

Gwladys Street Primary and Nursery School

Religious Education Policy



Christianity



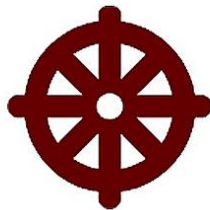
Islam



Judaism



Sikhism



Buddhism



Hinduism

Revised 2022

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## **Religious Education in Gwladys Street Primary and Nursery School**

### **Mission statement for RE:**

Religious Education plays an important part in the spiritual and moral development of our pupils. A planned programme of Religious Education will enable children to gain a better understanding of themselves and others, including those of different faiths.

### **Social and Mental Health:**

Here at Gwladys Street Primary School we truly value our children's social and mental health. We ensure that this runs through all areas of the school curriculum and in extra curriculum life. We spend dedicated time twice daily making sure our children's social and mental health needs are met.

### **Religious Education Syllabus:**

It is law that we, as a school, provide religious Education, something that we enthusiastically agree with. The school follows the Liverpool Agreed Syllabus for Religious Education. The syllabus aims to allow pupils to explore themes and concepts within religion drawing on beliefs from a range of different faiths and world views.

The Liverpool SACRE has produced a syllabus which is intended to be fully inclusive. The aim of Religious Education is not to make believers out of our pupils but to educate and inform. The syllabus is designed in a way to be reflective and inclusive and we hope that this will mean that parents do not feel it necessary to withdraw children from RE. However, it is the right of Parents to request that their child be withdrawn from RE lessons if they so wish and any requests of this nature will be fully respected and carried out.

KS2 are using the Opening World syllabus. This is going to be introduced to all of KS2. This is a highly coherent, carefully sequenced programme of study. It aims to build skills year on year. It is a highly inclusive scheme, with oral reading and vocabulary at the heart of it. Each unit is based around a rich story with they will spend time learning about and building their knowledge This is strongly linked with the opening worlds history and geography programme of study, meaning that children are constantly linking and revising their learning and skills.

### **Structure of the Liverpool Agreed Syllabus:**

The agreed syllabus sets out what pupils should study in Religious Education. Foundation Stage – Although not statutory RE can be used to contribute towards the Early Learning Goals

Key Stages 1 and 2 – The syllabus follows the same format as the National Curriculum programmes of study with sections on knowledge, skills and understanding and breadth of study.

### **Knowledge Skills and Understanding:**

These are the key aspects of what pupil's will learn in RE. These aspects are described as 'learning about religion' (AT1) and 'learning from religion' (AT2)

#### **Attainment Target 1: Learning about religion**

In the syllabus AT1 "covers pupil's knowledge and understanding of individual religions and how they relate to each other..."

#### **Attainment Target 2: Learning from religion**

AT2 is "concerned with developing pupils' reflection on and response to their own and others' experiences in light of their learning about religion."

<b>KS1 - Knowledge, Skills and Understanding</b>	
<b>AT1</b>	<b>AT2</b>
a. Explore a range of religious stories and sacred writings and talk about their meanings.	a. Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness.
b. Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.	b. Ask and respond imaginatively to puzzling questions, communicating their ideas.
c. Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives.	c. Identify and communicate what is important to them and others, including those with religious commitments.
d. Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses.	d. Reflect on how spiritual and moral values relate to their own behaviour.
e. Identify and suggest meanings for religious symbols and begin to use a range of religious words.	e. Recognise that religious teachings and ideas make a difference to individuals, families and the local community.

<b>KS2 – Knowledge, Skills and Understanding</b>	
<b>AT1</b>	<b>AT2</b>

a. Describe key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.	a. Reflect on what it means to belong to a faith community, communicating their own and others' responses
b. Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings.	b. Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.
c. Identify and begin to describe the similarities and differences within and between religions.	c. Discuss their own and others' views of religious truth and belief, expressing their own ideas.
d. Investigate the significance of religion in the local, national and global communities.	d. Reflect on ideas of right and wrong and their own and others' responses to them.
e. Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note the links between them.	e. Reflect on sources of inspiration in their own and others' lives.
f. Describe and begin to understand religious and other responses to ultimate and ethical questions.	
g. Use specialist vocabulary in communicating their knowledge and understanding.	
h. Use and interpret information about religions from a range of sources.	

### **Breadth of Study:**

The knowledge, skills and understanding described above are developed through the breadth of study which has three elements.

