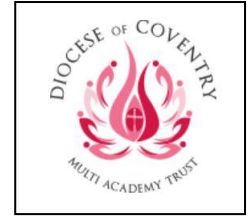




Leamington Hastings C of E Academy

Religious Education planning for curriculum progression



At Leamington Hastings C of E Academy, the curriculum provides opportunities for children to develop spiritually and develop an understanding of their own world view, whilst embracing and celebrating a diverse range of beliefs, culture and views that are important to others. At Leamington Hastings Academy our aim is to build an RE curriculum that enables every child to flourish and to live life in all its fullness (John 10:10), linked to the Multi Academy Trust. This is also rooted in our school vision and Christian values, linked to the parable of the sower. Our teaching aims to maximise the outcomes for every child so they can learn more, remember more and understand more, exploring big questions about beliefs and how people live. Through this, they can reflect on their own ideas and make sense of what religion means to them. In Religious Education, children are provided with opportunities to learn about religions and worldviews in local, national and global contexts, preparing them to participate positively and responsibly in the experience of life in modern Britain.

Aims

At Leamington Hastings C of E Academy we aim that children:

- Develop skills that enable them to make sense of the world around them
- have an empathetic sense of the diversity of belief in modern Britain
- have opportunities to experience the world through spirituality
- are supported to develop a basic understanding of key religions
- are respectful of other people’s ideals and beliefs
- have early opportunities to debate and discuss significant human questions
- are supported to contribute to the wider community in a positive and meaningful way

* Children should have the opportunity to write a prayer (either personal or through a religious lens) or personal reflection at the end of each unit.

	Skills and knowledge taught as part of R.E. sessions:				
	Rising 3	Pre-School	Reception	Year 1	Year 2
	Understanding Christianity				
Creation (EYFS & KS1 – Cycle A)	Talk about some pictures from the creation story with the support of an adult.	Listen carefully to the Christian story of Creation. Locate the creation part of the Big	Listen to and recall some things that happened in the Creation Story. Link specific things mentioned	Listen to and simply retell the creation story, using the Big Frieze to link to the different parts of the Creation story.	Retell the Creation Story, identifying the type of text (e.g. story, parable, gospel account). Use the Big Frieze

	Frieze and talk about some key events from the story.	in the Bible to what they can spot on the Big Frieze.	Look at Jackie Olenicks 'Breisheit'. Sketch the story as it is told then retell it to a partner. Scribe some key phrases.	to recognise the Creation story is the beginning of the 'big story' of the Bible. Look at Jackie Olenicks 'Breisheit'. Sketch the story as it is told then annotate it with meanings and interpretations.
	Recall that Christians believe God created animals, plants and people.	Understand that Christians believe God created all things and gave them life.	Understand that Christians believe God provides everything they need to survive, so they want to thank and praise him.	Explore what the Creation story means to Christians. Think about how special the relationship is with God as their Creator and Sustainer.
	Respond to the Christian story of creation through art.	Collaborate to create a collage or drawing of one part of the Creation story. Talk about what they are doing and how this relates to the Bible story.	Explore the wonder of Nature, linking this to spiritual feelings/ experiences. Select some qualities God might have to be an amazing Creator.	Link the wonder of nature to their personal spiritual reflection. Think about and suggest what qualities God might have to be such an amazing Creator.
With adult support, explore ways of looking after animals.	Try to create a Jellyfish. Begin to link this with the concept of creation. Explore why we should be kind to all creatures.	Explore the question 'Why did God make Jellyfish?' We can't eat them and they might sting us. Question if we think all creatures should be treated kindly and link this to a respect for God.	Explore the idea that humans should care for the world because it belongs to God. Reflect on what they think personally. Link to the Christian values and create some 'dos and don'ts' to make the world a better place for everyone. What do we think? What does a Christian think?	Explore how the Creation Story in the Bible gives Christians messages about how to behave. Reflect on the image of creation as a perfect paradise and show some pictures from polluted, developed cities now. What would God think? What questions would you ask the world-maker?
With adult support, explore ways of looking after plants or the world.	Simply explore some good deeds that Christian groups take part in to help others or look after their environment. Children to give some examples of how they help others.	Explore how Christian groups in Rwanda take part in community service to show respect and give thanks to God. Children to reflect on how they help and why.	Explore how the Creation Story in the Bible gives Christians messages about how to behave. Examine why some Christians say Grace before meals. Take part in the fruit 'experiential activity' in making connections. Write your own 'Thankful prayer'.	Give examples of ways that Christians use the Bible story of Creation to guide their beliefs in the individual lives and communities. Christians show they are thankful by sharing with those who have less. (Matthew 10:8) Find out what Churches and the School does with their

					Harvest offerings – reflect on why. Write a prayer for the needy.
Incarnation (EYFS & KS1 – Both Cycles)				(Cycle A) Show a short clip of the local area that includes some signs that Christmas is coming, or Christmas adverts. Why does Christmas matter to Christians? Ask who puts up decorations at home at Christmas or for Birthdays. What decorations do they use? Show 'Grace's' favourite decoration – why do we think she like this one?	(A)After watching the clip, ask which symbols of Christmas are important to Christians. Discuss and explore various secular and religious decorations. Which are more meaningful to Christians? How do you think Christians feel about Christmas and why?
	(A&B) Show photos of the adults at school. Compare to the adults now. Enjoy looking at pictures of Jesus as an adult. Supported to identify Baby Jesus from a nativity set.	(A&B) Show photos of the adults at school. Try and match them to the adults now. We were all babies once! Listen to captions of the things Jesus did as an adult. Identify baby Jesus in a nativity set. Think about who the other figures might be.	(A&B) Show photos of the adults at school. Try and guess who is who. We were all babies once! Understand that Jesus as an adult did amazing things and taught people about God. Look at a nativity set and order the figures in order of importance (personal opinion).	(Cycle A)Look at a picture of Baby Jesus – talk about how he looked like an ordinary baby, but Christians believe he was very special indeed – God on Earth! Think about a baby's bedroom. All babies are special but imagine how special a baby that is also God would be! Design an extra special baby's room, Model the importance of links to Christianity, e.g. cross decoration.	(A)Brainstorm as many Christian items for the baby's room as you can think of (e.g. cross, painting of Mary and Joseph, bookcase for a bible, stained glass windows etc). Say why you have included certain items.
	(A&B) Spot the stable on the big Frieze, with support.	(A&B) Find the Stable on the Big Frieze.	(A&B) Find the nativity on the Big Frieze, adult prompts to look at how	(A & B) Use the Big Frieze to see where incarnation fits into the big story of the Bible. Spot the nativity	(A&B) Explores the Big Frieze and where incarnation fits into this. Why is he golden? Why is

