It is not the main purpose of the RE.</p> <p>RE today 'Opening up Respect' The world as a village of 100 people ISBN 978-1-905893-51-5)</p>

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
<p>Y4 Spring A</p> <p>This may include RE visits, visitors to RE lessons and RE curriculum days.</p> <p>Time allocation does <u>not</u> include: collective worship time school productions/ rehearsal time celebration assemblies</p>	<p>the impact of religious teachings, including the effect sacred texts have on believers' lives. Identify religious symbols and symbolic actions.</p> <p>AT2 (Level 3) Human identity, personality and experience Recognise what influences them in their lives. Identify the influence religion has on lives, cultures and communities</p>	<p>AT2 2:16 about the significance of their own religious, cultural and family traditions and how these relate to the experiences of others;</p> <p>2:18 that there are important landmarks in life, both religious and non-religious;</p> <p>2.19 to understand what it means to belong to groups and how believers demonstrate commitment to a faith group;</p>	<p>belong to? Explain to the pupils that people also belong to religious communities.</p> <ul style="list-style-type: none"> • <i>How do we know this person is a Sikh?</i> Tell the pupils that some Sikhs may be identified by clothes and symbols they wear. • Next show another image of a Sikh, but with cut hair. <i>Is this person a Sikh? Why?</i> Explain to the pupils that not all Sikhs choose to have uncut hair or to wear a turban, but that doesn't necessarily mean that they don't follow the religion. <i>Can pupils give other examples of looking different to what you might expect?</i> for example, Plain clothed police, footballers on training days not in their official kit. • Focus on the image of a Sikh with uncut hair wearing a turban, explain that this person is known as a 'Khalsa' Sikh. A Sikh who wears all 5Ks. • Show pupils a programme about the 5K's. 	<p>BBC 'Pathways of Belief': DVD Islam, Hinduism and Sikhism.</p> <p>www.bbc.co.uk/schools/religion/sikhism - for teachers' background knowledge</p> <p>http://atschool.eduw.co.uk/carolrb/sikhism/fiveks.html</p> <p>http://www.strath.ac.uk/curricularstudies/re/db/reartefacts/sikh/</p>

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Spring A	including their own. Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Sikh Sikhism, 5 K's – Kangha (comb) Kirpan (sword) Kara (bangle) Kacchera (shorts) Kesh (uncut hair) Guru Gobind Singh Baisaiki Khalsa		<ul style="list-style-type: none"> In 6 groups of 5's examine one of the 5K artefacts and if possible, a miniature Khanda, Kanga and Kirpan, generate three questions that they would like to ask to find out more about their given artefact. Give information for pupils to research their own answers. Jigsaw activity, number the pupils in each research groups (eg.1-5) then regroup all 1's, 2's etc. to tell each other about their artefact 1 minute each to speak. Give the pupils definitions with symbolic meaning of each artefact on a piece of card, pupils then have to match them to the correct symbol. <p>OR</p> <ul style="list-style-type: none"> Using a poster of the 5Ks, pupils work in teams to complete a "maps from memory" exercise. Plenary idea:- pupils play an articulate game to describe one of the 5K's for their partner 	<p>Speaking and Listening Activity</p> <p>See HGfL Year 4 Additional Resources '5K's card activity'</p> <p>See HGfL Year 4 Additional Resources 'Maps from memory notes'</p> <p>'Sikh stories' by Anita Ganeri ISBN 0237520370</p>

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Spring A	Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:-</i> 5 K's - Kangha (comb), Kirpan (sword), Kara (bangle), Kacchera (shorts). Image of a Sikh with uncut hair wearing a turban and a Sikh with cut hair. Images of baby, Christian and Sikh initiation ceremonies.		<p>to guess. Ask questions which prompt learning from the 5K's for example, Kirpan – <i>Is it right to fight for your beliefs?</i> Kara – <i>Have pupils ever worn something around their wrists – what does it tell you? What does it say to other people about you?</i></p> <ul style="list-style-type: none"> • Introduce Guru Gobind Singh, exploring the story of Baisaikh and the founding of the Khalsa, and discovering the origin of the five Ks. Ask pupils to imagine they were part of the crowd in the story. Hot seat how they might feel at different points in the story. Repeat with other characters. <i>Have pupils ever had feelings like this?</i> Two volunteers become a sculpture. Standing still and pliable, others sculpt them, listening to the story and sculpting the pupils in character to show their reactions at key points. • Discuss what it means to be “pure of heart”. <i>Who was pure of heart in the story? Why?</i> 	<p>Bring out the idea of belonging to a family or a group.</p>

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y4 Spring A</p>	<p>AT1 (level 3) Religious practices and lifestyles. Know the function of objects/places/</p>	<p>AT2 2:18 that there are important landmarks in life, both religious and non- religious</p>	<ul style="list-style-type: none"> • Discuss with pupils that the Khalsa is important to Sikhs today – “any Sikh may join the Khalsa but they must show this by wearing the 5Ks and agreeing to live as good Sikhs”. This is why they are called Khalsa Sikhs. This takes place during a special ceremony. Relate to the festival of Baisakhi where this story is remembered. • Pupils identify or make a symbol that has a meaning or significance to them. Display on a string across the classroom. Relate to the Kanga Kirpan and Kesh worn as miniature symbols on a necklace. <p>HOW DO CHRISTIAN AND SIKH COMMUNITIES WELCOME NEW BABIES? (2.18)</p> <ul style="list-style-type: none"> • Show pupils an image of a baby. <i>Why do we celebrate the birth of a baby?</i> Refer to pupils celebrating their own birthdays. Discuss life 	

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Spring A	people within religious practices and lifestyles. Begin to recognise key similarities and differences.		<p>stages and celebrations of belonging, both religious and non-religious.</p> <ul style="list-style-type: none"> • Show pictures/ DVD clips illustrating Christian and Sikh initiation ceremonies for babies. Discuss with the pupils how babies are welcomed into some religious families (also include some non-religious civil naming ceremonies). Note similarities/ differences. • Using information create a living picture of a welcoming ceremony from a family album, unfreeze individuals to explain their role. Describe initiation ceremonies for Christian and Sikh babies, noting similarities and differences. • Pupils share their own experiences and any birth ceremony certificates or photographs. • If pupils were creating an imaginary belonging service, <i>what do they consider would be appropriate to ask parents to promise when they have a new baby?</i> 	Also note differences within denominations of a religion.

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Spring B This unit is about: Sharing foods as part of religious worship. The Last Supper at Easter and Christians today. (7 hours) For time allocation see Hertfordshire Agreed Syllabus page 6	AT2 (Level 3) Human identity, personality and experience Recognise what influences them in their lives. Identify the influence religion has on lives, cultures and communities including their own. AT2 (Level 3) Religious practices and lifestyles. Know the function of objects/places/people within religious practices	AT2 2:16 about the significance of their own religious, cultural and family traditions and how these relate to the experiences of others; AT1 2:13 about places of religious importance, preferably exploring through visits; the way each place is used and its meaning and significance; 2:15 about the way verbal and non non-verbal	WHY IS IT IMPORTANT TO SHARE FOOD? (2.16) <ul style="list-style-type: none"> Use image of a shared meal to discuss times when pupils have shared a special meal and to generate questions. Write a letter to a friend describing the occasion, <i>What happened and why? What did it mean to you and to others who were present?</i> Bring out the importance of sharing. HOW IS FOOD SHARED AS PART OF SIKH WORSHIP? (2.13, 2.15) <ul style="list-style-type: none"> Discuss the importance of food as part of worship. Tell the pupils that many religions share food within acts of worship. Explain the importance of the Sikh Langar, after a religious service in the Gurdwara and that anyone can come and eat. Explore the Langar in more detail for example: <i>What is it and why it is important to</i> 	<p>Note: Restrict this part of the work. It is not the main purpose of the RE</p> <p>Brethren do not share food with others</p> <p>In the Summer Term the pupils will be learning about Sacred Texts and how the Guru Granth Sahib is handled.</p>

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Spring B	<p>Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Langar Sewa Gurdwara Karah Parshad Jesus Last Supper Christians Easter</p> <p>Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:-</i></p>	<p>these in their own lives and in the lives of believers today;</p> <p>2:15 about the way verbal and non non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts; including sacred texts;</p>	<p>bread and wine cup; fill them with the words said by Jesus at the last supper or create shape poems with words which symbolise what worshippers are sharing when they take part in such a service. For example 'This is a cup of my memories of you, it is filled with... understanding, pain, etc.' 'this is the bread we break together, it helps us to share, etc.' (collect examples of appropriate abstract nouns before composing final drafts). Display ideas.</p> <p>HOW DID JESUS SHARE HIS LAST SUPPER? (2.15)</p> <ul style="list-style-type: none"> Revise existing knowledge of Jesus. Use the Bible to explore how he chose his special friends. Repeat 'Belonging Circles', plotting the information in a series of concentric circles, Jesus at the centre followed by family, disciples, friends and church. 	<p>Mark (ch14 v 12-25) 'Jesus Through Art' by Margaret Cooling ISBN 978-1851751198</p> <p>www.WhyEaster.com</p>

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y4 Spring B</p>	<p>Chalice Paten Bible Model/picture of the Last Supper Pancakes Hot Cross Buns Easter Eggs</p>	<p>AT1 2:15 about the way verbal and non non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts; including sacred texts;</p>	<ul style="list-style-type: none"> • Tell the story of the Last Supper. Highlight again, the significance of the bread and wine. Examine paintings depicting the scene, eg. The Last Supper by Leonardo Da Vinci. Insert thought bubbles above each person and ask pupils to imagine the thoughts of those in the scene. Pupils to create their own black and white image of the event. Place themselves at a table with 11 people of their choice, explain their choices, including where they are seated. • A keyhole snapshot – cut the shape of the keyhole from dark paper, place on the picture to look at a small part of the drawing from an outsider's point of view. Write observations, questions and comments based on this detail. Draw out the questions and allow for a range of possible answers. Finally, colour the part of the scene that they have brought to life. 	

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y4 Spring B</p>			<ul style="list-style-type: none"> Find out about Easter foods, pancakes, hot cross buns, Easter eggs, and Easter foods from other cultures. Compare to their own family traditions at this time. Record some recipes and explain their symbolism. Pupils can cook/taste traditional Easter foods. Link to sharing symbolic food in other religious traditions, eg. Sikhism and the sharing of Karah Parshad. 	



SUMMER



YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Summer Term Special Books and Sacred Texts- Christianity. (6 Hours) For time allocation see Hertfordshire Agreed Syllabus page 6	Religious practices and lifestyles AT1 (Level 3) Know the function of objects/places/people within religious practices and lifestyles. Begin to recognise key similarities and differences. Values and Commitments AT2 (Level 3)	AT1 2.11 about books which are precious or important and be made aware of ways in which sacred religious texts are regarded, handled and read by the members of faith groups.	WHAT MAKES A 'SPECIAL' BOOK A 'SACRED' BOOK? (2.11) <ul style="list-style-type: none"> Designate an area for an interactive display of a variety of sacred writings, books and pictures from the three religions. Generate some questions for the pupils to look at in the display. Encourage the pupil's to write their own questions and post these into a 'Question Box'/ 'Ask-it Basket'. Ask pupils to bring to school books, including religious ones, which they regard as special to them. Display them, including one from the teacher. Discuss why and how the pupil's value these books. <i>How do we treat our special books? Where are these books kept?</i> 	<p>Note: Restrict this part of the work. It is not the main purpose of the RE The 'Ask- it Basket' is a phrase taken from Stanley and The Magic Lamp' by Jeff Brown</p> <p>Link with History The school may have a special book, such as the school log book or a history of the school.</p>

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
<p>Y4 Summer Term</p> <p>This may include RE visits, visitors to RE lessons and RE curriculum days</p> <p>Time allocation does <u>not</u> include: collective worship time school productions/ rehearsal time celebration assemblies</p>	<p>Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.</p> <p>Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Bible Lectern Church</p>		<p><i>When and where do the pupil's like to read their special book?</i></p> <ul style="list-style-type: none"> Ask each pupil to write one or two sentences inside a pre-cut speech bubble explaining why and how the book they brought to school is special to them. Pupils can add a favourite quote or example line from the text. This could become part of a display. Plenary idea: - Examine a book that is special to someone religious for example a copy of an old 'Family Bible'. Ask pupils, what makes these words important to a member of a faith group. Discuss how a Family Bible/personal Bible/Church Bible can be 'special' to a particular family/person/church, but that it is also 'sacred' or 'holy' because Christians believe it is the Word of God. Invite the pupils to look at the Bible carefully and then discuss similarities and 	<p>'Words of Wisdom', edited by Joyce Mackley, ISBN 978-1904024453 by RE Today in the Developing Primary RE series</p> <p>'Religious Books' – Wayland</p> <p>Have some guide books or manuals to show the pupils for example gardening, cookery, car manual</p>