- Belief ( beliefs, teachings, figures, symbols)
- Practice (identity, relationship, morality, worship)
- Opportunities (experience, communicate, reflect, create)

Belief		
	KS1	KS2
Beliefs (3a)	What people believe about God, humanity and the natural world	How beliefs about God, the world and others impact lives
Teachings (3b)	How and why some stories are sacred and important in religion.	What sacred texts and other sources say about God, the world and human life.
Figures (3c)	People who are looked up to in families.	Founders of religion who have inspired others.
Symbols (3d)	How pictures, signs etc, can have special	How religious symbols can convey deeper meaning for

	meanings.	those who understand them.
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Practice		
	KS1	KS2
Identity (4a)	Who I am and my uniqueness as a person in a family and community	What is expected of a person in following a religion or belief?
Relationship (4b)	Where and how people belong and why belonging is important.	How religious families and communities practice their faith, and the contributions this make to local life.
Morality (4c)	Why people (including religious believers) identify some acts as good and others as bad.	What religions mean by 'good and evil'. What reasons, including religion, people might have for doing good or evil.
Worship (4d)	How and why celebrations are important in religion.	Where, how and why people worship, including at particular sites.

Opportunities.		
	KS1	KS2
Experience (5a)	Visiting places of worship and focusing on symbols and feelings.	Encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community.
Communicate (5b)	Listening and responding to visitors from local faith communities. Sharing beliefs, ideas and values and talking about feelings and experiences.	Discussing religious and philosophical questions, giving reasons for beliefs.
Reflect (5c)	Using senses and having times of quiet reflection.	Considering range of human experiences and feelings on insights into life and its origin, purpose and meaning.
Create (5d)	Using art and design, ICT, music, dance and drama to develop creative talents and imagination.	Expressing and communicating insights through art and design, music, dance, drama and ICT

### Collective Worship:

Collective worship takes place each week, as a key stage. During this time children will learn about a religion and a key event or celebration that is happening that week. proposed content is based on the RE syllabus and PSHE.

Provision is made for children to be withdrawn from collective worship when parents have so requested.

### **Organisation:**

RE lessons are delivered to the whole class, with some group and individual work, where appropriate. RE lessons are planned to involve activities which are active, multi sensory and which appeal to a wide range of learning styles.

### **Differentiation:**

RE is planned to be inclusive, therefore consideration will be given to differing levels of abilities within each class. Teachers will use a range of methods to ensure activities can be accessed by all of the children, whilst also challenging the more able members of the class.

### **Cross Curricular Links:**

Where possible consideration will be made to make link RE with other areas of the curriculum, including ICT. (See appendix 1. Cross curricular links)

### **Assessment and Reporting.**

The RE syllabus and scheme of work includes "I Can..." statements. These statements enable teachers and pupils to assess progress against the RE level descriptors for Attainment targets 1 and 2.

Parents receive an annual progress report from teachers. The reports include information about pupil progress for RE. All classrooms have an RE floor book which is used to record any work the children produce.

### **Visits and Visitors**

Visits as part of RE are strongly encouraged as they do help to bring the syllabus to life for the children. The benefit and success of these visits is evaluated and monitored by the subject co-ordinator.

The teachers are also encouraged to invite visitors from the local community in to class.

### **Additional information for parents**

We seek to keep our parents informed of all of the teaching that takes place within our school. We understand that some parents may have concerns about religious education and we encourage these parents to share their concerns. An overview of our syllabus is available below for your information.

We wish to encourage every child to take part in RE, however, parents do have the right to withdraw their child from this teaching. If this is the case, we ask that the parents send a letter to the school requesting that their child is withdrawn from the lessons. On receiving this information, that child will be given an alternative activity during RE lessons and will not be taken to places of worship. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship.