	Explore the nativity story by performing as one of the characters.	Perform in a nativity and describe their part in the story.	it fits with creation/salvation. Perform in a nativity and reflect on the importance of their character in the bigger story of the birth of Jesus.	scene. Can we see Jesus portrayed in Gold? Christians considered Jesus a King – can you see signs of this? (crown on a building – writing ‘King of Kings)	he on a path? Where did he begin and where is he going? Did you spot anything else? Can you see where ‘incarnation’ is written?
	(A&B) Listen to the key Christmas stories. Comment on these and the nativity picture.	(A&B) Listen to the key Christmas stories and be able to recall some of the things that happen through small world play. Name some people from the story and stick them into the stable.	(A&B) Listen to the key Christmas stories and simply retell. Match the nativity figures to the parts in the story. Discuss and place the people you consider most important in the stable. Explain your choices.	(A) Tell the story from the Gospel of Luke. Point out that the poor shepherds came to visit Jesus. This reminds us that God came to Earth to bring good news to everyone – rich or poor. What do we think the good news might be?	(A) Tell the story from the Gospel of Luke. Point out that the poor shepherds came to visit Jesus. This reminds us that God came to Earth to bring good news to everyone – rich or poor. What might the shepherds say to Mary and Joseph and what questions might they ask?
	(A&B) Comment on Christmas cards with the support of an adult.	(A&B) Look at a variety of Christmas cards – adult support to notice the features of the Christmas story. Cut and stick images to make your own Christmas image.	(A&B) Look at a variety of Christmas cards – sort which ones are showing the Christmas story from the Bible. Name the key characters. Make your own Christmas card for Grace. Talk about what people might do today if they heard a very important baby had been born.	(A) Advent. Introduce the word ‘advent’ as the arrival of something. Christians call the four weeks in the lead up to Christmas ‘Advent’. Explore advent traditions and pick one to label/write about.	(A) What preparations do you make before an exciting event? (Context of birthday party). Explore ways that Christians prepare for the celebration of the birth of Jesus. What would Grace say each tradition reminds her of? Know the key features of advent.
	(A) Show candles, birthday cards and sing happy birthday. Comment on what happens at a party and link this to Christmas	(A) Show candles, birthday cards and sing happy birthday. What do we do at a party? Link to Christmas being a	(A) Show candles, birthday cards and sing happy birthday. Reflect on why we have birthday celebrations and what it would feel like if	(A) Mind map some thank you prayers or sentences that people might have said at different parts of the Christmas story. Write a thank you prayer or	(A) Why are Christians today thankful at Christmas? (Hope, Jesus being born to rescue humans and connect them to God, helping teach

	<p>being like a birthday party for Jesus, who is a very special baby.</p>	<p>celebration of the birth of Jesus, to share God's love. We can perform Nativity plays to celebrate with others and share the story with the community.</p>	<p>everyone forgot your birthday. Link this to Christmas -remembering the birth of Jesus. We can perform Nativity plays to share the good news of God coming to Earth. Look at last year's nativity photos. Why do Christians perform Nativity Plays at Christmas?</p>	<p>message from your own perspective.</p>	<p>them how to live well together). Write a prayer from Grace and say what you think about Christmas from your own perspective.</p>
				<p>(B) Show 3 children. Ask by looking at the pictures who is kind/good at art/can play the piano. Make links to the idea that you can't tell what someone is like by looking at them, but that Jesus was very special to Christians. Recall characters from the nativity.</p> <p>https://www.nationalgallery.org.uk/paintings/sandro-botticelli-mystic-nativity</p> <p>Use a frame to examine and choose the most important part in your opinion. Discuss how the artist has shown Jesus is important.</p>	<p>(B) Understand that Jesus did not look special on the outside, recall why he was so special to Christians (he was God on Earth). Become a character from the Nativity in a hot seat activity to explain to Year 1 that Jesus was more than a normal baby.</p>
				<p>(B) Briefly recap the story from Cycle A of how Jesus brought good news to very poor people. Add the Angel appearing to Joseph and the visit of the Wise Men. Look at crib scenes from around the world – describe and label similarities and differences.</p>	<p>(B) Recall parts of the story to help prompt the teacher narration. Think and debate what Joseph might have thought or said. Repeat for the Wise Men.</p>

				(B) Show people 3 sets of images e.g. Joseph/Mary/Gabriel or Jesus/Wise Men /Shepherds. Ask pupils to choose an odd one out and say why.	(B) Use the images from the story (including unnecessary ones e.g. sheep/stars). How many can be removed while keeping the Christian meaning of Christmas and Incarnation. Aim for 3 or less. Write an 'I think' statement.
	(B) Joins in with some Christmas Carols.	(B) Understands that some Christians go Carol singing to raise money to help others.	(B) Explores Carol singing for Charity and the reasons that some Christians help others (Following the example of Jesus and the teaching in the Bible)	(B) Listen to a few excerpts of Christmas songs and explore whether they are talking about the Christian meaning of Christmas. Compare to some traditional Christmas Carols. Spot some key words linked to Jesus and the Christian story. Make a personal reflection.	(B) Contribute to the list of possible Christmas Carols and think about their meaning. Write another verse for a well-known carol. Make a personal reflection.
	(B) Talks about special presents or surprises. Supported to link to the Christian belief that baby Jesus was special.	(B) Thinks about the best present ever. Understands that Christians think that Jesus was an amazing gift to the world. How does Grace feel at Christmas? How do you feel?	(B) Understands that Christians think Jesus might be the best present ever, like the whole of God wrapped up in a baby. How did people feel when they found out he was so special? Consider the things that are important to Christians at Christmas and write what Grace thinks/ What I think.	(B) Talk about and experience the gifts that the wise men gave. What would you give to Jesus? Listen to 'In the Bleak Midwinter'. What would a poor person give Jesus if they were visiting him?	(B) Explore why we think the Wise Men gave their gifts. (Link to expensive gifts – traditionally given to Kings – Jesus was a very important king, even if he didn't look like it) Listen to 'In the Bleak Midwinter'. Discuss the last verse – what does this mean to a Christian?