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Summer Term	<p>Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:-</i> Bible, (Old Family Bible if possible) Modern versions of the Bible Guru Granth Sahib and Chauri (at the Gurdwara) Bhagavad Gita</p> <p>Religious practices and lifestyles AT1 (Level 3) Know the function of objects/places/</p>	<p>AT1 2.11 about books which are precious or important and be made aware of ways in which sacred religious texts are</p>	<p>differences with the special books they had chosen to share. For example, <i>Who reads it? Where it is read /stored? Why do Christians want to read it?</i></p> <ul style="list-style-type: none"> Explain that some books are special because they teach us how to make or do something; they are guide books or manuals and without them we might not be able to learn important skills. Have a selection of these books to show the pupils. Share class examples of guide books or manuals. Explore how the sacred/ holy books for Christians, Hindus and Sikhs include guide lines and rules about beliefs and values. <p>WHY IS THE BIBLE SACRED FOR CHRISTIANS? (2.11, 2.15)</p> <ul style="list-style-type: none"> Invite a Christian visitor to bring in their Bible and explain to pupils why it is an important book to them in a 	<p>Cross-curricular links: ICT lesson www.retoday.org.uk www.theresite.org.uk www.reonline.org.uk</p> <p>Digital camera or video camera</p> <p>'Words of Wisdom' (see above) provides texts; www.retoday.org.uk</p> <p>See Faith Communities Directory HGfL RE General Guidance Documents</p>

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Summer Term	people within religious practices and lifestyles. Begin to recognise key similarities and differences. Ways of expressing meaning AT1 (Level 3) Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives. Identify religious symbols and symbolic actions.	regarded, handled and read by the members of faith groups. AT1 2.15 about the way verbal and non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts; including sacred texts.	'question/answer hot seat' session. Ask pupils to prepare a question in advance, such as: - <i>How does the Bible help some people to live a better life?</i> Focus on the Bible as a guide through life, and how it helps people to learn more about God. The visitor could share their favourite passage. <ul style="list-style-type: none"> Choose pupils to take photographs or film the visitor's session which could later be an ICT focus for editing/photo story /printing/word processing. Explain the structure of the Bible; Old and New Testament; books of the Bible; themes as in story, history, poetry, rules. Compare to a 'library' of books. Working in pairs, pupils look through a Bible, exploring and identifying in particular Old Testament and New Testament. Examine a typical passage from the Bible, 	Visit to local church with a focus on the Bible, lectern or virtual tour of a church see HGfL Year 4 Additional Resources www.thegrid.org.uk The nature of the questions will depend upon the traditions of the church you choose to visit. BBC 'Pathways of Belief Bible' DVD

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Summer Term	Religious practices and lifestyles AT1 (Level 3) Know the function of objects/places/people within	AT1 2.9 the main rituals within acts of worship or meditation and recognise that shared feelings are a part of worship.	<p>which might be read in a service for example, Psalm 23. <i>What does this passage tell Christians about God?</i> Divide the Psalm into sentences and distribute. In pairs discuss what their sentence is saying and draw a picture to illustrate it. Collate responses into a class book.</p> <ul style="list-style-type: none"> • Discuss why the Bible is still the world's best-seller- and why people go to great lengths to own one. • Tell the story of Mary Jones and her Bible. Pupils could create a group storyboard about the importance of the bible to Mary Jones. <p>HOW IS THE BIBLE REGARDED AND HANDLED BY CHRISTIANS? (2.9, 2.11, 2.15)</p> <ul style="list-style-type: none"> • Visit a church to see how the Bible is used or go on a 'virtual tour' • Find out where the Bible is kept and from 	<p>Download the Mary Jones story www.biblesociety.org.uk http://www.biblesociety.org.uk/I3.php?id=143</p> <p>Opening Up Christianity RE Today Fiona Moss. ISBN: 9781905893485 imaginative learning exploring the modern use of the Bible and beliefs leading to action.</p>

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Summer Term	<p>religious practices and lifestyles. Begin to recognise key similarities and differences.</p> <p>Ways of expressing meaning AT1 (Level 3) Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives. Identify religious symbols and symbolic actions.</p>	<p>AT1 2.11 about books which are precious or important and be made aware of ways in which sacred religious texts are regarded, handled and read by the members of faith groups.</p> <p>AT1 2.15 about the way verbal and non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts; including sacred texts.</p>	<p>where it is read. Consider the lectern and its use; look at its shape, patterns and position in the church. Discuss the symbolism. If the lectern is decorated with an eagle, consider the symbolism of the word of God being taken around the world.</p> <ul style="list-style-type: none"> Find out where other Bibles are stored in the church, who reads them and when. Ask the church leader to explain how he/she carries the Bible in church and why it is read in different parts of the building. For example, <i>Why is the Bible carried around the church before the Gospel is read? or Why does the Bible rest on a stand on the altar?</i> Pupils take digital photos of the lectern and Bibles to use later as a writing focus. In class, ask the pupils to write their own 'Guide to the Bible'. It can be illustrated and include information, beliefs and traditions that they have learnt. 	Enough Bibles for pupil's to look at in pairs

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Summer Special Books and Sacred Texts from Sikhism and Hinduism. (7 Hours) For time allocation see Hertfordshire Agreed Syllabus page 6	AT1 (Level 3) Religious practices and lifestyles Know the function of objects/places/people within religious practices and lifestyles. Begin to recognise key similarities and differences. Vocabulary In this unit pupils will have an opportunity to use words or phrases such as:– Guru Granth	AT1 2:11 about books which are precious or important and be made aware of ways in which sacred religious texts are regarded, handled and read by the members of faith groups; AT1 2:11 about books which are precious or important and be made aware of ways in which sacred religious texts are regarded, handled and read by the members of faith groups;	WHAT IS THE SACRED BOOK FOR SIKHS? (2.11) <ul style="list-style-type: none"> Introduce the sacred book for Sikhs, the Guru Granth Sahib, linking it to the beliefs and practices of Sikhs. Pupils handle Sikh artefacts, especially a chauri. Explain that the Guru Granth Sahib is a source of authority for people who follow the Sikh religion. Discuss: <i>Who or what are the sources of authority in the pupils lives?</i> HOW IS THE GURU GRANTH SAHIB HANDLED AND REGARDED BY SIKHS? (2.11, 2.15) <ul style="list-style-type: none"> Pupils to re-cap about what they would do if someone very important came to their house or school – whole class or talking partners. <i>How would they prepare for the visit? How would they greet the guest? What would they say? What would happen when the guest was in their house?</i> In 	www.sikhs.org/granth.htm www.cleo.net.uk www.sikhkids.com HGfL Hertfordshire Faith Communities Directory ‘Teaching RE 5-11: Sikhism’ RE Today The book can also be referred to as Adi Granth BBC.Pathways of Belief, DVD – Sikhism

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Summer This may include RE visits, visitors to RE lessons and RE curriculum days Time allocation does <u>not</u> include: collective worship time school productions/ rehearsal time celebration assemblies	Sahib Rumala Sahib Chauri Gurdwara Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:-</i> Guru Granth Sahib (at the Gurdwara) Chauri	2:15 about the way verbal and non non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts; including sacred texts;	groups ask the pupils to draw their imaginary (or real) guest annotated with ideas for welcoming their guest. Watch film clips, or visit the Gurdwara, illustrating that the Guru Granth Sahib is treated with great respect. <ul style="list-style-type: none"> Remind the pupil's of the Sikh film clip or Gurdwara visit and discuss with the pupil's how the Guru Granth Sahib is welcomed as an honoured guest and placed in a special room or area. <i>What did the pupil's notice? What did the people do? How could they tell which objects were special/sacred to the Sikhs? What happened to the book at the end of the day? What is the chauri used for and why?</i> Provide pupils with a large book, some silky materials for wrapping it in, (to represent the Rumala Sahib) a table or raised platform with a large cushion and a chauri (or something similar). Invite pupils 	Virtual tour of Watford Gurdwara HGfL Learning about Religions- CD Rom – Sherston. Take plenty of digital photos or digital film on the visit to refer to back in the class room

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y4 Summer</p>			<p>to demonstrate how Sikhs show great respect to their sacred book. In groups pupils make 'living photographs' to summarise their findings- freeze and unfreeze group tableau.</p> <ul style="list-style-type: none"> Plenary Discussion – for some Sikhs treating the Guru Granth Sahib is like looking after an important guest. Ask the pupils to make comparisons. <p>Either.</p> <ul style="list-style-type: none"> Find an image showing the Guru Granth Sahib being read, or being carried. Ask the pupil's to write their own captions explaining what is happening and why and place around the poster for display. <p>OR</p> <ul style="list-style-type: none"> Explain that daily words of wisdom from the Guru Granth Sahib are chosen by randomly opening the book at any page. The shabad (hymn) on that page becomes the Hukamnama (chosen daily reading) for 	

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Summer			<p>the day which provides guidance and inspiration.</p> <ul style="list-style-type: none"> Listen to the daily Hukamnama – see website – and ask pupils to discuss the words. <i>How might the words help a Sikh in their daily lives?</i> <p>OR</p> <ul style="list-style-type: none"> Select ten wise quotations from the Guru Granth Sahib. In pairs or small groups discuss what is being said. <i>What does it mean? Do you agree with the advice?</i> Choose one pupil to feed back on behalf of the group with the quotation they feel offers best advice. <i>How could this advice be helpful to non-Sikhs as well as Sikhs?</i> Make a class booklet with each page showing one important value or statement from the school code of conduct. Each morning a page is opened at random and the words become the class focus for the day. 	<p>Pupils can listen to a daily Hukamnama on: www.sikhs.org/hukam_listen.htm</p> <p>10 wise words from the Guru Granth Sahib, page 31, 'Words of Wisdom', Joyce Mackley</p>

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y4 Summer</p>			<p>OR</p> <p>Explain that on special occasions (for example birthdays) the Guru Granth Sahib is read without stopping, from beginning to end, for 48 hours. This is usually done during a special service called Akhand Path.</p> <p>Arrange a rota for a book of the pupils' own choice to be read continuously for the duration of the lesson in the same way. The book could be arranged on cushions and the readers could sit on the floor. The rest of the class would carry on working.</p>	

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Summer	Religious practices and lifestyles AT1 (Level 3) Know the function of objects/places/people within religious practices and lifestyles. Begin to recognise key similarities and differences. AT1 (Level 4) Identify and describe similarities and differences in religious practices and lifestyles both within and between religions.	AT1 2:11 about books which are precious or important and be made aware of ways in which sacred religious texts are regarded, handled and read by the members of faith groups;	WHAT ARE THE SACRED BOOKS FOR HINDUS? (2.11) <ul style="list-style-type: none"> • Create a display of books and pictures about Hinduism so that pupils can start to familiarise themselves with the basic beliefs and practices of Hindus. • Where possible visit a Hindu temple or invite a Hindu visitor to talk to the pupils. Make good use of web sites and film clips and encourage pupils to carry out their own research. • Introduce the new unit of work by explaining to the pupils that for Hindus there is not just one special, sacred book but many. • Use images to introduce the first text which is the Vedas. Give pupils a brief background: see points to note. • Share the story 'The God and the Wicked Witch' from 'Hindu Stories' by Anita Ganeri, which is from the Vedas. 	Hindu Sacred books: Vedas; Upanishads; Bhagavad Gita; Puranas; Ramayana; Mahabharata The Heart of Hinduism – Primary Pack www.heartofhinduism.co.uk/school_primary.html www.vivekananda.btinternet.co.uk (includes film clips) 'Hindu Stories' by Anita Ganeri ISBN 978-0237532321