	Autumn 1	Autumn 2	Spring	Summer
Year 1	<p><b><u>What does it mean to belong to a faith community?</u></b> Christianity</p>	<p><b><u>What makes some places sacred?</u></b> Christianity, Islam, Judaism_</p>	<p><b><u>How and why do we celebrate special and sacred times?</u></b> Christianity, Islam, Judaism</p>	<p><b><u>Who is a Christian and what do they believe?</u></b> Christianity</p>
	<p>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). Identify two ways people show they belong to each other when they get married (A1). Respond to examples of co-operation between different people (C2)</p>	<p>Say why places of worship are important to the local community and give reasons for your answers Identify objects in a church and say how they are used and what they mean to believers. Identify objects in a mosque and say how they are used and what they mean to believers Identify objects in a synagogue and say how they are used and what they mean to believers Talk about an object that is used in worship, saying how it is used and how it shows what people believe Ask appropriate and respectful questions of believers.</p>	<p>Describe how a festival is celebrated. (A1) Identify some ways Christians celebrate Easter (A1) Describe what happens and what is being celebrated at Eid-ul Fitr(A1) Describe what happens during Ramadan (A1) retell stories connected with Easter and say why these are important to Christians (A2) Consider questions such as how might these foods help people remember this festival? (B1) Think of reasons why some people choose to fast during Ramadan(B1) Give reasons why some people like to celebrate important events (C1) Give reasons why some people use music in celebrations (C1) Describe the link between a selection of Easter artefacts and the story and celebration of Easter events (C1) Describe the link between a selection of Pesach symbols and the story of Pesach (C1)</p>	<p>Describe simply some Christian beliefs about God Describe simply some Christian beliefs about Jesus Retell a story that shows what Christians believe about God Share what a story about God might mean Share what the stories about Jesus say about good, bad, right and wrong Talk about issues of good and bad, right and wrong related to the stories Ask some questions about believing in God Explain some ideas of my own about God</p>
Year 2	<p><b><u>Who is a Muslim and what do they believe?</u></b> Islam</p>	<p><b><u>Who is Jewish and what do they believe?</u></b> Judaism_</p>	<p><b><u>What can we learn from sacred books?</u></b> Christianity, Islam, Judaism</p>	<p><b><u>How should we care for others and the world and why does it</u></b></p>

				<b><u>matter?</u></b> <b>Christianity, Judaism</b>
	<p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). Re-tell a story about the life of the Prophet Muhammad (A2). Recognise some objects used by Muslims and suggest why they are important (A2). Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). Find out about and respond with ideas to examples of cooperation between people who are different (C2).</p>	<p>Talk about how the mezuzah in the home reminds Jewish people about God (A3). Ask good questions about how Jewish artefacts are used and their meaning (B1) Talk about how Shabbat is a special day of the week for Jewish people (B1) Give some examples of what Jewish people might do to celebrate Shabbat (B1). Re-tell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means (A2).</p>	<p>Talk about how the mezuzah in the home reminds Jewish people about God (A3). Ask good questions about how Jewish artefacts are used and their meaning (B1) Talk about how Shabbat is a special day of the week for Jewish people (B1) Give some examples of what Jewish people might do to celebrate Shabbat (B1). Re-tell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means (A2).</p>	<p>Re-tell Bible stories and stories from another faith about caring for others and the world (A2). Identify ways that some people make a response to God by caring for others and the world (B1). Talk about issues of good and bad, right and wrong arising from the stories (C3). Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</p>
Year 3	<p><b><u>A Hindu story: Rama and Sita</u></b> Opening Worlds</p>	<p><b><u>Hinduism origins: places and stories from the Indus Valley.</u></b> Opening Worlds</p>	<p><b><u>Living as a Hindu today, incl. Hinduism in London</u></b> Opening Worlds</p> <p><b><u>Judaism 1 - Abraham to Jacob</u></b> Opening Worlds</p>	<p><b><u>Judaism 2 - Joseph to Moses</u></b> Opening Worlds</p> <p><b><u>Judaism 3 - Samuel, Saul, David and the Kingdom</u></b> Opening Worlds</p>
	<p>Ancient stories. The Ramayana and context The story of Rama and Sita (in depth: ancient kingdom, banishing to the forest, battle with demon Ravana, triumphant return, lighting the way with lights) First reference to Vishnu The meanings of the story of Rama and Sita in</p>	<p>Vishnu and his avatars 1 – story of Manu and Matsya the fish Meaning and role of the Vedas – importance of sacred knowledge in Hinduism (through Manu/Matsya story). Ancient texts in Hinduism, including epics (revisit Ramayana) Vishnu's symbols Origins</p>	<p>Ganesha stories and their meanings Parvati and Shiva - family in Mount Kailash The festival of Teej - women in Hinduism Puja ceremony Puja in Hindu stories Listening to Hindu people talk about their beliefs and practices. Optional visit to Hindu temple</p>	<p>Including the following stories from the Hebrew bible: Joseph in Egypt Moses, Passover and the Exodus (Red Sea and the wilderness and tabernacle) Mount Sinai and 10 commandments Promised Land Contexts relating to</p>