	(A&B) Think of something they are thankful for, with support.	(A&B) Link Christmas with the Christian value of thankfulness. Think of something they are thankful for.	(A&B) Link Christmas with the Christian values of Thankfulness and Generosity. Write a thankfulness prayer from themselves or from Grace.	(B) Understand that Christmas is a time for giving. Recall that the Wise Men gave presents to Jesus, but Jesus came for everyone, rich and poor. Learn about two charitable projects for Christmas. Suggest ideas of how to help others. Write a thankfulness prayer.	(B) Explore why Christians try to help others. Christians believe that Christmas is a time for giving and thinking of the poor. Understand that it is not only Christians who care for others, or who celebrate Christmas, but it is only Christians who believe Jesus is God in the flesh. What could we do to be kind to others this Christmas? Write a thankfulness prayer.
Salvation (EYFS & KS1 – Both Cycles)				(Cycle A) Collect responses of why pupils think Easter is important to Christians. Set up an Easter labyrinth for pupils. Essential parts of the story to be included in the labyrinth for Year 1 are: 1) The entry into Jerusalem; 2) Jesus' betrayal and arrest at the Mount of Olives; 3) Jesus' crucifixion; 4) The empty tomb; 5) Jesus' appearance to Mary Magdalene and the disciples. Children to stop at each point to discuss and reflect on their thoughts and feelings. Simply order events by threading images onto string. What do we think is the most important part of the Easter story and why?	(Cycle A) As year 1, plus children to think of questions that will form the basis of their enquiry into the meaning of the Easter story. Children to be given additional parts of the story to be placed into the timeline – cleansing of the temple, the last supper, Jesus' trial. Pupils to find examples where Jesus is showing people how to live, forgiveness, humility, prayer. What message do Christians take from this?
				(Cycle B) Collect responses of why pupils think Easter is	(Cycle B) Stop the parcel on the added Yr 2 events

				important to Christians. Play pass the parcel with the story placed in order. Recap the story by freeze framing. Map the emotions of the story.	such as cleansing of the temple, the last supper, Jesus' trial. Annotate the freeze frame tableaux with how the people are feeling.
	Join in with the Palm Sunday story. Notice that people felt happy or excited.	Act out Jesus entry into Jerusalem on palm Sunday. Explore how the people might be feeling.	Act out Jesus' entry into Jerusalem on Palm Sunday. Explore the reasons that people were so happy to see Jesus and the meaning of 'Hosanna'.	(Both) Place the events of Easter on the 'Big Story' of the Bible timeline, using the frieze artwork and the keywords. Christians believe Jesus taught and showed people how to live well together. Look at the Ascension – how Jesus died to wipe out wrongdoings in the world and connect us with God.	(Both) Examine the big Frieze. Get pupils to work out where the Easter story is on the 'Big Story' frieze. Introduce the words 'sin' and 'salvation' – can they find the letters of the word 'sin' on the frieze, and in the word 'salvation'? Which letters can they see from 'save' in it? Jesus' name means 'he saves', and he came on a rescue mission to bring people back to God.
		Listen to the song telling the Easter story and try to join in with the actions to retell the main parts.	Simply recall the main events of the Easter story by listening and responding to the verses of 'Jumping up and down shout Hosanna'.	(Cycle A) Invite in a member of the clergy or a local Christian to share some images, objects and experiences linked to ways in which Christians remember the story of Holy Week and Easter. Introduce pupils to traditions linked with Palm Sunday (palm cross, Palm Sunday Good Friday and Easter Sunday	(Cycle A) Help pupils to remember how each practice links to the story by putting on one classroom wall a picture of Jesus riding into Jerusalem, three crosses on a second wall, and the empty tomb on the third. Give pupils one of the Easter practices they have learnt about – they should run to the picture it links to. Pupils should justify their choices.

	<p>Recognise that a cross is important to Christians like Grace.</p>	<p>Look at the cross on a hot cross bun. Understand that the cross is an important symbol for Christians because Jesus died on a cross in the Easter story from the Bible. Support to find the cross on the Big Frieze</p>	<p>Look at a cross on a hot cross bun. Recognise some symbols of Easter. Connect this to new life (spring) and to the Christian belief that Jesus died on a cross and later came back to life. Reflect on our personal thoughts about Easter and what a Christian (Grace) thinks. Spot the cross on the Big Frieze.</p>	<p>(Cycle B) Visit a church to look for signs of Easter (cross, chalice). Why do Christians still use these artefacts today?</p>	<p>(Cycle B) Following a visit to church, link these artefacts to the Easter story and reflect on their meaning. Why do Christians think they are important? Talk about how Jesus' example inspires Christians to forgive others; ask some Christians about what it means to forgive and be forgiven.</p>
	<p>Watch the Easter preparation clip of 'Let's Celebrate'. Help make an Easter garden and listen to the adult as they explain what the different parts tell us about the Easter story.</p>	<p>Watch the Easter preparation clip of 'Let's Celebrate'. Help make an Easter garden and comment on what the different parts represent.</p>	<p>Watch the Easter preparation clip of 'Let's Celebrate'. Link which part of the story is represented by an Easter Garden. Think about the symbols of the tomb and cross and the meaning for Christians today. Link to forgiveness.</p>	<p>(Cycle B) Give scenarios where forgiveness is important. Show that Jesus was able to forgive by showing understanding 'Father, forgive them, for they know not what they do'. Ask children to remember a time that they forgave someone. Write a prayer for forgiveness.</p>	<p>(Cycle B) Make the link back to the Christian idea that Jesus came to build a bridge back to God. Jesus shows what God is like, and his example of offering forgiveness reminds Christians that God will forgive them, and that they should forgive others. Write a prayer to reflect this.</p>
	<p>Simply connect the celebration of Easter (e.g. holiday, chocolate) to an important celebration for Christians.</p>	<p>Understand that Easter is an important celebration for Christians because Jesus died and came back to life. Make a flower cross to simply link Jesus' death and new life.</p>	<p>Explore the deeper meaning of Jesus' death and resurrection for Christians. They believe Jesus died to show love and sacrifice for Humans. When he came back to life it gave hope, forgiveness and a new start. Make a flower cross and reflect on what</p>	<p>(Both) Give some instances of when Christians try to follow Jesus' example and look after other people. Find out some examples of local churches helping the homeless, running a foodbank, or helping people with disaster relief around the world. Think about how people might feel when they are given help.</p>	<p>(Both) How does helping others link with the idea of Jesus 'saving' people? Jesus wants Christians to rescue those who are suffering too. Ask the key question for pupils to respond to – Why does Easter matter to Christians?</p>