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Summer	Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Temple Mandir Sacred/special text Vedas Bhagavad Gita Ramayana Mahabharata Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:-</i> Hindu temple Child friendly		<ul style="list-style-type: none"> Discuss with the pupils what the story is about? What are the lessons in the story? Role play as a drama. Take photographs and ask pupil's to write a short caption about the lesson being taught through the story. Explain to the pupils that the Ramayana and Mahabharata are also sacred texts, but are written as poems and are mostly read by Hindus today. Talk about the message of all the stories from the Ramayana and Mahabharata being about good conquering over evil. Ask pupils to suggest, <i>What stories can you think of where good defeats evil?</i> Make a class list. Recap the story of Rama and Sita told at Diwali, this is from the Ramayana. Show an animated clip or read the story how Rama rescues Sita. <i>Who is the evil character and how is he defeated?</i> 	The most popular Hindu texts today are found in the Ramayana and Mahabharat. They are India's best known stories, and the important message is about good conquering evil in the world. Link to literacy Myths/Legends unit. Vedas: the most sacred scriptures in Hinduism. They are the oldest religious texts in the world. Veda- means knowledge These are in

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Summer	version of the Bhagavad Gita Ways of expressing meaning AT1 (Level 3) Begin to identify the impact of religious teachings, including the	AT1 2:9 the main rituals within acts of worship or meditation and recognise that shared feelings are a part of worship;	<ul style="list-style-type: none"> Explain to the pupils that the story of Rama and Sita comes from a long poem called the Ramayana. It has 24,000 verses. It was composed over 5000 years ago, but it is still popular today. In India, pupils can read the story in comic books and watch it on television. If possible show a clip from an Indian channel. In groups ask pupils to create their own large comic strip of the story. On the back pupils write what Hindus learn from this story. <p>HOW DOES THE BHAGAVAD GITA HELP HINDUS IN THEIR DAILY LIVING? (2.9; 2.15)</p> <ul style="list-style-type: none"> Introduce The Bhagavad Gita or ‘Song of God’, which contains the most important and popular Hindu and Sacred text, the Mahabharata. Many Hindus believe that it provides a guide to how they should live 	<p>Sanskrit and read in the temple or mandir in Sanskrit but because many Hindus cannot understand them they are often read out again in a language that they can understand.</p> <p>Hindu Stories by Anita Ganeri ISBN 978-0237532321 PHSE/Citizenship link</p> <p>Wall of wisdom bricks?</p> <p>The Bhagavad Gita is set on a battlefield, Arjuna, the warrior prince, finds members of</p>

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Summer	effect sacred texts have on believers' lives. Identify religious symbols and symbolic actions. AT1 (Level 4) Describe the meaning of religious symbols and symbolic actions. Show understanding that symbols may be interpreted in different ways both within and between religions.	2:15 about the way verbal and non non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts; including sacred texts;	their lives. <ul style="list-style-type: none"> Discuss dilemmas that the pupils may face in their lives at home and at school. Make up a set of dilemma cards for the pupils to decide what they would do or what they ought to do. In talking partners, discuss what helps people decide what to do when faced with a dilemma. <i>What kind in pairs helps us to resolve own dilemmas?</i> Pupils to make up cards with the dilemma on one side and a possible solution on the other. Explain the many Hindus read the Gita everyday for guidance, comfort and advice about life's problems. Use a child friendly version of the Bhagavad Gita and read the story. <i>What is the dilemma in this story? How can it be solved?</i> Explain to the pupils that dancing is very important in Hinduism. The stories say 	his family on both sides. The dilemma he faces is deciding whether or not to fight. He does not want to fail as a warrior yet neither does he want to kill his family. Krishna appears to Arjuna disguised as a charioteer and starts a debate with him.

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Summer			<p>that it was a gift from the gods. Pupils could make up a dance to show the story and dress up, making their own masks, where possible invite an Indian Classical Dancer who can demonstrate some classical Indian movements and assist the pupil's in telling the story.</p> <ul style="list-style-type: none"> • OR in groups design a snakes and ladders game based on the story. 	<p>Wise Moves Dance Company is a good resource to contact for this</p> <p>www.wisemovesdance.co.uk</p>
	<p>Religious practices and lifestyles AT1 (Level 3) Know the function of objects/places/people within religious practices and lifestyles. Begin to recognise key</p>	<p>AT1 2:7 to use and interpret information about religions from a range of sources;</p> <p>AT2 2:16 about the significance of their own religious, cultural and family traditions and how</p>	<p>WHAT CAN WE LEARN FROM HINDU STORIES? (2:7, 2:16, 2:23)</p> <ul style="list-style-type: none"> • Remind the pupils about the special holy place in some Hindu homes. Share the story of Ganesha, the elephant God, who is worshipped at home by some Hindus. Use artefacts to explore with pupils what a Hindu may do. Ring the bell to wake Ganesha up, burn the incense sticks because Ganesha likes sweet smells. Light the arti lamp, mix the red 	<p>Ganesha is the Lord of Good Fortune, and being particularly special to pupils, he is sometimes called upon during exams. Discuss if pupils have anything personal to them which they consider</p>

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Summer	similarities and differences. AT1 (Level 4) Identify and describe similarities and differences in religious practices and lifestyles both within and between religions. Human identity, personality and experience AT2 (Level 3) Recognise what influences them in their lives. Identify the influence religion has on lives, cultures and communities	these relate to the experiences of others; 2.23 to reflect on ideas of right and wrong and their own and others' responses to them;	powderk - kum kum, show how flowers, fruit and water may be placed in front of Ganesha to say thank you for all the good things God has given. <ul style="list-style-type: none"> Linking to study of India, share the festival of Ganesh Chaturthi when figures of Ganesha are smashed and replaced. This is symbolic of new beginnings. Pupils share their own experiences of traditions involving new beginnings. Examine one or more murtis of Krishna. Discuss their features. Groups read a selection of stories about Krishna, for example '<i>Krishna Tames Kalija</i>', '<i>The Birth of Lord Krishna</i>', '<i>The Butter Thief</i>' or '<i>Krishna and the Gopi</i>'. Each group identify characteristics that the story reveals about Krishna. Develop a collaborative diagram that illustrates some of the things they have discovered about Krishna. 	good luck. Opening up Hinduism edited by Fiona Moss ISBN: 9781905893386 Cross-curricular geography link to India

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Summer	including their own. AT2 (Level 4) Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers Values and commitments AT2 (Level 3) Recognise and begin to ask important questions about how religious and moral values, commitments and		<ul style="list-style-type: none"> • Share the story of Prince Prahlada, associated with the festival of Holi and it involves Vishnu, one of the Hindu representations of God. Holi (prominent festival in India) is also called 'The Festival of Colours', and people celebrate the festival by smearing each other with paint, and throwing coloured powder and dye around in an atmosphere of great good humour. Cupfuls of paint are sold on the streets of India during this festival. • Thinking again about belonging, <i>what would pupils do for their family? Would you be cruel to be kind? How would you stand up for your family? How might a Hindu answer these questions?</i> 	

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y4 Summer</p>	<p>beliefs can influence behaviour. AT2 (Level 4) Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings. Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:– Ganesha Holi</i></p>			

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y4 Summer	Prince Prahlada Vishnu Hiranya Holika Murtis Krishna Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:- bell incense sticks art: lamp kum kum powder Ganesha image/statue flowers fruit water</i>			



AUTUMN



YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y5 Autumn A Interactive Overview General introduction to the year's content (1 hour). For time allocation see Hertfordshire Agreed Syllabus of Religious Education p6.	AT1 (Level 3) Beliefs and teachings Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings from some religions. AT1 (Level 3) Religious Practices and	AT1 2:2 to use key religious vocabulary in communicating their knowledge and understanding; 2.5 to identify and begin to describe the similarities and differences within and between religions; 2.6 to investigate the significance of religion in	WHAT DO YOU ALREADY KNOW ABOUT CHRISTIAN AND JEWISH PEOPLE? (2.2, 2.5, 2.6) <ul style="list-style-type: none"> Designate an area of display to use interactively to introduce Judaism and reinforce prior learning of Christianity. Include artefacts, books, posters and questions about the items included. Discuss how they might compare with their own religion, culture or belief. What's the Point? - Pupils draw symbols, Star of David (six - pointed star) and a cross. Around the points of each symbol pupils should write one point that they already know about each religion. In the centre of each symbol pupils should write one question which they can explore through the unit. The points can form the basis of a pre-planning discussion 	Use vocabulary cards to reinforce. See HGfL Year 5 Additional Resources In order not to use God's name in vain when not praying, some Jews use 'Hashem' (Hebrew: the name). Some Jewish people write G-d.

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y5 Autumn A Minimum time requirement may include RE visits, visitors to RE lessons and RE curriculum days but <u>does not</u> include: collective worship time school productions/ rehearsal time celebration assemblies	lifestyles Know the function of objects/places/ people within religious practices and lifestyles. Begin to recognise key similarities and differences. Vocabulary <i>In this unit, pupils will have an opportunity to use words and phrases such as:-</i> Judaism: Jewish / Synagogue /	the local, national and global communities;	about forthcoming learning. The symbols can be displayed as the start of a growing display. <ul style="list-style-type: none"> • Explain the shared past of Judaism and Christianity. Read/remind pupils of Old Testament stories, if possible find an opportunity to read an Old Testament story, for example: The story of the Exodus (Exodus 7-14), Daniel and the Lions Den (Daniel 6). • Introduce key religious vocabulary for both religions. • Highlight where possible the diversity within Judaism and Christianity today locally, nationally and globally. • For example Jewish - Liberal and Progressive, Reform, Orthodox. Christian - Baptist, Methodist, Evangelist, United Reformed, Roman Catholic, Church of England. • Plenary idea: - Pupils share, What I already know, What I'd like to find out, What I've Learnt Today. 	www.bbc.co.uk/schools/religion www.REonline.org.uk Christianity should not be taught as the completion of Judaism. They are separate religions. Children's Bible 'Opening Up Judaism' ISBN: 978-1-905893-5 'Opening up

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y5 Autumn A	Moses / Abraham Adonai / Hashem Torah / Old Testament / Rabbi Christianity: Christian / Church / Jesus / Bible/ New Testament /Vicar / Priest / Lords Prayer Artefacts: <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Judaism: Star of David Menorah			Christianity' ISBN: 978-1-905-893-48 Both by RE Today

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y5 Autumn A	Hannukiah Torah Kippah (prayer hat) Tallit (prayer shawl) Sabbath Candle sticks Havdallah Candle Seder Plate Christianity: Crosses Candles Images of Jesus Palm for Palm Sunday A bible			

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y5 Autumn A This unit is about: Rules for living (7 hours)	AT1 (Level 3) Beliefs and teachings Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions. AT2 (Level 3) Values and commitments Recognise and begin to ask important questions about	AT1 2.1 to describe the key aspects of religions and traditions that influence the beliefs and values of others; AT2 2.17 to participate in periods of stillness and quiet thought and, where appropriate, to express personal reflections and emotions; 2.24 about religious codes of conduct and rules of living, considering the effect of	WHAT RULES DO I FOLLOW? (2.1, 2.17, 2.24, 2.25) <ul style="list-style-type: none"> Briefly revise rules for a new school year. <i>Which rules do they follow during the school day? How do rules shape their everyday lives? What happens without rules?</i> Discuss any codes for behaviour that pupils may have encountered (for example, school's Golden Rules). Link this idea to the Shema which is one of the most important Jewish prayers, contained in the mezuzah (see artefact) which is often seen on the right hand side of the doorpost of a Jewish home. Either <ul style="list-style-type: none"> 'Balancing the Scales' – pupils reflect upon their actions during the last school year. Draw a set of weighing scales fill one side with illustrations or explanations of, 'things I am proud of' and the other side with, 'things I am sorry for'. <i>Which side is heaviest?</i> Link this to Rosh Hashanah (Jewish New 	This could take the form of a whole class display. BBC video, 'Pathways of Belief-Judaism' explains a range of rules.