	Hindu tradition, focusing on (i) dharma; (ii) light	of Hinduism in Indus Valley/Hinduism as a sacred religion Vishnu and his avatars 2 – Krishna and Arjuna on the battlefield: the teachings of the Bhagavad Gita	and/or people  How have stories from the Hebrew Bible shaped Judaism? How did the Jews explain what they saw and experienced? Including stories from the Hebrew Bible. Abraham and Sarah and the concept of the Promised Land, Isaac and Rebecca, Jacob and Rachel Contexts relating to land, kinship, war. Links with history: ancient civilisations of the Middle East provide place and cultural context that makes these stories make sense (e.g. Egypt, Mesopotamia). These stories in turn reinforce knowledge of geography and history of early civilisations. Links via specific details, e.g. Ancient Egypt, but important differences in questions asked of them (theological and philosophical rather than historical and geographical).	land, kinship, slavery  Stories inc. David and Goliath and King David. Solomon and the building of the Temple in Jerusalem Babylonian captivity and destruction of the Temple Babylonian stories, e.g. Daniel in the lions' den, King Nebucadnezzar Jews return to Promised Land (link to Persian king Cyrus from Y3 History)
Year 4	<b><u>Christianity 1 - Family of Jesus</u></b> Opening Worlds	<b><u>Christianity 2 - Birth of Jesus</u></b> Opening Worlds	<b><u>Christianity 3 - Life and Teachings of Jesus</u></b> Opening Worlds  <b><u>Christianity 4 – Easter</u></b> Opening Worlds	<b><u>The early Church</u></b> Opening Worlds  <b><u>Islam 1</u></b> Opening Worlds
	Paint a picture of the Roman province of Judea in first century BC. New Testament stories: Jesus's family origins, focus on New Testament stories that link with the Old Testament and Judaism and concept of Messiah (the Christ) Symbolic, cultural and religious importance of Temple in Jerusalem in 1st C Judaism (link to Summer 2 Religion) Joseph – a carpenter from the line of Jewish kings (David theme) Mary and the Angel (the Annunciation). Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music? Strong emphasis on diverse cultural depictions	New Testament stories: birth of Jesus (Matthew and Luke's Gospels) The nativity story The shepherds' story The Wise Men (the Epiphany) Herod and the killing of the infants Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music?	New Testament stories: life of Jesus and its meaning for Christians Jesus in the Temple Jesus is baptised and tempted Disciples and Sermon on the Mount Miracles of Jesus Parables of Jesus Transfiguration of Jesus Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music?  New Testament stories: Jesus rides into Jerusalem (Palm Sunday), Jesus turning over the money changers' tables in the Temple, Last Supper (Maundy Thursday), crucifixion & idea of sacrifice* (Good Friday), resurrection	Stories from Acts of the Apostles: St Paul's missionary journeys Letters of St Paul Spread of Christianity across Mediterranean, into Africa (links with history and empire of Aksum) and Syria. Early Christian beliefs, worship and practices  Muslim beliefs, claims about truth and worldviews. Basics already laid in history (Islamic Civilisations 1), RE builds directly on history unit so no need to rehearse life of Muhammad again, but recall it. The Qur'an, hadith,