			this might mean to Christians.		
God (EYFS & KS1 – Cycle B)	Know that the word 'God' is a name.	Understand that the name 'God' is important to Christians.	Talk about why Christians treat the word 'God' with respect.	Use the artwork from John Swanson depicting the 'Prodigal Son'. Isolate parts of the picture with frames. Children to say what they can see and what they think is happening. Listen to the parable of the Lost Son. Answer 'I wonder' questions.	Use the artwork from John Swanson depicting the 'Prodigal Son'. Isolate parts of the picture with frames. Children to think about the mood conveyed, and imagine what the rest of the picture might be. Listen to the parable of the Lost Son. Write their own 'I wonder' questions and respond to these.
	Listen to songs of worship.	Consider how Christians use songs to worship God.	Explore some songs of worship and consider how Christians use these to show that God is important to them.	Discuss that a parable is a special sort of story told by Jesus to help people learn or understand ideas. Parables have a hidden meaning. Think together about what the hidden meaning of the Lost Son might be. Decorate the outside of a matchbox with the literal meaning, with the hidden meaning inside.	Discuss that a parable is a special sort of story told by Jesus to help people learn or understand ideas. Parables have a hidden meaning. Link the hidden meaning of the father welcoming the son to the Christian belief that God forgives and welcomes back humans that have turned away from him. Decorate the outside of a matchbox with the literal meaning, with the hidden meaning inside. Write how we show forgiveness.
				Understand the parable of the Lost Son teaches Christians that God is loving like a parent. Christians want to show God that they	Choose the 6 best/most important ways that Christians can show love to God. Draw a picture in each box and justify your

				love God in return. Share some ways that Christians might do this (pg 5 KS1 resources). Draw an example of what they think this looks like.	choices. (Because God wants Christians to help others, or praying will let God know Christians are thinking about him.)
				Explore which of our Christian values are portrayed in the parable of the Lost Son. (forgiveness) What happens in school when something goes wrong? Think of an example of when you have forgiven someone, or when someone has forgiven you. What do Christians believe God is like?	Is forgiving people only important for Christians, or for other people too? Look at the image from the boy, the horse and the mole about forgiveness. What might happen if we didn't forgive? How does it feel when you show or receive forgiveness? What do Christians believe God is like?
	Listen to 'The Precious Pearl'. Name something that is special to them (e.g. a special toy)	Recall that Christians believe God is wonderful because he made the world and cares for everything in it. Tell an adult about something that you are thankful for.	Explore how Christians show respect for God by looking after the world and his creations. Write a thankfulness prayer for harvest.	Write a prayer (personal or from Grace) asking for forgiveness or to praise God.	Write a prayer from Grace or as a personal reflection, praising God and asking for forgiveness. (Resource sheet 4)
Gospel (KS1 – both cycles)				Take part in the tax collector role play. How did the people of Israel feel about the Romans and the tax collectors? Recall that Christians believe Jesus brings 'Good News'. Display the Christian values and vote on two values that they think Jesus offered. (Friendship, forgiveness).	Why did they feel this way? Is it fair? Who would you want to be friends with? Draw out of the children the 'Good News' that Jesus brings. Display the Christian values and vote on two values that they think Jesus offered. (Friendship, forgiveness).

				Introduce the third offer of Good News – Peace.	Give examples of these values. Introduce the third offer of Good News – Peace. What do we mean by Peace?
				Check that Children understand that Jesus had 12 special friends, known as disciples. Choose ‘world changers’ and their qualities. Understand that Jesus was a friend to the friendless. Listen to Matthew 9:9-13.	Explore the idea that Jesus was a friend to those left out by other people. Why would Jesus choose them? How does this help Christians today? (Draw out that if Christians were feeling lonely or unloved, they could turn to God for comfort)
				Fill three out of four hearts to draw worried, ill or afraid. Listen to John 14:27. Jesus made this promise to give his disciples peace in their hearts when times were tricky. Think together about four kinds of peace. What would they/ a Christian draw to show peace? Draw into fourth heart.	Think about how Christians might feel by following Jesus? Brainstorm and respond individually to four kinds of Peace. What would they/ a Christian draw to show peace? Draw into fourth heart. Annotate underneath what it is and why it shows peace.
				How do Christians love God and their neighbour? Explore a Christian Good News project that helps others. What is going on? Who is this good news for? Explain why this is a good example of people following Jesus.	How do Christians love God and their neighbour? Use the Christian Good News project to discuss and debate what Jesus might say or do if he visited this project.

				Identify peaceful, friendly or places where you can forgive people in school. On a church visit find places inside or outside that reflect these values and link to how it helps Christians to feel forgiven or close to God. If a church visit is not possible take photos of the school teddy in church. Make 'silly' suggestions (e.g. dustbins) to help guide pupils.	Show on your face or by using body language an expression of peace, forgiveness or friendship. Use photos of the church visit to reflect on why Christians think Church might be good news.
				Explore some simple Christian prayers. Write a 3 line 'good news' prayer.	Explore some simple Christian prayers. Write a 3 line 'good news' prayer. Complete the sentences 'Christians say good news is...' 'Good news for me means...'