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
5 Autumn A	<p>how religious and moral values, commitments and beliefs can influence behaviour.</p> <p>Vocabulary <i>In this unit, pupils will have an opportunity to use words and phrases such as:-</i> Torah Commandments Shema</p> <p>Artefacts: <i>Pupils will have the</i></p>	<p>these on daily life;</p> <p>2.25 examples of the ways in which personal and religious beliefs may influence their behaviour and that of others.</p> <p>AT2 2:24 about religious codes of conduct and rules of living, considering the effect of these on daily life;</p>	<p>Year) and Yom Kippur (Day of Atonement) explain that Jews believe that God is able to judge the actions of individuals, many Jewish people ask God for forgiveness on this 'high holy day'. Discuss <i>is it important to reflect on your actions? Why?</i></p> <p>Or</p> <ul style="list-style-type: none"> Pupils make promises for the coming year, these may be written on small scrolls and pupils could be invited to post these into a whole class 'promise box' – this could look like a mezuzah. Play Max Bruch's 'Kol Nidrei' during this reflective experience. <p>HOW CAN RELIGIOUS CODES OF CONDUCT AFFECT LIVES? (2.24)</p> <ul style="list-style-type: none"> Play 'The Commitments Game.', RE Today. Choose 3 modern day icons – what would they be committed to and how does it make a difference to their lives, for example, a famous singer, Olympian or Paralympian. 	<p>Play a copy of Kol Nidre prayer – a traditional prayer recited on the eve of Yom Kippur. www.chazzanut.co.uk/bruch.html</p> <p>The Commitments Game - 'Exploring Religion and the Individual' RE Today 2007).</p>

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y5 Autumn A	<i>opportunity to look at, observe and possibly handle:</i> A variety of designs of mezuzah. Shofar– Ram’s horn blown at Rosh Hashana Torah scrolls AT2 (Level 3) Values and commitments Recognise and begin to ask important questions about how religious and		<ul style="list-style-type: none"> Examine the laws outlined in The Ten Commandments, <i>Which are part of our laws today? What would happen if there were no rules?</i> Choose and explore through discussion, story or role-play the breaking of one of the Ten Commandments. Discuss actions and consequences and how codes of conduct are relevant to everyday living. <p>Either make a torah scroll or tablets of stone 5 commandments inside and five of their own</p> <p>Or</p> <ul style="list-style-type: none"> Use a ranking activity such as the Diamond 9 after selecting the most important rule to them. Discuss <i>which commandment do you think is most sacred and why?</i> 	<p>The Ten Commandments and Old Testament are highly significant to Christians and Jews</p> <p>See HGfL Year 5 Additional Resources Commitments and Ten Commandments</p>

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y5 Autumn A	<p>moral values, commitments and beliefs can influence behaviour.</p> <p>AT1 (Level 3) Beliefs and teachings Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings from some religions.</p>	<p>AT1 2:1 to describe the key aspects of religions and traditions that influence the beliefs and values of others;</p> <p>AT1 2:15 about the way verbal and non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts, including sacred texts.</p> <p>AT2 2:24 about religious codes of conduct and rules of living,</p>	<p>HOW DO JEWISH RULES OF LIVING AFFECT EVERYDAY JEWISH LIVES? (2.1, 2.15, 2.24)</p> <ul style="list-style-type: none"> Remind class of the importance of scriptures in giving laws to follow. The Torah contains many laws and it is considered to be a blessing to uphold these. Examine specific food laws from Deuteronomy Chapter 14 verse 21 'Do not boil a kid in its mother's milk' and Leviticus Chapter 11 verses 1-23 it is written that Jews are only allowed to eat meat that chews the cud and have cloven hooves and only eat fish that have fins and scales. Look at some foods from supermarkets which display the kosher symbol. In groups, design posters which separate food types into categories or create a kosher menu for a strict (Orthodox) Jewish guest. Write a reply to an agony aunt letter to explain the dilemmas of eating kosher and following rules (see Hgfl Teaching resources). Invite in a member of the Jewish Community to 	<p>Extract from Bible: Leviticus Chapter 11 verses 1-23 Deuteronomy Ch.14</p>

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y5 Autumn A	AT2 (Level 3) Values and commitments Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour. Vocabulary <i>In this unit, pupils will have an opportunity to use words and phrases</i>	considering the effect of these on daily life.	explain how the rules affect their everyday lives.	Link to Yr4 Summer Term Unit Sacred Writings.

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y5 Autumn A	<i>such as:-</i> Judaism: Kosher/ Kashrut Dietary Laws			
Y5 Autumn B This unit is about: light as a symbol in some religious celebrations (6 hours)	AT2 (Level 3) Human identity, personality and experience Recognise what influences them in their lives. Identify the influence religion has on lives, cultures and communities including their own	AT2 2.17 to participate in periods of stillness and quiet thought and where appropriate to express personal reflections and emotions.	HOW DOES LIGHT MAKE PEOPLE FEEL AND WHAT DOES LIGHT SIGNIFY FOR ME? (2.17) Stilling activity <ul style="list-style-type: none"> • Begin this unit by discussing pupils' responses to light. Fill a light bulb or candle outline with pupil suggestions for 'light is...' Consider sources of light and the feelings/emotions evoked, contrast to darkness. • Sit pupils in a circle, light a large candle in the centre. Allow pupils time to reflect. • On an outline of the candle shape surround the flames with words, which they now associate with light then extinguish the flame and ask pupils to write what they now feel; 	'Don't just do something, sit there' by Mary Stone (RMEP) ISBN-13: 978-1851751051 Links to Art and to other previously studied religions that use light as a symbol

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y5 Autumn B For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6	AT1(Level 3) Ways of expressing meaning Begin to identify the impact of religious teachings, including the effect sacred texts have on believer's lives. Identify religious symbols and	AT1 2.14 About religious festivals which share common themes, but which have meaning unique to each faith.	Or <ul style="list-style-type: none"> Use words and images to write poems (for example, 'Light is...' 'Dark is...' contrasting poems, metaphorical poems or shape poems). Discuss pupils' responses to light and darkness. HOW IS LIGHT SYMBOLIC IN SOME RELIGIOUS CELEBRATIONS? (2.14) Hannukah 'Feast of Lights' <ul style="list-style-type: none"> Re-tell or dramatise the story of Hannukah, highlight the miraculous way in which the oil lasted for eight days. Link the story to the eight-day celebration of Hannukah - the festival of lights. Show a Hannukiah (9-branched candelabra). Demonstrate how a Hannukiah is lit. The one taller candle (Shamas) lights the other candles. One candle is lit first day, two second day and so on until all eight candles are lit. Explore through experience some of the traditional 	'Writing and Poetry Toolkit' by Margaret Cooling page 55 ISBN-0-56408835-8 1 Maccabees Ch's1-4 See HGfL yr 5, Additional resources 'Festival of Lights' by Maida Silverman ISBN-0 689 83083 1 Reonline http://www.reonline.org.uk/ks2/topiclist.php41 http://www.torahtots

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y5 Autumn B	<i>at, observe and possibly handle:</i> Dreidles Hannukiah Hannukah Candles		<p>guiding star, the images of mother and child bathed in light.</p> <ul style="list-style-type: none"> • Use painting Mystic Nativity by Sandro Botticelli. Talk about the use of light at the top of the painting and the dark underworld. Discuss the relative sizes of the key figures in the Nativity, for example <i>would Joseph bump his head if he stood up?</i> Extended activities can be found in 'Jesus Through Art' and suggested activities. • Discuss <i>the use of light at Christmas</i>. 	<p>Links with Art and Literacy. http://www.nationalgallery.org.uk/cgi-bin/WebObjects.dll/CollectionPublisher.woa/wa/work?workNumber=ng1034 'Jesus Through Art' by Margaret Cooling ISBN 1-85175-119 </p>



SPRING



YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-45 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y5 Spring A This unit is about: Celebrations related to key figures, including Easter (total 13 Hours) For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6	AT1 (Level 3) Beliefs and teachings Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions. Religious practices and lifestyles Know the function	AT1 2:3 about stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today; 2:12 how religious festivals are related to key figures, events and stories and how these are observed within families and religious communities; 2.14 about religious	WHO ARE KEY FIGURES IN THE JEWISH RELIGION? (2.3 2.12, 2.14, 2.15) Esther – Purim <ul style="list-style-type: none"> Purim – listen to the story of Esther. Identify the key characters, for example, Esther, Mordechai, Haman, the King. <i>What themes are in this story?</i> Bravery, hatred, fear, courage, selflessness. Discuss the theme of true identity – <i>when do you think you have put your community/ others needs before yourself?</i> In pairs discuss words to describe Esther's personality and then share as a class. Read extract of story. Role-play the way some Jews celebrate Purim by listening to the story whilst making noises when Haman's name is 	BBC Active – Celebration and Special times – The story of Esther, Celebrating Purim Personality Sketch p.70 'Writing and Poetry Toolkit' by Margaret Cooling ISBN 0-564-08835-8 Literacy Link 'Esther's Story' by Diane Wolkstein, ISBN-0688 15844 7 BBC Active Celebrations and

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-45 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y5 Spring A Minimum time requirement may include RE visits, visitors to RE lessons and RE curriculum days but <u>does</u> <u>not</u> include: collective worship time school productions/ rehearsal time celebration assemblies	of objects/places/ people within religious practices and lifestyles. Begin to recognise key similarities and differences. Ways of expressing meaning Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives. Identify religious symbols and symbolic actions.	festivals which share common themes, but which have meaning unique to each faith; 2:15 about the way verbal and non non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts; including sacred texts;	mentioned. Encourage active participation. <ul style="list-style-type: none"> Ask pupils - <i>How would you cope in Esther's situation? Would you stand before the King knowing that entering his palace uninvited could cause death?</i> Hot seat Esther- <i>Why did you behave as you did? Individual response: was Esther a hero?</i> Passover – Briefly retell the story of the Exodus of the Jews from Egypt. Focus on oppression, slavery, leadership, Moses, Plagues and escape. Points of view - give each class member a role, for example, Hebrew/Egyptian/Moses/Pharaoh. Watch selected section from "Prince of Egypt" which includes all 4 roles (for example, the sending of the plagues), pupils plot a feelings graph for example, despair and hope for Moses and the Hebrews and powerful and weak for Pharaoh and the Egyptians. 	Special Times - Passover 'Passover' – Wayland ISBN-0 7502 2831 8 HGfL Year 5 Additional resources Seder means 'order'. Food is eaten in an order and aspects of life when Jews were slaves in Egypt are remembered. This includes elements of pain and joy. Jewish Way of Life CD Rom – What We Do – Time - Pesach

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-45 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y5 Spring A	Vocabulary <i>In this unit, pupils will have an opportunity to use words and phrases such as:-</i> Judaism: Esther Purim Greggors Haman Moses Passover Pesach Seder Hagaddah Matzah Christianity: Lent Ash Wednesday		<ul style="list-style-type: none"> • Explain that during the Passover (Pesach) many Jews remember the story of the Exodus and participate in the Seder meal. • Introduce the Seder. Group the class into teams of 6. Lay out a Seder plate or use picture of Seder plate and cover with a cloth. Ask each child to come to the Seder plate, remove the cloth for a limited time then pupil returns to their team and draws what they have seen on to the team sheet/whiteboard. Repeat until all pupils have visited the Seder plate. <i>Which team completed the best? Did any team notice there were 6 items and work collaboratively?</i> • Describe or research what each food on the plate symbolises and link to own feelings, for example, bitter herbs – ‘I feel bitter when...’ • Enact the Seder meal to reinforce the story through the symbolic foods and to see how some of the emotions are remembered each 	<p>Reonline http://www.reonline.org.uk/ks2/topiclist.php42 (for Pesach)</p> <p>http://www.reonline.org.uk/ks2/topiclist.php35 (for Lent & Easter).</p> <p>See HGfL Year 4 Additional Resources ‘Maps from memory notes’</p> <p>Seder Powerpoint HGfL Yr 5 Additional resources</p>

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-45 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y5 Spring A	<p>Maundy Thursday Palm Sunday Good Friday Easter Sunday Last Supper Crucify</p> <p>Artefacts: <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Judaism: Seder plate Hagaddah Matzah Christianity: Crosses of various sizes Palm leaves</p>		<p>year. Ask pupils which food symbolises them and why?</p> <ul style="list-style-type: none"> • Plenary - Think about all that you can do because you are free. Discuss people who are not free. 	Organise a Passover or Easter workshop to incorporate arts, crafts and drama activities

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-45 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y5 Spring B This unit is about: Celebrations related to key figures, including Easter (total 13 Hours) For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6	AT1 (Level 3 also see Level 4) Religious practices and lifestyles Know the function of objects/places/people within religious practices and lifestyles. Begin to recognise key similarities and differences	AT1 2:7 to use and interpret information about religions from a range of sources;	WHAT HAPPENED TO JESUS OVER THE COURSE OF HOLY WEEK?(2.7) Jesus - Easter. The events of Holy Week <ul style="list-style-type: none"> Recap knowledge of key events in the life of Jesus. Either <ul style="list-style-type: none"> Place these events in correct order on a timeline, for example, birth, lost in temple (during Passover), baptism, temptation in the wilderness, Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday. Read about the events of Holy Week. In groups, using Bibles, research the key events of different days in Holy Week, present the information as a class blog. Or <ul style="list-style-type: none"> Produce a zig zag book to retell the story, use attached Holy week timeline as an aide memoir. Or	'Jesus Through Art' by Margaret Cooling ISBN 1-85175-119 (paintings on Easter) Re:Quest Easter 'Easter' - Wayland ISBN-0 7502 2832 6 'Risen' CD-Rom from Lion Publishing Holy week timeline www.watfordschools.trust.org/html/year_5.htm