Agreed Syllabus

Which stories are special and why (EYFS – Cycle A)/ What can we learn from sacred books? (KS1 – Cycle A) (Th – B)	Talk about a favourite story.	Collect children's favourite stories and talk about why they are special to them. Explain that our RE puppets have special stories from their sacred books.	Think about which stories children think are special. What makes them special? Where do they keep them and how do they treat them (with prompts). Link to the Bible, Vedas and Qur'an belonging to our RE puppets, which contain lots of very special stories.	Show children a box containing a special book from home. Explain that this book belonged to your grandmother and has lots of really good ideas in it. Put gloves on before taking it out with exaggerated care. Children should notice and make some links with what you are doing to treat the book carefully. Why should we show respect to a book? Respond by	Introduce the meaning of 'sacred' (put aside for God). Children to offer the names of some sacred books (Bible/Torah/ Qur'an) and recall some ways that people showed respect (previous learning from sacred places). Why do you think these books are so special to the people they belong to? Respond by drawing the front cover of their
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				drawing the front cover of their favourite story to make a class catalogue. Why do you like this story?	favourite story to make a class catalogue. What type of book is it and how do you look after it?
Consider how some stories can help us make good choices.	Link that Grace finds special stories in the Bible, they teach her Christian values and how to make good choices.	Ask children to make links between the story of Creation/ Christmas/ Easter and the Christian belief.	Children to recall any special stories that they know from sacred texts. Would the same stories be special to all people? Use images of the EYFS puppets to recall that they don't all believe exactly the same thing. They all have their own sacred books (guide to match as a class). Read some true/false statements about what their books are for and decide.	Why do we think people still read sacred books today? Read some quotes and put them in order from most-least true/ important. Reason why they chose the most important.	
Listen to Aesop's fables. With help identify good and bad choices in the story.	Listen to Aesop's fables and talk about good choices.	Listen to Aesop's fables and link to Christian values. Understand that many religious stories have messages to help teach people how to behave and live happily together.	Recall that we all chose different types of books in our catalogue. Explain that there are different types of stories in the Bible. A story with a hidden meaning is called a parable. Story cube of the lost sheep. Read out the story. Reflect and discuss what they think the hidden meaning is, from a selection.	Reflect and discuss the hidden meaning of the lost sheep, thinking about God's relationship with humans. Reveal! Wonder and respond to how this story makes Christians feel about God and how reading it could help them in their lives today.	
Listen to the Hindu story of Rama and Sita. Discuss some ways of helping others or making good choices with the help of an adult.	Listen to the Hindu story of Rama and Sita. Think about some ways that we help others or the world.	Listen to the Hindu story of Rama and Sita. Explore the message of the story, that good can defeat evil just as light can chase away darkness. Link to the	Listen to the story of David and Goliath and Muhammed and the hungry stranger. Briefly discuss who these belong to. Children to identify what	Following on from reading the Year 1 stories, how might reading these stories impact on the lives of people today?	

			Christian belief that 'Jesus is the light of the world'. Reflect on how they can be like the light.	they think the message of each story is.	
	Listen to the Muslim stories about the Prophet. With the help of adults think of a way to be kind to animals.	Listen to the Muslim stories about the Prophet and think about how we are kind to animals.	Listen to the Muslim story of The Prophet and the Ants/ The crying Camel. Reflect on the message that God is asking Muslims to be kind to animals. Reflect on what the message in the story means to us.	Some stories are special to more than one religion! How amazing! This story belongs to Imran, Hannah and Grace (show images of EYFS puppets) so is sacred for Muslims, Jews and Christians. Listen to the story of 'Prophet Nuh' from the Qur'an. https://www.youtube.com/watch?v=izBPNch26JE Now listen carefully. Here is the retelling from the bible: https://www.youtube.com/watch?v=qzYiy6lhRag Use picture prompts to spot any similarities and differences.	Use the same resources as Year 1. As they watch, ask Year two to think about the actions of God and Noah in the two stories. Can they spot any similarities/ differences? Discuss the ending in the Bible. God said he was sorry for destroying the Earth and promised never to destroy things again. In the Muslim faith their version focussed on obeying God, and that God was right to do as he did, as humans should have been making the right choice. What do you think? Can you identify some right and wrong choices from the story?
	Listen to Stories Jesus Told. Begin to simply talk about how these relate to feelings of happy/sad.	Listen to Stories Jesus Told. Notice links to our Christian Values, with some prompts from adults.	Listen to 'Stories Jesus Told' Recall the Aesop's tale of the Fox and the Baboon' the fox was a good leader. What do we think Jesus was like as a leader?		
Being special, where do we belong? (EYFS-	Talk about belonging in the context of their family.	Identify belonging in the context of their family and school. Understand that each	Look at school logo, dance logo etc. Identify various groups that they belong to. (School,	Talk about groups they belong to, what they enjoy about them and why they are important to them.	As year 1 plus identify how they show they belong to that group – do they wear a uniform or

<p>both cycles) /What does it mean to belong to a faith community? (KS1 – cycle A)</p>		<p>person is unique and special in their own way, but we can all be a part of a group too. Link this with inviting each other to play. It makes us feel welcome.</p>	<p>family, swimming, dance etc). Think of a new baby. How would we welcome a new baby into our family? These ideas are ways of helping to show where the new baby belongs!</p>		<p>logo on their kit? Do they have badges or wear special colours/ accessories?</p>
	<p>Notice and comment on some things that happen in a christening.</p>	<p>Take part in a pretend christening. Simply recall what happens. Look carefully at the cross and the candle, exploring with adult support why these are important to Christians.</p>	<p>Christening re-enactment. Take part in a pretend Christening, understanding that it links to being welcomed by God. Recall some things that happen and the significance of some symbols/artefacts.</p>	<p>Explore some symbols of belonging across Christianity and two other faiths</p>	<p>Explore why people wear the symbols and their meaning, focussing on identity and belonging.</p>
	<p>Comment on what they see people doing/wearing in an Aquiqqa. Develop positive attitudes about difference.</p>	<p>Watch the clips about Aquiqqa. Comment of the differences between the people and the ceremonies of welcoming a baby.</p>	<p>Aqiqqa. Recall the main events. Explore the links to charity and how the baby is welcomed into the Muslim faith.</p>	<p>Recall what happens at a Christening, focussing particularly on the actions and wondering aloud at what they might mean. Spot the symbols of this ceremony and explore what they mean. Compare to another religion. Explore brit bat or zaved habit. How do these ceremonies show that people are valued?</p>	<p>Compare two christening ceremonies from different religions. Identify some similarities and differences. Reflect on what the symbols and actions at both ceremonies might mean.</p>
	<p>Talks about their family.</p>	<p>Talk about family members and what they do to show they love you.</p>	<p>Explore the story and festival of Raksha Bandhan (Hindu – see resources sheet). This celebrates the special relationship between family members and is a way of showing love.</p>	<p>Weddings. Find out how people can show they belong with another person through Christian, Jewish and Humanist weddings. Identify some similarities and differences.</p>	<p>Following on from Year 1, compare the promises made and what this tells us about their beliefs.</p>

			How do you show love to your family members. Make a bracelet gift for one or more family members.		
	Talk about a party or special time.	Think about special occasions and how they make you feel. Plan a party for a special visitor.	Watch a clip of a humanist ceremony. How would you feel at a special ceremony to welcome you to something? Plan a magnificent ceremony to welcome a visitor to school and say how it would make them feel special. Link this to religious beliefs that each person is unique and valuable. Write a prayer (personal or from Grace) asking for help in showing a Christian value.	Recap the things we do as a <u>church</u> school in collective worship and as part of our church community. Talk to a visitor (Muslim/Jewish). What do they do and what is good about being part of a community? Reflect on the similarities of the benefits of being part of a religious community. Think about good work that our school has done and how we could help others in the future. Link to being 'the good soil'.	Explore the reasons why religious groups think it's important to take part in acts of charity. Show how we help our local community as a church school (for example foodbanks, making wreaths) and the wider world (toilet twinning, sponsored animals). Link to Christian value of Generosity/being the good soil. Write a note to the head teacher about further 'good work' you would like us to be part of and why you think it is important.
Which people are special and why? (EYFS - Cycle B) / Who is Jewish/ Muslim and what do they believe? (KS1 – Cycle B)	Talk about their friends and family.	Draw pictures and say what they like about their friends and family.	Talks about people who are special to them, who they admire and why. Host a religious visitor. Ask questions about what they believe and what is important from their life. Who do they admire?	Ask the children who leads a school, a football team, a TV show, a family, a country? Does anyone lead the world? (They may say God). Talk about leaders and what they do. Pick out the idea that a leader sets an inspiring or good example. A good leader is not the one with the loudest shout, or the best fighter, or the cleverest – a	Does following a Prophet help people to understand things about God? Consider the possible answers to this question. Ask children if they know any other religious leaders. Talk about the examples these leaders set. Encourage discussion around links between common values between religions. What effect

				<p>good leader sets a good example. Listen to stories of the prophet Muhammed – Muhammed and the cat, Muhammed and the crying camel. Explore what the message of the story is and how this would encourage Muslims to behave, following the example of the Prophet.</p>	<p>might these beliefs impact a Muslim’s life today?</p>
	<p>Can understand that a good leader is brave, fair and kind with support.</p>	<p>Can understand that a good leader is brave, fair and kind.</p>	<p>Discuss the gious leaders we have recently experienced through RE enrichment (e.g. Buddha, Jesus, Lord Rama, Prop qualities of good leaders and link this to the reli het Muhammad). How are these important to people today?</p>	<p>Teach the children that stories of the Prophet are very important in Islam. They say a lot about what the Prophet Muhammad (PBUH) said and did, and these stories often teach Muslims an inspiring lesson. Muslims follow Allah (God), but they learn a lot from the Prophet’s example. He is an inspiring leader. Give examples of some stories of the Prophet Muhammad (PBUH). These three are found in many children’s collections.</p> <ol style="list-style-type: none"> 1. The Prophet cared for all Allah’s creation (the story of the tiny ants); 2. Muhammad forbade cruelty to any animal (Muhammad and the camel); 	<p>Talk to pupils about the stories listed for Year 1and ask: if someone wanted to follow the Prophet in Islam in your area today, what would they be inspired to do? Create a simple outline drawing of a crescent moon – part of the Muslim symbol, showing that faith can light a person’s path in the dark. On one side draw pictures to show how the Prophet inspires Muslims to behave [but NOT drawing the Prophet]. Ask children to draw into the other side of the moon shape pictures to show some behaviour that they think is good or kind. On the other side of the paper write in response to the following sentence starter</p>

				<p>3. Muhammad believed in fairness and justice for all (Bilal the first Muezzin)</p> <p>Talk about being kind to animals, caring for the Earth and helping people who are treated unfairly. Can the children give examples of what they do with regard to these things? Can they think about who inspires them to be kind and caring?</p>	<p>“The stories of the prophet teach Muslims...”</p>
Think about what good friends do, with visual support.	Talk about the meaning of our Christian value, Friendship. What can we do to be a good friend?	Identify the qualities of a good friend. Read the story of Zacchaeus. Link to our Christian value of friendship and reflect on whether they are a good friend, taking into account the benefits and responsibilities of friendship and the ways that people care for others.	Ramadan: Explain the importance of Ramadan to Muslims. Fasting helps them to ignore their distractions and focus on God, worship and helping others. At the end of Ramadan Muslims celebrate with friends and family. This is called Eid-Al-Fitr. Watch: https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-eid Children are asked to record the different ways in which the Eid-ul-Fitr is celebrated (e.g. giving of cards, new clothes, day off school, Mehndi patterns) together talk about the symbolic meaning of these.	Ask some big questions by offering simple alternatives: what matters most at Eid, would it be presents or lunch? Remembering or giving? Kindness or honesty? Reading the Qur’an or giving money to help the poor? Presents or prayers? Stimulate the children to give simple reasons for their answers.	
Begin to understand that people have different beliefs.	Explore how people show respect for God by exploring the rules of Ramadan.	Explore the story of the Prophet Muhammed and the night of power. Today, Muslims all over the world take part in Ramadan to worship	Explore some aspects of belief that are important to Jewish people, for example writing God as G-d, to protect the name of God from being defaced or	Discuss how Jewish people treat these items, linking to the importance of God. Look closely at a mezuzah. Why do Jews have this in their home? What words	



			God. What things can/can't you do during Ramadan? Use the Ramadan book to explore and sort activities.	erased. Watch the clip: https://www.bbc.co.uk/bitesize/clips/zd9jxnb Look at pictures of the Jewish items and label them. Include a description of what they are for.	would they like to have displayed in their home?
				Shabbat. Explore the importance of Shabbat for Jewish people. Read Sammy spiders first Shabbat. Select the things that people do to celebrate Shabbat.	Give some examples of what people do to celebrate Shabbat. What is really good about having times of rest when life is busy?
	Talk about some Christian values with support of an adult.	Talk about how to make good choices, with the support of our Christian values.	What can we learn from special people? Recap that Christians follow the example of Jesus and Muslims follow the example of the Prophet Muhammad. Circle the things that you think are important to do, to make the right choices and to follow our Christian values.	Play a corners game. Children have to say what matters most to themselves – give them four alternatives if it works: e.g. Chips / sweets / donuts / chocolate Parents / brothers / sisters / friends God / myself / other people / animals Love / peace / safety / cleverness Ask them after each pair to say why they chose their place, simply.	Pupils reflect on words which might be important to them (Peace? Fun? Safety? Love? God?). They write their most important words on paper plates and decorate using traditional Arabic geometric patterns – leaves and letters or stars are a good idea – do these most important words grow in our minds?
	Comment on who they love in their family.	Say who you are thankful for.	Write a thankfulness prayer for the special people in our life.	Show a balloon to the children and blow it up. Talk about what is inside and that the air cannot be seen. Can the children think of other of things existing that can't be seen? (E.g. wind, electricity, love, magnetic force.)	Where's God? In your heart? In prayer? In the temple or the universe? Or is she hiding? Is he not there at all? Unreal? Imaginary? Can God be found by prayer or by