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-45 for pupil-friendly targets</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y5 Spring B</p> <p>Minimum time requirement may include RE visits, visitors to RE lessons and RE curriculum days but <u>does</u> <u>not</u> include: collective worship time school productions/ rehearsal time celebration assemblies</p>	<p>AT1 (Level 4) Religious practices and lifestyles Identify and describe similarities and differences in religious practices and lifestyles both within and between religions.</p>	<p>AT1 2:12 how religious festivals are related to key figures, events and stories and how these are observed within families and religious communities;</p>	<ul style="list-style-type: none"> Remind the class that the last supper is thought to have been a Passover meal. Encourage pupils to connect the egg of the Seder and the Easter egg meaning new life. <p>WHAT HAPPENED TO JESUS DURING THE LAST HOURS OF HIS LIFE? (2.12)</p> <ul style="list-style-type: none"> Explore images of the Stations of the Cross as a way of telling this part of the story. Explain that Roman Catholics visit each of them in church during a Good Friday service. Like the food in the Seder, each station reminds them of aspects of the story which are painful. In groups, recreate images of an individual station through drama, creating tableaux or by building up in relief a picture using layers of card, finally, cover card tightly in foil to make them look like real wall plaques. Plenary – place finished plaques around the 	<p>See Yr4 Spring Term (Holy Communion) Luke 19:28-44 Look at website http://www.whyeaster.com/story/palms.shtml</p> <p>Stations of the cross can include art/drama/d/t/literacy /music Faith Communities Directory HGfL RE General Guidance Documents</p> <p>Jigsaw activities P 40 'A-Z Practical</p>

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-45 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y5 Spring B	AT1 (Level 3 also see Level 4) Ways of expressing meaning Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives. Identify religious symbols and symbolic actions.		<p>classroom and visit each station whilst listening to appropriate music. Pupils could write word which best sums up their own feelings for the Stations of the Cross on a post-it note and place it on Station which best fits their word.</p> <p>Either</p> <ul style="list-style-type: none"> Introduce "The Road to Emmaus" through a jigsaw activity – a piece of text is cut into pieces muddled up and given to a group to decide how it fits together. Useful for co-operative learning and engaging the pupils with the text so they have to discern meaning. <p>Or</p> <ul style="list-style-type: none"> Describe how Jesus' friends were so happy to know that he was alive again on Easter Day. Tell the story of The Road to Emmaus, at which Jesus repeats the actions of the Last Supper. Use mime/role-play to portray how 	<p>Learning Strategies' by Joyce Mackley and Pamela Draycott ISBN 1-904024-55-6</p> <p>Watch last section of Miracle Maker DVD</p>

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-45 for pupil-friendly targets</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y5 Spring B</p>	<p>AT1 (Level 4) Ways of expressing meaning Describe the meaning of</p>	<p>AT1 2:14 about religious festivals which share common themes, but which have meaning unique to each faith;</p>	<p>the friends must have felt when they realised it was Jesus all along.</p> <ul style="list-style-type: none"> • Mood chart of the events of Easter week from point of view of any of the disciples or of Jesus, or Mary his mother. • Watch events of Easter week or retell story and then complete the story from perspective of one of the disciples. • Recap on the events of Holy week and the Stations of the Cross. <i>What has been learnt about Jesus and the events of his life?</i> Talk about the significance these events have on Christians today. <p>WHAT THEMES DO PASSOVER AND EASTER HAVE IN COMMON? (2.14)</p> <ul style="list-style-type: none"> • Give the following examples of themes common to Passover and Easter. For example suffering, Rejection, Sacrifice, God's Love, Endings and New Beginnings, 	<p>Table to support comparison</p>

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-45 for pupil-friendly targets</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y5 Spring B</p>	<p>religious symbols and symbolic actions. Show understanding that symbols may be interpreted in different ways both within and between religions.</p>		<p>Freedom; ask pupils to write what happened in Passover and what happened at Easter linked to a given theme for example, 'suffering' – The Jews suffered when they were slaves in Egypt and Jesus suffered when he was whipped and crucified.</p>	



SUMMER



YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y5 Summer This unit is about: leaders in religious communities (5 Hours) For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6	AT1 (Level 3) Religious practices and lifestyles Know the function of objects/places/ people within religious practices and lifestyles. Begin to recognise key similarities and differences.	AT1 2:10 about the roles and responsibilities of authority figures within their own lives and of religious leaders in different faith communities;	WHAT CHARACTERISTICS DO AUTHORITY FIGURES HAVE? (2.10) <ul style="list-style-type: none"> • Give situations and ask who the authority figures are, i.e. school, home, neighbourhood, church, and synagogue. • <i>Discuss the characteristics of authority?</i> (Role model, guide, councillor). <i>How do you get to become an authority figure?</i> (force, most brainy, election, training). • Look at job adverts in the local press for people who will be in authority. • Draw up a 'person specification' for head teacher. 	Note: restrict this part of the work. It is not the main purpose of the RE

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y5 Summer Minimum time requirement may include RE visits, visitors to RE lessons and RE curriculum days but does <u>not</u> include: collective worship time school productions/ rehearsal time celebration assemblies	Vocabulary <i>In this unit, pupils will have an opportunity to use words and phrases such as:-</i> Judaism: Rabbi Synagogue Ark Bimah Torah Ner Tamid Kippah Tallit Christianity: Vicar Priest Pastor Minister	AT1 2:5 to identify and begin to describe the similarities and differences within and between religions; 2:13 about places of religious importance, preferably exploring through visits; the way each place is used and its meaning and significance;	WHAT SORT OF PERSON IS A RELIGIOUS LEADER? (2.5, 2.13) <ul style="list-style-type: none"> Explore the roles and responsibilities of a Christian leader (Vicar/Minister/Paster/Priest) and a Rabbi through preparing questionnaires and carrying out interviews. If unable to meet with either a vicar or a Rabbi, research the answers to the questions using books or CD-ROMs. Where possible, arrange a Synagogue visit and explore the importance of the Rabbi in the services. Write a summary report of each interview explaining what they thought were the most important/surprising comments. List similarities and differences between the leaders. <i>Which part of the role would you like to have and why?</i> <i>Which part of the role would you find most difficult and why?</i> 	<p>Note: encourage pupils to ask theological questions as well as practical ones</p> <p>'Exploring World Religions' CD-Rom by Granada</p> <p>List of local Vicars/Rabbis and Synagogues/Churches in Faith Communities Directory HGfL RE General Guidance Documents Information on Rabbis and</p>

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y5 Summer	Artefacts: <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Judaism: Ark Bimah Torah Ner Tamid Kippah Tallit	AT1 2:6 to investigate the significance of religion in the local, national and global communities;	WHICH ARE THE IMPORTANT JEWISH AND CHRISTIAN GROUPS IN YOUR AREA? (2.6) <ul style="list-style-type: none"> Research the different types of Christian and Jewish religious groups (denominations) local to your area, in the UK and in the world. Remind pupils that each group considers different things are important for example, Orthodox Judaism and Progressive Judaism, Catholicism and Protestantism. 	synagogues can be found on RE Online (sections on Worship, People and Places) RE Online http://www.reonline.org.uk Also Jewish Way of Life CD Rom What We Do – space – Synagogue

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y5 Summer This unit is about: Creation stories and the ultimate questions they raise (8 Hours) For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6	AT2 (Level 3) Human identity, personality and experience Recognise what influences them in their lives. Identify the influence religion has on lives, cultures and communities including their own. Questions of meaning and purpose Identify ultimate questions and recognise that there are no	AT2 2:20 to develop their sense of curiosity about life, death, relationships and the natural world and express personal opinions; 2:21 the difference between ultimate and non-ultimate questions including raising questions, suggesting answers and understanding that religions may give followers the answers to some of the mysteries of life;	TO WHICH QUESTIONS DO RELIGIONS PROVIDE ANSWERS? (2.20, 2.21) <ul style="list-style-type: none"> In pairs, sort cards which ask a variety of questions into those which are ultimate and those which are non-ultimate (i.e. '2+2=?' 'How many bricks are there in your school?' 'Is there a God?'). Pupils discuss possible answers. Add pupils' own questions. Do a Diamond 9 exercise to put most important questions on top and least at bottom. Pupils suggest their own answers to some of the questions. Investigate the notion of belief and certainty. <i>What things do pupils believe and what they are certain about?</i> Pupils should be encouraged to respect different answers to questions which rely upon belief. Select one ultimate question per group for a Community of enquiry activity, feedback a 	See 'Ultimate Questions' HGfL Yr5 Additional Resources 'Non-Ultimate'- questions which could be answered easily or with research, and 'Ultimate' those to which there is no universally agreed answer http://www.p4c.com/teachers-guide A number of these sessions could form

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y5 Summer Minimum time requirement may include RE visits, visitors to RE lessons and RE curriculum days but does <u>not</u> include: collective worship time school productions/ rehearsal time celebration assemblies	universally agreed answers to these.	AT2 2:20 to develop their sense of curiosity about life, death, relationships and the natural world and express personal opinions; .	summary of discussion. Extend the activity by asking pupils to discuss from the point of view of a member of the Christian or Jewish faith HOW DO PEOPLE THINK THE WORLD STARTED? (2.20) <ul style="list-style-type: none"> • <i>How do you think the world started?</i> Discuss a series of possible answers from religious and non-religious viewpoints. • Hear explanations and stories from Genesis and another creation story from a contrasting culture. Explain that Christians and Jews share the Genesis creation story as they both believe in the first part of the Bible. • Highlight the beliefs that these stories convey: that the world did not 'just appear', but God brought the world into being. • Consider – <i>is everything in creation balanced? Does one thing need the other?</i> Light/dark, land/animal, water/fish air/birds, 	a part of a philosophy lesson – using Circle of Enquiry Literacy link Identify and classify the features of myths, legends and fables Use persuasion genre to clarify own points of view – is this still relevant? RE Today – Picturing Creation has many arts, literacy and drama activities ISBN

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y5 Summer	Beliefs and teachings AT1 (Level 3) Develop religious and moral	AT1 2:1 to describe the key aspects of religions and traditions that influence the beliefs and values of	<p>sun/moon, God/humans. Draw a balance scale or symbol for each pair to represent your answer to this question. Give brief explanation of what the scales or symbols represent and why. Discuss the final scale, <i>Do humans need God?</i></p> <ul style="list-style-type: none"> Explain why there are many different stories and theories about creation/evolution. Discuss the point that there is no scientific proof. Talk about pupils' own ideas. Develop the idea of creation in reverse, <i>how is humankind caring for creation? What are we destroying?</i> Write an antithesis to Creation in seven days. <p>HOW DO JEWS CELEBRATE THE CREATION? (2.1, 2.4, 2.14)</p> <ul style="list-style-type: none"> Examine the link between the Judeo – Christian creation story and the weekly observance of Sabbath (Shabbat). (Remind 	<p>9781904024583</p> <p>See Yr 5 Additional resources HGfL</p> <p>CD ROM 'Jewish Way of Life' -What we do – Time - Shabbat</p> <p>RE online http://www.reonline.org.uk/ks2/topiclist.php?47-</p> <p>Faith Communities Directory HGfL RE General Guidance Documents for a list of visitors</p>

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y5 Summer	vocabulary to describe key features and know beliefs, ideas and teachings for some religions. AT1 (Level 4) Using appropriate religious and moral vocabulary, identify and describe key features of religions, including beliefs, teachings and their meaning. Ways of expressing meaning AT1 (Level 3) Begin to identify	others; 2:4 about individual beliefs and consider the ways in which members of faith communities describe their understanding of God/gods; 2:14 about religious festivals which share common themes, but which have meaning unique to each faith;	pupils of the start of the Jewish year and Rosh Hashanah). <ul style="list-style-type: none"> Research – develop own questions beginning with, <i>Who? What? Why? Where? When? How?</i> To find out how the Sabbath is observed in the home and the synagogue. Define ‘work’ and ‘rest’ discuss the forthcoming holiday, <i>how do pupils rest? What are the advantages and disadvantages of weekly rest?</i> Invite a Jewish visitor to show/describe how Jews celebrate the Sabbath. Demonstrate the Friday night candle lighting ceremony Make Challah (traditional Sabbath bread). <i>How would you celebrate creation?</i> Pupils could be given an opportunity to think about ways in which they would celebrate the creation of the world – <i>what materials would they use? How would they make it what would</i> 	For recipe see http://www.haydid.org/challah.htm BBC ‘Pathways of Belief’ DVD-Shabbat Opening Up Judaism - Fiona Moss, RE Today ISBN: 9781905893553

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y5 Summer	the impact of religious teachings, including the effect sacred texts have on believers' lives. Identify religious symbols and symbolic actions. AT1 (Level 4) Describe the meaning of religious symbols and symbolic actions. Show understanding that symbols may be interpreted in different ways both within and between religions.		<i>they call it?</i> – could be a written description, a piece of 2D or 3D artwork, can be drama or dance activity, art or literacy – to reflect pupils' own ideas about celebrating creation would build on activities that have been used during the course of this unit. They should build on their own beliefs and view to create an imaginative world and culture complete with customs and traditions – allow them to be creative yet respectful of others, they can then display or present their work.	'Picturing Creation' pack, images by Kate Neale ISBN: 9781904024583



AUTUMN



YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.	HERTFORDSHIRE PROGRAMMES OF STUDY(2.1 – 2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y6 Autumn A This unit is about: knowing some key Christian and Buddhist beliefs and practices. (1 hour) For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6	AT1 (Level 4) Beliefs and Teachings Using appropriate religious and moral vocabulary, identify and describe key features of religions, including beliefs, teachings and their meaning.	AT1 2:2 to use key religious vocabulary in communicating their knowledge and understanding;	WHAT DO YOU ALREADY KNOW ABOUT CHRISTIANITY and BUDDHISM? (2:2) Getting the Wheels in Motion <ul style="list-style-type: none"> Designate an area of display to introduce Buddhism and revise key aspects learned about Christianity, for example, leaders, beliefs, festivals, practices. Place the two religions to be studied on a timeline. Provide a brief background to Buddhism, looking at some of the practices, i.e. non-violence, loving-kindness, meditation, refraining from alcohol and 	'Explaining Religions' Granada CD-Rom Link to History www.buddhanet.net/e-learning/buddhism/index.htm

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY(2.1 – 2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y6 Autumn A</p> <p>This may include RE visits, visitors to RE lessons and RE curriculum days but <u>does not</u> include: collective worship time school productions/ rehearsal time celebration assemblies</p>	<p>Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:–</i> Buddhism Buddhist Buddha Christianity Christian Jesus</p>		<p>smoking.</p> <ul style="list-style-type: none"> Pupils develop their own glossary of key vocabulary, using examples given. Create a document on the computer at the beginning of Year 6 which can be added to and edited throughout the academic year. Decorate with relevant symbols. 	<p>Link to ICT and Literacy</p>

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY(2.1 – 2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y6 Autumn A</p>	<p>Identify and describe similarities and differences in religious practices and lifestyles both within and between religions.</p> <p>AT2 (Level 4) Values and commitments Ask questions about matters of right and wrong and suggest answers which show understanding</p>	<p>AT2 2:22 about the relationship between humans, their environment and other living creatures, including examples of religious teaching and practice</p> <p>2:23 to reflect on ideas of right and wrong and their own and others’ responses to them</p>	<ul style="list-style-type: none"> Revisit the last five of the Ten Commandments. Recap on Year 5 learning; <i>why do you think that God chose to give Moses these commandments?</i> In pairs or groups begin to identify some of the similarities and differences between Buddhism and Christianity. Discuss similarities and differences between the Buddhist and Christian codes of living. <i>Which of the Buddhist ‘right ways of living’ do these five commandments link to?</i> 	<p>The Ten Commandments are important to the Christian and Jewish religion</p>

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY(2.1 – 2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y6 Autumn A</p>	<p>of moral and religious teachings.</p> <p>Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:– Noble Eightfold Path Ten Commandments</i></p> <p>Artefacts: <i>Pupils will have the opportunity to look</i></p>	<p>2:24 about religious codes of conduct and rules of living considering the effect of these on daily life.</p>		

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.	HERTFORDSHIRE PROGRAMMES OF STUDY(2.1 – 2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
	<i>at, observe and possibly handle:</i> Buddhist prayer wheel Bible			
Y6 Autumn A This unit is about: Founders of Faiths and their importance for people today (5 Hours)	AT1 (Level 4) Beliefs and Teachings Using appropriate religious and moral vocabulary identify and describe key features of religions, including beliefs, teachings and their meaning.	AT1 2:1 to describe the key aspects of religions and traditions that influence the beliefs and values of others;	WHY IT IS IMPORTANT TO HAVE PERSONAL HEROES? (2:1) <ul style="list-style-type: none"> Consider how clothes express your personality, influence how you feel and how others respond to you. How people imitate personal heroes (hair, clothes, etc.). Draw out the importance of human qualities. Design and label a poster which depicts two images of a hero of their choice. An outside view (physical attributes) and an inside view (human qualities). 	Note: restrict this part of the work. It is not the main purpose of the RE. Links to PSHE 'Buddhism' KS2 video (Clear Vision Trust) www.clear-

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.	HERTFORDSHIRE PROGRAMMES OF STUDY(2.1 – 2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y6 Autumn A	AT1 (Level 4) Religious practices and lifestyles Identify and describe similarities and differences in religious practises and lifestyles both within and between religions AT2 (Level 4) Values and commitments Ask questions about	AT1 2:3 stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today 2:7 to use and interpret information about religions from a range of sources AT2 2:21 the difference	THE BUDDHA WHAT IS IMPORTANT ABOUT THE BUDDHA? (2:3, 2:7, 2:21, 2:23) <ul style="list-style-type: none"> Explain the concept that Buddha is not worshipped by Buddhists like a God, but that Buddhists use shrines to look to him for inspiration with the aim to develop his good qualities. Look at different images of the Buddha, including pictures and statues (rupa). Draw out what the variety of images collectively show about the character and qualities of the Buddha. Explain how the rupa helps people to aspire to be the best they can be. <i>What qualities would you accredit to the most enlightened human being?</i> Play 'The Values Game' – by Lat Blaylock Look at the life of Siddhartha as a prince, his 	vision.org www.buddha-images.com Buddha images and explanations Avoid using models of laughing Buddha as a popular symbol for good luck and plenty, as a Buddha rupa The Values Game is in 'Looking Inwards, Looking Outwards'

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY(2.1 – 2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y6 Autumn A</p>	<p>matters of right and wrong and suggest answers which show understanding of moral and religious teachings.</p> <p>AT2 (level 4) Questions of meaning and purpose Raise questions and suggest religious, philosophical and moral answers to a range of ultimate</p>	<p>between ultimate and non-ultimate questions, including raising questions, suggesting answers and understanding that religions may give followers the answers to some of the mysteries of life.</p> <p>2:23 to reflect on ideas of right and wrong and their own and others’ responses to them</p>	<p>enlightenment and the beginning of his preaching. Draw out the contrast between his life in the palace and his life helping people to find peace. Create a Conscience Tunnel – The tunnel is created by two lines of pupils. One pupil, in character as Prince Siddhartha, walks through the tunnel as he decides whether or not he should leave the palace. Pupils forming the tunnel speak for (one side of the tunnel) and against the idea (other side of the tunnel), saying what Prince Siddhartha is thinking or what others think about him.</p> <ul style="list-style-type: none"> • Explain what it means to be ‘enlightened’ – to have spiritual insight. Describe as a blessed state in which the individual transcends desire and suffering and attains Nirvana (an ideal state of 	<p>teachers pack, from RE Today. ISBN-13: 978-1- 85100-101-9 Haringey Learning -London Buddhist Centre, http://www.lgfl.net/lgfl/leas/haringey/web/SACRE/places_ofworship/ Virtual tour of Amaravati Buddhist Monastery (see Hertfordshire Grid</p>

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY(2.1 – 2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y6 Autumn A</p>	<p>questions</p> <p>Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:–</i> Rupa Shrine Loving-kindness Compassion Friendliness Care Non-violence Wisdom</p>		<p>rest and harmony). Use similar words to aid definition – wise and compassionate, informed, aware, civilised, knowledgeable, learned, wise, open-minded and broad-minded.</p> <ul style="list-style-type: none"> • Debate - <i>Is it possible for a person to become an enlightened human being when living any way of life?</i> • Write either a newspaper report or script for a television or radio interview with Prince Siddhartha after either seeing the 4 sights or becoming enlightened. Include what questions are raised by this story and make suggestions as to how they might be answered. What is the significance of this story for Buddhists today? 	<p>for Learning) 'Prince Siddhartha' by Jonathan Landaw and Janet Brooke ISBN 0- 86171-016-9 (Detailed text in chapters) Links to Y6 Literacy – argument and journalistic writing</p>

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY(2.1 – 2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y6 Autumn A</p>	<p>Supreme knowledge Strength Fearlessness Enlightened Enlightenment Prince Siddhartha</p> <p>Artefacts: <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Buddha rupa statues and images Buddhist shrines</p>			

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.	HERTFORDSHIRE PROGRAMMES OF STUDY(2.1 – 2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y6 Autumn B This unit is about: Founders of Faiths and their importance for people today (3 hours) For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6 This may include RE visits, visitors to RE lessons and RE	AT1 (Level 4) Beliefs and Teachings Using appropriate religious and moral vocabulary, identify and describe key features of religions, including beliefs, teachings and their meaning. AT1 Religious practices and lifestyles	AT1 2:1 to describe the key aspects of religions and traditions that influence the beliefs and values of others; AT2 2:23 to reflect on ideas of right and wrong and their own and others' responses to them	HOW DO BUDDHISTS TRY TO FOLLOW THE BUDDHA'S EXAMPLE? (2:1, 2:23, 2:25) <ul style="list-style-type: none"> • Use a Buddhist story to explore the example set to Buddhists. How would they respond to similar situations? • A friend has put you in a similar situation to Siddhartha, write a letter to an agony column for advice and swap with another member of the class for the reply. • Look at the Buddha rupa again. Design a poster with the Buddha on the outside and his qualities on the inside. Gather examples of the qualities given and rank order these in a 'diamond nine'. Groups to select nine most important qualities and decide on most and least important for themselves and then for Buddhists. 	www.bl.uk/learning/cult/sacred/stories For animated story of the ' <i>Monkey King and the Elephant</i> ' and the ' <i>Blind Man</i> '. ' <i>Buddhist Tales</i> ' Retold by Sherab Chödzin and Alexandra Kohn Penney - Fenn ISBN: 1-55168-124-2 Beautiful book containing

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY(2.1 – 2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y6 Autumn B curriculum days but <u>does not</u> include:</p> <ul style="list-style-type: none"> • collective worship time • school productions/ rehearsal time • celebration assemblies 	<p>Identify and describe similarities and differences in religious practises and lifestyles both within and between religions</p> <p>AT2 (Level 4) Values and commitments Ask questions about matters of right and wrong and suggest answers which show understanding</p>	<p>AT2 2:25 examples of the ways in which personal and religious beliefs may influence their behaviour and that of others</p>	<ul style="list-style-type: none"> • Explain the role of the Dalai Lama • The Dalai Lama said – <i>‘If you want others to be happy, practise compassion. If you want to be happy, practise compassion.’</i> Discuss. 	<p>many traditional Buddhist tales.</p> <p>Other popular Buddhist stories: The Dying Swan; The Monkey King.</p>

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY(2.1 – 2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y6 Autumn B</p>	<p>of moral and religious teachings.</p> <p>Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:– Dalai Lama</i></p> <p>Artefacts: <i>Pupils will have the opportunity to look at, observe and possibly handle:</i></p>			

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.	HERTFORDSHIRE PROGRAMMES OF STUDY(2.1 – 2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y6 Autumn B	Buddha rupa - Buddha statues and images			
This unit is about: Sacred and Secular Christmas (3 hours)	AT1 (Level 4) Religious practices and lifestyles Identify and describe similarities and differences in religious practises and lifestyles both within and between religions	AT1 2.12 how religious festivals are related to key figures, events and stories and how these are observed within families and religious communities AT2 2:16 about the	WHAT IS THE DIFFERENCE BETWEEN THE SACRED AND SECULAR CHRISTMAS? (2.12, 2.16) Show photos of Christmas items on sale. Choose from the following:- <ul style="list-style-type: none"> Visit a local shop and make lists of sacred and secular consumables related to Christmas. Discuss the messages that this gives about Christmas. Link to pupils own experiences. Look at the TV line up in the radio/TV Listings, identify the sacred and secular programmes – draw graphs to present time allocation for each. 	Other ideas: look at a selection of Christmas cards, examine images and messages Links to Literacy: compare two accounts (Matthew and Luke) from the Bible