				Thinking about who is important to them, explain that some people believe that God is very important in their lives, even though they cannot see him. Draw a picture of what you think God might be like.	looking among the world's suffering people? See the spirited art resources.
What places are special and why? (EYFS – Cycle A) /What makes some places sacred? (EYFS – Cycle A)	Think about a favourite place (holiday/room in their house/part of the classroom).	Staff share special places, talking about their personal significance. Children think about a special place for them.	Children respond by drawing their special place, talking about how they feel there.	Where am I? Show pictures inside a mosque, synagogue or Church. Ask children to talk about what they notice in the pictures to inform their thinking of where it is. Name some of the special objects and symbols.	Link their understanding to the symbols/artefacts/beliefs that we have previously learnt. How should people treat them?
	Comment on images, talking about own experiences.	Talk about some 'special places' e.g. Buckingham palace, Draycote water, a beach holiday, etc. Children choose and comment on their favourite.	Children order the 'special places' in order of importance to them. Reflect on the reasons they are important, e.g. they hold special memories or they belong to someone important.	Either visit a place of worship or invite a visitor to talk about their place of worship. Ask questions about how it is used.	Ask questions about why the place of worship is important in their lives and how they feel when they go there.
	Comment on images of a church.	Examine a church and talk about what they notice.	Explore a church, thinking about what people do, where they sit and spotting some key features.	Church -Look at and examine sacred artefacts. Sensitively discuss what they are used for and where they belong. Compare places of worship and find some similarities and differences. How do the people feel when they go there to be close to God?	Understand that there are key elements of faith that run through religions, e.g. respect, generosity, friendship. Identify how these are shown in the sacred places, through sacred objects and customs.
	Comment on images of a mosque.	Examine a mosque and talk about what they notice.	Explore a mosque, thinking about what people do, where they sit and spotting some key features.	Mosque -Look at and examine sacred artefacts. Sensitively discuss what they are used for and where	Understand that there are key elements of faith that run through religions, e.g. respect, generosity,

			Compare to a church, sorting features.	they belong. Compare places of worship and find some similarities and differences. How do the people feel when they go there to be close to God?	friendship. Identify how these are shown in the sacred places, through sacred objects and customs.
	Comment on images of a Mandir.	Examine a Mandir and talk about what they notice.	Explore a Mandir and a home shrine, thinking about what people do, where they sit and spotting some key features. Identify the odd one out for each place of worship.	Synagogue -Look at and examine sacred artefacts. Sensitive discuss what they are used for and where they belong. Compare places of worship and find some similarities and differences. How do the people feel when they go there to be close to God?	Understand that there are key elements of faith that run through religions, e.g. respect, generosity, friendship. Identify how these are shown in the sacred places, through sacred objects and customs.
	Help choose some resources for a reflection area. Help build it.	Think about what makes a space special and make some suggestions to design a new reflection area outside. Help build it.	Think about what makes a space special with reference to the common features of places of worship and make some suggestions to design a new reflection area outside. Help build it.	Explore how music can be used to worship and praise God. Listen to a range of religious music and talk about how it makes them feel. (E.g. to rejoice, to say sorry, sad, excited). Write a prayer, praising God whilst you listen to some music.	Ensure that there are some songs for a wedding, to tell a story, to give hope, to pray. Ask children to match the purpose of the song. Do people always need to be in sacred place to feel close to God? Write a prayer, praising God whilst you listen to some music.
What is special about our world? (EYFS – Cycle B) / How should we care for others and the world, and	Comment on images to say what they like/don't like, or things they have seen.	Talk about things they find interesting or wonderful about the world, linking to their own experiences.	Watch 'what a wonderful world' Wonder at the beauty of nature and how it makes them feel. Recall that the world is special and some people believe it was created by God. Simply recap the creation story. Draw	Ask children what they can remember about the Christian belief that God created the world. Explore the Creation account in Genesis 1. What do Christian and Jewish believers think God is like?	What do Christian and Jewish stories tell believers about God and creation? Give examples and ask Children to pick the one they think is most true. Explain their reasoning.

why does it matter? (KS1 – Cycle B)			their most wonderful thing from nature.		
	Begin to understand that we should care for living things.	Listen to the story listed for Reception. Talk about how they/others care for living creatures.	Read seven new kittens: https://www.graftonschool.co.uk/iFRAMES/showcase/assembly/watch-andy-turnock-read-seven-new-kittens-a-muslim-story-retold-by-gill-vaisey/ What does this Muslim story tell us about how we should treat our world?	Explore Genesis 2. Talk about ways that believers may treat the world, making connections with the genesis account.	Explore tikkum olam and Tu B'shevat from the Jewish religion. Investigate ways that people can look after the world and think of good reasons why this is important.
	With support, understand that we can help plants and flowers by caring for them.	Understand that we can help plants and flowers by caring for them.	Plant things and care for them as they grow. Link this to religious beliefs that God made everything and it is our responsibility as humans to look after his creations. Why is this important to Christians?	Introduce the idea that each person is valued and important. We all have a part to play, and special gifts that we can use to benefit others. Read the good Samaritan and identify ideas of good and bad.	Discuss the benefits and responsibilities of friendship and how we can show our Christian values to others. Draw a picture of a scenario under each value and annotate why it is important.
Explore the concept of creating things. Understand that we can make things, but we can't make them come alive.		Dance and move to 'God's quiet things' https://www.youtube.com/watch?v=vcYciTSuL6c Christians and Muslims believe God's creation are wonderful, from the smallest ant to the biggest whale. How amazing are we? We can move in lots of ways. Respond to the Christian belief of God as our creator by making a	Explore the Muslim and Jewish beliefs about supporting the poor and serving others. (Zakat, tzedekah). Work as a group to put on a thank you event for some school helpers. Link to the charitable works we do as a school to support those less fortunate than ourselves. Find religious teaching that show people that they should help others. Organise a small fund raising event and donate the money to a local charity.		