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY(2.1 – 2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y6 Autumn B</p>	<p>AT2 (Level 4) Human identity, personality and experience Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers.</p>	<p>significance of their own religious, cultural and family traditions and how these relate to the experiences of others;</p> <p>AT1 2:12 how religious festivals are related to key figures, events and stories and how these are observed within families and</p>	<p>Discuss the differences between them.</p> <ul style="list-style-type: none"> • Design an advent calendar/card/decoration, which is half secular and half sacred. Explain the messages each gives. • Download images and character cards from Exeter Re-flect project. Play 'Christmas Rummy' game from personal, then character view points. Pupils evaluate the importance of things to do with Christmas and justify their point of view providing justification for their arguments. <p>WHAT WOULD A CHRISTIAN THINK CHRISTMAS SHOULD BE ABOUT? (2:12, 2:15, 2:16)</p> <ul style="list-style-type: none"> • Read the Biblical accounts of the birth of Jesus from Matthew and Luke compare the similarities and differences 	<p>www.watfordschoolstrust.org Use a range of Christmas carols and popular seasonal music Links to Y6 Literacy – argument RE-flect – adapt Yr5 metacognition project by Giles Freathy www.elac.exeter.ac.uk/reflect</p>

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION</p> <p>156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS</p> <p>See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY(2.1 – 2.25)</p> <p>Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y6 Autumn B</p>	<p>AT2 (Level 4) Values and commitments</p> <p>Ask questions about matters of right and wrong and suggest answers which show understanding of moral and religious teachings.</p> <p>Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases</i></p>	<p>religious communities</p> <p>2:15 about the way verbal and non- verbal symbolic expression and action are used to convey meaning, particularly in religious contexts, including sacred texts.</p>	<ul style="list-style-type: none"> Use the words of some Christmas carols as a reminder of the importance to Christians of the birth of Jesus. Contrast with some secular Christmas music. <i>What impression of Christmas do the different sorts of music give?</i> 	<p>Some families from other faiths also give Christmas presents to their children in Britain</p>

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY(2.1 – 2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y6 Autumn B</p>	<p><i>such as:–</i> Advent Virgin Mary Joseph Angel Gabriel Jesus Incarnation Messiah Christ Saviour Nazareth Bethlehem Shepherds Kings Carols</p> <p>Artefacts <i>Pupils will have the</i></p>	<p>AT2 2:16 about the significance of their own religious, cultural and family traditions and how these relate to the experiences of others;</p> <p>2:23 to reflect on ideas of right and wrong and their own and others’ responses to them</p>	<p>SHOULD CHRISTMAS BE BANNED FOR PEOPLE WHO ARE NON-CHRISTIAN? (2:16, 2:23)</p> <ul style="list-style-type: none"> • Class debate: “Christmas must be banned for all those who are not Christians”. Good opportunity to question a faith visitor • Discuss lines of poem by Gordon Bailey: Christmas sacred - Christ/massacred 	

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate See pages 43-45 for pupil friendly target statements.	HERTFORDSHIRE PROGRAMMES OF STUDY(2.1 – 2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y6 Autumn B	<i>opportunity to look at, observe and possibly handle:</i> Advent calendars Bible Christmas decorations Christmas cards			



SPRING



YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-45 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y6 Spring A This unit is about: expressive and visual arts in religions (8 hours) For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6	AT1 (Level 4) Religious practices and lifestyles Identify and describe similarities and differences in religious practices and lifestyles both within and between religions.	AT1 2:8 about the way in which expressive and visual arts are significant to the practices and lifestyles of religious believers; 2:13 about places of religious importance, preferably exploring through visits; the way each place is used and its meaning and significance;	HOW DO CHRISTIANS and BUDDHISTS EXPRESS THEIR FAITH IN ART, DRAMA AND SONG? (2:8, 2:13) <ul style="list-style-type: none"> Visit a local church to look at the stained glass windows – explore the symbolism. Listen to some recordings of hymns which tell a story. Divide the class into 6 – give each a story, choose 3xChristian and 3xBuddhist (these texts could build on the Buddhist stories looked at in the Autumn Term). Pupils retell each one as a stained glass, a drama, dance and/or a hymn. Presentations, take photographic evidence of drama work. Pupils respond to the message of the story or add captions to images to say how it 	For example, Christian stories: The Creation, David and Goliath, The Prodigal Son; Buddhist stories: The King's Elephant, The Lion and the Jackal. Monkey King, Angulimala. http://new.kids4truth.com/dyna/creation/english.aspx animated Old Testament Creation story.

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-45 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y6 Spring A Minimum time requirement may include RE visits, visitors to RE lessons and RE curriculum days but does <u>not</u> include: collective worship time school productions/ rehearsal time celebration assemblies	AT1 (Level 4) Ways of expressing meaning Describe the meaning of religious symbols and symbolic actions. Show understanding that symbols may be interpreted in different ways both within and between religions. AT2 (Level 4) Human identity, personality and experience	AT1 2:8 about the way in which expressive and visual arts are significant to the practices and lifestyles of religious believers; 2:15 about the way verbal and non non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts; including sacred texts; AT2 2:17 to participate in periods of stillness and quiet thought and, where	reinforces the beliefs/teachings, practices/lifestyles of the religion from which it originates. WHY DO PEOPLE OF FAITH USE ART, DRAMA AND SONG TO ENRICH THEIR RELIGIOUS EXPERIENCE? (2.8, 2.15, 2.17) <ul style="list-style-type: none"> Express personal reflections on the art forms already experienced. <i>How might they enrich religious experiences?</i> Pupils write down three things they think most people spend a lot of time thinking about. <i>How might these things affect people?</i> Discuss Buddhist meditation, its purpose and practice. Let a jar of muddy water settle while participating in stillness/silence focusing on something beautiful. Guide pupils carefully at this time to think about beauty, friendship, joy, the natural world. 	www.bl.uk/learning/cult/sacred/stories For Buddhist stories http://www.clearvision.org/Students/underereleven.aspx 'Buddhist Tales' by Chodzin and Kohn - Barefoot ISBN-1 84148 009 6 It is not appropriate for pupils to undertake religious meditation. 'Don't Just Do Something, Sit There', by Mary Stone, Religious and Moral Education Press, ISBN: 1-85175-105-X

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-45 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y6 Spring A	<p>Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers</p> <p>Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Church Stained-glass window Hymn Meditation</p>	appropriate, to express personal reflections and emotions;	<ul style="list-style-type: none"> Look at the jar. <i>Has it settled?</i> Explain that this is what happens to the mind during quiet meditation. Look at images of the natural world to support calming, stilling and awareness of the wider world. <p>Thinking Beads</p> <ul style="list-style-type: none"> Set the scene with an appropriate image on the IWB, flowers and/or candles and relate to the use and symbolism of Buddhist shrines. Pupils make a string of 'thinking beads' in four blocks of colour. Relate to Buddhist prayer beads, mala. Introduce the ring of a bell to indicate when pupils will change their attention from one bead to the next, relate to Buddhist bell or gong. Pupils go through the beads in each colour thinking of 1-things that they are thankful for, 2 - things that they are sorry about, 3-people to think of or 	<p>for stilling and visualisation exercises or www.buddhanet.net/e-learning/buddhism/e-books.htm CD of stilling exercises for young people from Clear Vision. Has some short exercises focussing on the body and breath.</p> <p>A mandala is a symbolic Buddhist art form, based on circles. Link to Y6 QCA art and design unit - 6A</p>

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-45 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y6 Spring A	<p>Incense Mala Bell/gong Stilling/stillness Visualisation Mandala</p> <p>Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Church visit Hymns Mala Bell/gong Buddhist shrine symbols – Flowers, Candles, Incense Mandalas</p>		<p>remember and 4-a wish for themselves, others or the wider community.</p> <ul style="list-style-type: none"> • Buddhists concentrate on mandalas to help them become more like the Buddha. The pictures and symbols show Buddhist teachings and help Buddhists to meditate. Create impermanent mandalas in sand, cornflower paste, pulses. • Ask pupils to blow their mandalas away and link to Buddhist understanding of the impermanence (everything changes). • OR explore the Buddha Rupas through hand gestures. Pupils can design own Buddha Rupas using model making materials, for example, Crayola Model Magic. • Express personal reflections. • Invite a Buddhist visitor to explore the significance of meditation and ask pre-planned questions. 	<p>'People in Action'</p> <p>See Faith Communities Directory HGfL</p>

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-45 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y6 Spring B This unit is about: Founders of Faiths and their importance for people today (5 Hours) For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6	AT1 (Level 4) Beliefs and teachings Using appropriate religious and moral vocabulary, identify and describe key features of religions, including beliefs, teachings and their meaning. Religious practices and lifestyles Identify and describe similarities and differences in religious practices and lifestyles both	AT1 2:1 to describe the key aspects of religions and traditions that influence the beliefs and values of others; 2:3 about stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today;	HOW IS THE LIFE OF JESUS RELEVANT TODAY? (2:1, 2:3) <ul style="list-style-type: none"> Look at a range of images of Jesus – discuss how these help people to remember what he was like and what he did. Look at the emotions linked to the pictures for example, angry with the moneylenders, loving with the children. Discuss how this helps us to get a better idea of what he might have been like – his picture has been drawn in all nationalities, <i>why</i>? Explore an outline of the life of Jesus. Use a variety of sources to compile a fact-file of significant experiences in Jesus' life. <i>How do Christians remember Jesus today?</i> Mind map for example, churches, charities, celebrations, people, story. Explore the "I am the" Statements of Jesus. <i>What do they mean?</i> Design symbols to represent the statements. If you were being remembered what "I am" 	'Jesus Through Art' Margaret Cooling ISBN 978-1851751198 'Picturing Jesus Pack A' by Lat Blaylock, RE Today ISBN 978-1-904024-59-0 CD Rom version of a Bible encyclopaedia I am the Bread of Life (John ch6 v 35, 48 - 51) Links to Literacy Metaphorical language 'Easter' - Wayland

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-45 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y6 Spring B Minimum time requirement may include RE visits, visitors to RE lessons and RE curriculum days but does <u>not</u> include: collective worship time school productions/ rehearsal time celebration assemblies	within and between religions. AT2 (Level 4) Questions of meaning and purpose Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions. Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:–</i> Carpenter Parables	AT1 2:12 how religious festivals are related to key figures, events and stories and how these are observed within families and religious communities; AT2 2:21 the difference between ultimate and non-ultimate questions including raising questions, suggesting answers and understanding that religions may give followers the answers to some of the mysteries of life;	statements you would leave about yourself. Swap some and guess the authors. WHY DO CHRISTIANS REMEMBER JESUS PARTICULARLY AT EASTER? (2:12, 2:21) <ul style="list-style-type: none"> Reminder of the Easter story and its importance to Christians today. Refer to some of the practices undertaken by Christians on Easter Day, for example, the Sunrise service. Stress the <i>symbolism</i> within the activities. Use picture stimulus for example return to The Last Supper image by Leonado Da Vinci. Discuss the artistic licence used for example, time of day. Link the food to the Seder meal and to Communion. Allow opportunities for pupils to ask ultimate questions about the events of Easter. Focus on the death and resurrection of Christ. Ensure that any answers offered by pupils should be respected. Answers from within 	ISBN-0 7502 2832 6 Use a clock face to show the different parts of the day.

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-45 for pupil-friendly targets</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y6 Spring B</p>	<p>Disciples Shrove Tuesday Fasting Lent Ash Wednesday Palm Sunday Palm crosses Maundy Thursday Maundy money The Last Supper Good Friday Crucifixion Easter Sunday Resurrection New life Easter Eggs Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Crosses Icons Jesus images</p>		<p>Christianity should be given to explain what Christians believe.</p> <ul style="list-style-type: none"> Write an acrostic poem using the word 'resurrection', 'Easter' or 'hope' and/or write in the shape of a cross to express personal / Christian views about the events of Easter. 	



SUMMER



YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y6 Summer This unit is about: Ideas about God (3 hours) For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6	AT1 (Level 4) Beliefs and teachings Using appropriate religious and moral vocabulary, identify and describe key features of religions, including beliefs, teachings and their meaning. AT2 (Level 4) Questions of meaning and purpose	AT1 2:4 about individual beliefs and consider the ways in which members of faith communities describe their understanding of God/gods; AT2 2:21 the difference between ultimate and non-ultimate questions including raising questions, suggesting answers and understanding that religions may give followers the answers to	WHAT MIGHT GOD BE LIKE? (2:4, 2:21) <ul style="list-style-type: none"> Pupils explain the word 'God' to someone who has never heard it before. Pool together pupil's views on the characteristics of God/gods. Point out their diversity and thus the diversity of views within faith traditions. <i>How do people who are religious believe that God/gods act in the world?</i> <i>What characteristics would God/gods have in order to act in the world?</i> (for example, strong, compassionate, intelligent) <i>Does this point to God/gods being like humans?</i> Explain that religious people would search for pointers to the character of God/gods in their sacred writings. Create four line kennings to describe God. 	'Teaching RE - God 5-11' (CEM) Buddhists don't believe in God, Hindus may believe in many gods, Christians have one God. Avoid drawing pictures of God - Muslims are offended by images of God. Pupils should not be disabused of their own ideas about God/gods

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y6 Summer Minimum time requirement may include RE visits, visitors to RE lessons and RE curriculum days but does <u>not</u> include: collective worship time school productions/ rehearsal time celebration assemblies	Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions. Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Trinity Father, Son and Holy Spirit Pentecost Disciples	some of the mysteries of life;	The Probability Line <ul style="list-style-type: none"> Explain that some questions have definite answers, yes or no. Sometimes we are unsure, maybe. Explain probability by labelling a line of choices, no chance, some chance, fair chance, good chance, very good chance, certain. Pupils listen to a range of statements; for each statement they must decide how probable it is they must have a reason for their choice of probability (reinforce that they should not just follow friends). Pupils make a human graph – responding to each statement ‘It will rain today’, ‘the sun exists’, ‘I will become a millionaire today’, ‘love exists’, ‘I will die some day’, ‘there is an Afterlife’, ‘I will have children one day’, ‘God exists’, ‘there is a war being fought somewhere today’, ‘someone in the world has just been born’. Pupils must stand next to their choice of a probability phrase in the 	‘Hello? Is Anybody There?’ by Jostein Gaarder ISBN 1-85881-623-8 Good class story with many ultimate questions Numeracy data handling link

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y6 Summer</p>	<p>Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Bible</p> <p>AT1 (Level 4) Beliefs and teachings Using appropriate religious and moral vocabulary, identify and describe key features of religions, including beliefs, teachings and their meaning</p>	<p>AT1 2:4 about individual beliefs and consider the ways in which members of faith communities describe their understanding of God/gods;</p>	<p>range from 'certain' to 'no chance'.</p> <ul style="list-style-type: none"> Choose several ideas to explore further by interviewing pupils from the line on their living graph. Discuss the statement 'God Exists' in further detail by pairing pupils from different points of the probability line, for example, no chance and certain. <p>WHAT DO CHRISTIANS BELIEVE ABOUT GOD? (2:4)</p> <ul style="list-style-type: none"> Explain that Christians believe in the Trinity, that God has three forms: God the Father, God the Son and God the Holy Spirit. Even Christians find this difficult to understand. Make the scientific link that water can take three forms (solid - ice, liquid - water to drink, gas - vapour as from a kettle). A person can be many things in relationships but still be the same person. Draw an outline of a person and around the edge write all the 	

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y6 Summer</p>			<p>different people they are (for example son, brother, grandson, cousin, friend, pupil, scout). Make a Trinity mobile with the word God in the centre and the three forms hanging equally from it.</p> <p>Or</p> <ul style="list-style-type: none"> • Take a strip of paper and some sticky tape. Turn the paper into a loop, but before you stick it down, flip one end of the paper over. This should give you a piece of paper with a half-twist in it. This is a strip (see diagram). • How many sides does it have (inside and outside)? • Draw a line down the centre of the strip by starting at the join on the outside and work your way around. What happens? So how many sides does it have? How is this possible? • Cut the loop in half along the strip. What happens? Do you get 2 new loops? Try different ideas with the strips. How do they 	<p>Möbius strip is a long strip of paper made into a loop with a half twist in it.</p> <p>Look at the idea of mystery and what it means to not know everything about something.</p>

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y6 Summer</p>			<p>work? Can it be easily explained? It is like a mystery. Christians often speak of God and Jesus as a mystery.</p> <p>Read the story of Pentecost, which describes the Holy Spirit coming to be with the disciples after Easter. For some Christians this is the most important event in the Jesus story. Explain that the Holy Spirit gives them comfort and it is this part of God which is with them all the time. Fire is often used to symbolise the Holy Spirit. Each pupil to be given the outline of a tongue of flame. Inside to write their views of what God is like.</p>	<p>Bible Acts ch2 v 1 - 3</p>

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y6 Summer</p>	<p>answers about the significant experiences of others, including religious believers.</p> <p>Values and commitments Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings</p> <p>Vocabulary <i>In this unit pupils will have an</i></p>	<p>2:24 about religious codes of conduct and rules of living, considering the effect of these on daily life;</p> <p>2:25 examples of the ways in which personal and religious beliefs may influence their behaviour and that of others.</p>	<p>newspapers, pupils cut out articles about environmental issues. In groups discuss the stories and identify where the responsibility lies. Plenary to share stories and ideas. Make a class scrap book, with articles annotated with views. Imagine they are writing to the editor of the paper, giving their ideas about responsibility and solutions. Add these to the scrap book.</p> <ul style="list-style-type: none"> • Revise the Genesis Creation story. Focus on the part where God gives Adam and Eve “Dominion”. What does that mean? Look up other translations of the Bible to find different words. Use a thesaurus to find synonyms. Discuss what responsibility God meant humans to have over the natural world in the story. <i>What does this mean in today’s world?</i> • Write a letter to Adam and Eve explaining where successive generations of humans have gone wrong. Swap letters for a reply making suggestions for the present 	

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y6 Summer</p>	<p><i>opportunity to use words or phrases such as:–</i> Genesis Adam Eve Dominion Vegetarian Reincarnation</p> <p>Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Bible</p>		<p>generation or ideas for the locality.</p>	

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y6 Summer This unit is about: Suffering and happiness (7 hours) For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6	AT1 (Level 4) Beliefs and teachings Using appropriate religious and moral vocabulary, identify and describe key features of religions, including beliefs, teachings and their meaning. Religious practices and lifestyles Identify and describe similarities and differences in religious practices	AT1 2:1 to describe the key aspects of religions and traditions that AT2 2:17 to participate in periods of stillness and quiet thought and, where appropriate, to express personal reflections and emotions; 2:22 about the relationship between humans, their environment and other living creatures, including examples of religious teaching and practice; 2:24 about religious codes	CAN DESIRE CAUSE SUFFERING? (2:1, 2:17, 2:22, 2:24, 2:25) <ul style="list-style-type: none"> Introduce the four noble truths. <i>Can desire cause suffering?</i> Discuss, reflecting on own experiences of wanting something, getting it and why it may not provide everlasting happiness, for example you may worry about breaking it/losing it, a new, better version may replace it. Throw a bean bag to a pupil and name a source of suffering, for example watching flowers wilt, having a pain in my toe, or not getting what I want for my birthday. They have to quickly throw to another pupil with another sort of suffering. Aim for no repeats. Look at all the 'suffering'. Role play the Buddha sitting and listening to people's complaints about their suffering. Can the Buddha role identify the craving, clinging attachment which forms the basis of the suffering, can they suggest a way to stop 	'Buddhism for KS2', by The Clear Vision Trust – programme two 'The Dharma', clip of girl wanting and receiving a new bicycle. www.clear-vision.org

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y6 Summer Minimum time requirement may include RE visits, visitors to RE lessons and RE curriculum days but does <u>not</u> include: collective worship time school productions/ rehearsal time celebration assemblies	and lifestyles both within and between religions. AT2 (Level 4) Human identity, personality and experience Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers. Values and commitments Ask questions	of conduct and rules of living, considering the effect of these on daily life; 2:25 examples of the ways in which personal and religious beliefs may influence their behaviour and that of others. AT1 2.6 to investigate the significance of religion in the local, national and global communities; AT2 2.17 to participate in periods of stillness and	suffering by letting go of the craving. <ul style="list-style-type: none"> Revisit the Noble Eightfold Path and explain that Buddhism teaches that following this will be the best way to live. One of the paths is Right Living. <i>Which of these jobs would a Buddhist find acceptable/unacceptable?</i> – Cook, shop owner, tobacconist, builder, butcher, teacher, soldier, nuclear power worker, fisherman, doctor, librarian. Pupils should give their own examples of 'Right Living'. WHY IS THERE SUFFERING IN THE WORLD? (2.6, 2.17, 2.22) <ul style="list-style-type: none"> 'How can there be laughter when the whole world is burning?' meaning how can we be truly happy when there is so much suffering in the world. Pupils write individual responses and bring into a class circle, with a burning candle in the centre. In turn pupils share their responses. 	Introduction to the Holocaust. Link to History, Second World War.

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y6 Summer	<p>about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings</p> <p>Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:–</i> Four Noble Truths Desire Craving Suffering Noble Eightfold Path</p>	<p>quiet thought and, where appropriate, to express personal reflections and emotions;</p> <p>2;22 about the relationship between humans, their environment and other living creatures, including examples of religious teaching and practice;</p>	<ul style="list-style-type: none"> • In a quiet, dark and reflective setting continue to focus on the candle and share a story about suffering for example, 'The Number on My Grandfather's Arm' by David A. Adler. Reflect upon the issues raised by Grandfather's account of the Holocaust. • Use the lesson plan provided online. Play the Holocaust Memorial Day Trust (HMT) 'Stand up to Hatred Game'. • Taking a large piece of paper divided in two, take one of the situations from the game and draw two pictures to tell a story. On one half of the paper show what was happening and in the other show what people could have done to Stand up to Hatred. Write a caption for your picture. Alternatively, find examples of suffering using newspaper cuttings or use the Internet to find examples of suffering during WWII or other examples of genocide. 	<p>'The Number on My Grandfather's Arm' by David A. Adler ISBN 0-8074-0328-8</p> <p>www.hmd.org.uk</p> <p>http://www.thegrid.org.uk/learning/re/ks12/resources/hertsow/year6.shtml</p>

YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
Y6 Summer	<p>Right Living Holocaust Friendship Prayer wheel</p> <p>Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Prayer wheel Prayer flags</p>	<p>AT2 2:17 to participate in periods of stillness and quiet thought and, where appropriate, to express personal reflections and emotions;</p> <p>2:22 about the relationship between humans, their environment and other living creatures, including examples of religious teaching and practice;</p>	<p>HOW DO YOU OVERCOME EVIL AND PROMOTE GOODNESS? (2:17, 2:22)</p> <ul style="list-style-type: none"> Discuss the value of friendship with the pupils as a means of promoting goodness. <i>Have you ever had a friendship which you really cherished and valued? Why did you highly regard this friendship? What do you consider are the most important elements of friendship? Do you think most people consider friendship to be important? If you wanted to encourage peace and friendship in the world, would you start by changing yourself or other people?</i> Show a Buddhist prayer wheel for pupils to explore what it could be, then explain. Discuss the use of prayer wheels and flags in many Buddhist countries. Explain that some are powered by water or wind, symbolising the Buddhist belief in the interconnectedness of nature and prayer. Whilst listening to Buddhist music, pupils 	<p>Mantras and prayers are written in prayer wheels and on flags. As the wheels turn and the flags blow in the wind, Buddhists believe that the prayers are repeated over and over again.</p> <p>Buddhists believe that karma is the law of cause and effect. All actions have consequences.</p>

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets</p>	<p>HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y6 Summer</p>			<p>think of one word to reflect their hopes and dreams for the world. Pupils reflect on the future world that they wish to be part of as they leave Primary School and begin a new journey, for example, peace, compassion, understanding, friendship etc. In silence, pupils write one word to summarise their hope, wish, dream or prayer a piece of A4 coloured paper and then one by one say their word out to the class as they peg it to a washing-line. Finally, explain that their words on the washing-line are like a Buddhist prayer flag and that Buddhists believe that like karma, when the wind blows their words will spread out reaching many. Leave up for display.</p>	