			puppet. Understand that Christians believe that God could give life.		
	How should people look after the world? What could they do to help?		Look at some pictures/ a story about pollution. Reflect on what God might think and feel. How can we help to make the world a better place? Explore how different religions take part in community or charity work to show thankfulness for God's creation.	Look carefully at some texts from different religious scriptures about The Golden Rule. Children to suggest some times when it has/has not been followed. Sort scenarios into right and wrong choice.	Respond to this idea by making cartoons which show how the Golden Rule can make life better for everyone.
	Say what you are thankful for.		Write a thankfulness prayer.	Write a prayer to praise God for his wonderful creation. Ask for help to look after the world.	Write a prayer to praise God for his wonderful creation. Ask for help to look after the world in a way that is personally meaningful.
What times are special and why?/How and why do we celebrate special and sacred times? (Both taught through RE enrichment days)	Talk about their own special times e.g. Birthday, Christmas.	Make links to how religious believers celebrate special times. Explore different festival customs through a variety of media.	Notice common features of a good celebration, e.g. special food, gifts, lights. Explore these through a range of media.	Consider the importance and value of celebration and remembrance in their own lives. Collect examples of what people do, give and think about. Reflect on how these customs mark the event as being special.	Talk about what this means for themselves and children of different faiths. Compare the importance of the symbol of light throughout different festivals. Explain how it is used to express different beliefs and meanings
			Recall simple stories from a range of religious festivals.	Retell the main events from a range of religious festivals, asking questions and suggesting answers.	Make links between religious stories, for example God on earth as a Baby. (Jesus/Rama). Good defeating evil (Rama/Buddha).

			Explain why religious festivals are a special time for members of that faith.	Learn about a range of festivals in Christianity and other religions. Explore the events, feelings and how these are shown by believers today.	Learn about the significance of festivals to people's way of life and what they mean. Explore how the affects their world view.
Spirituality (opportunities throughout the curriculum)					
 <p>Windows: Giving opportunities to become aware of the world in new ways. Learning about life in all its fullness. This includes both the things that amaze us and challenge us.</p>	Exploring the natural world around them. Using all their senses and following their interests to spark wonder and amazement.	Using their senses to explore new and exciting possibilities, as well as those from their immediate experience, wondering and exploring how different experiences make us feel. Provide managed risks to challenge children's perceptions of their own capabilities and resilience.	Explore our wonderful world, connecting our senses to our feelings, both positive and negative. Support children to embrace and overcome challenge. Understand what life around the world is like for other children and the challenges they face. Understanding some key issues for our world and how they can contribute in a positive way.	Explore a range of people and issues from different backgrounds, cultures and world views to begin to understand cause and perspective. Reflect on their own feelings and thoughts and have time to discuss these. Develop an understanding of global issues and how these can be affected positively or negatively by people's actions. Empower children to believe they can try to make a difference.	Children explore a wide range of historic and current issues through the curriculum. Opportunities and careful scaffolding given to enable children to reflect on the motivation and perspectives behind many problems or injustices. Compare local and Global issues to help develop a sense of empathy and understanding.
 <p>Mirrors: Giving opportunities to</p>	Developing a sense of belonging within their own family and our school community. (E.g. through participating with whole school activities, parent partnerships and developing nurturing relationships with staff)	Encouragement to talk about their own feelings and experiences, sharing special things or thoughts with each other in order to develop a sense of identity. (Through show and tell, RE, PSHE, circle times and personal response to	Opportunities to reflect on their own life experiences and begin to make sense of their own beliefs and feelings of connection to God or their own world view. Understanding that others have different beliefs or thoughts and this is to be celebrated and respected.	Provoke responses and debate on big questions through a range of activities, such as sorting criteria, ethical enquiry and discovering messages or contrasting points of view in stories. Children reflect on their personal beliefs and are shown how to disagree well when faced with contrasting views.	Discussions and debates of current issues or life's 'big questions' to link their own world view and sense of justice to explore what this means to them. Children reflect on whether they may be inspired to be agents of change for the greater good.

<p>reflect upon our experiences. To meditate on life's big questions and consider some possible answers. Learning from life by exploring our own insights and perspectives and those of others.</p>		<p>exploring feelings through art and music)</p>	<p>Encouragement to wonder and explore big questions. Expressing personal hopes through prayer or reflection.</p>		
 <p>Doors: Giving opportunities to respond, to do something creative in order to express,</p>	<p>Planting seeds and helping care for plants. Beginning to share and take turns with others. Developing positive relationships and demonstrating this by being kind, helpful and gentle.</p>	<p>Beginning to understand that their actions can have a positive impact on the world around them. Demonstrating this by being kind to animals, helping care for plants, looking after their immediate environment and resolving conflicts appropriately. Begin to show the school Christian values through their interactions with each other.</p>	<p>Developing a sense of right and wrong and standing up for their rights and the rights of others in an appropriate way. Responding to discussions around equality, honesty and justice with their own thoughts, experiences and proposed resolutions to scenarios. Showing empathy to other by helping them when they are in need. Showing respect for each other and property by treating resources well and listening to the ideas and needs of others. Understand the school Christian values and recognise what they</p>	<p>Developing a sense of what they think is important and why. Exploring how others have used social action to effect change, thinking about their actions, aspirations and hopes. Children have opportunities to champion causes, vote on important issues and contribute their ideas to the school community in order to express their personal beliefs and values. Children recognise when our school Christian values are being demonstrated by themselves or others and see these as an important concept for living well together.</p>	<p>Opportunities to creatively express hopes and aspirations for themselves, each other and the wider world. Becoming courageous advocates to champion causes which are meaningful to them or challenge injustice. Understanding how our actions affect the world and how our Christian values can be utilised to become a force for the greater good.</p>

apply and further develop our thoughts and convictions. Learning to live by putting into action our beliefs and values.			could do to demonstrate these.		
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As a church school we are concerned with the development of people's mind, body and soul. We believe that spirituality should influence all areas of education and life, therefore we aim that all areas of the curriculum contribute to pupils' spiritual development. Spiritual development relates to fundamental questions about the meaning and purpose of life which affect everyone, and is not dependent on a religious affiliation.