	of Jesus in art. Jesus was not white, and each cultural setting tends to depict him in their own image (e.g. Ethiopian, Cameroonian, Chinese, Indian as well as European).		(Easter Sunday). *Link back to Exodus and the sacrifice of the Passover Lamb, but keep distinction between Jewish and Christian interpretations. Why are these stories important to Christians?	traditions and how arise. Introduction to the Sira.
Year 5	<b><u>Christianity 1 - Family of Jesus</u></b> Opening Worlds	<b><u>Christianity 2 - Birth of Jesus</u></b> Opening Worlds	<b><u>Christianity 3 - Life and Teachings of Jesus</u></b> Opening Worlds  <b><u>Christianity 4 – Easter</u></b> Opening Worlds	<b><u>The early Church</u></b> Opening Worlds  <b><u>Islam 1</u></b> Opening Worlds
	Paint a picture of the Roman province of Judea in first century BC. New Testament stories: Jesus's family origins, focus on New Testament stories that link with the Old Testament and Judaism and concept of Messiah (the Christ) Symbolic, cultural and religious importance of Temple in Jerusalem in 1st C Judaism (link to Summer 2 Religion) Joseph – a carpenter from the line of Jewish kings (David theme) Mary and the Angel (the Annunciation). Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music? Strong emphasis on diverse cultural depictions of Jesus in art. Jesus was not white, and each cultural setting tends to depict him in their own image (e.g. Ethiopian, Cameroonian, Chinese, Indian as well as European).	New Testament stories: birth of Jesus (Matthew and Luke's Gospels) The nativity story The shepherds' story The Wise Men (the Epiphany) Herod and the killing of the infants Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music?	New Testament stories: life of Jesus and its meaning for Christians Jesus in the Temple Jesus is baptised and tempted Disciples and Sermon on the Mount Miracles of Jesus Parables of Jesus Transfiguration of Jesus Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music?  New Testament stories: Jesus rides into Jerusalem (Palm Sunday), Jesus turning over the money changers' tables in the Temple, Last Supper (Maundy Thursday), crucifixion & idea of sacrifice* (Good Friday), resurrection (Easter Sunday). *Link back to Exodus and the sacrifice of the Passover Lamb, but keep distinction between Jewish and Christian interpretations. Why are these stories important to Christians?	Stories from Acts of the Apostles: St Paul's missionary journeys Letters of St Paul Spread of Christianity across Mediterranean, into Africa (links with history and empire of Aksum) and Syria. Early Christian beliefs, worship and practices  Muslim beliefs, claims about truth and worldviews. Basics already laid in history (Islamic Civilisations 1), RE builds directly on history unit so no need to rehearse life of Muhammad again, but recall it. The Qur'an, hadith, traditions and how arise. Introduction to the Sira.
Year 6	<b><u>What matters most to Christians and Humanists?</u></b> Christianity, Humanist	<b><u>Is it better to express your beliefs in arts and architecture or in charity and generosity?</u></b> Christianity, Humanist, Islam	<b><u>What do religions say to us when life gets hard?</u></b> Christianity, Islam, Hinduism. Humanist	<b><u>What difference does it make to believe in ahimsa, grace and/or community?</u></b> Christianity, Islam, Hinduism.
	Describe what Christians mean about	Describe and make connections between	Express ideas about how and why religion	Make connections between beliefs

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	<p>humans being made in the image of God and being 'fallen', giving examples (A2). Describe some Christian and Humanist values simply (B3). Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</p>	<p>examples of religious creativity (buildings and art) (A1). Show understanding of the value of sacred buildings and art (B3). Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). Apply ideas about values and from scriptures to the title question (C2).</p>	<p>can help believers when times are hard, giving examples (B2). Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). Explain some similarities and differences between beliefs about life after death (B2). Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</p>	<p>and behaviour in different religions (A1). Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). Consider similarities and differences between beliefs and behaviour in different faiths (B3).</p>
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## Opportunities for Cross Curricular links

## Key stage 1

Year	Autumn 1	Autumn2	Spring 1	Spirng 2	Summer
Year 1	<p><b>Drama</b> – retell the creation story.</p> <p><b>Science</b> – observation of natural objects.</p> <p><b>ICT</b> - Use video cameras to record re-enactment of creation story</p>	<p><b>Art</b> – Create a collage of gifts/talents</p> <p><b>ICT</b> - Nativity story online</p>	<p><b>Literacy</b> – Children could contribute to writing a class prayer /Sentence to give thanks.</p> <p><b>ICT</b> - Watch video clips of Puja</p>	<p><b>Drama</b> – re-enact the Easter story</p> <p><b>DT</b> – Design and make Easter baskets</p> <p><b>ICT</b> - Easter story online.</p>	<p><b>DT</b> – Designing a symbol of belonging</p> <p><b>Drama</b> – Role play to enact a ceremony</p> <p><b>ICT</b> - Online video clips of ceremonies of belonging.</p>
Year 2	<p><b>Drama</b> – re enact the story of Noahs ark</p> <p><b>Music</b> - Use sounds and music to add effect to retelling of story</p>	<p><b>Literacy</b> – create speech bubble for characters at points in story of Angel and Shepherds.</p> <p><b>ICT</b> - Take photographs of each other acting out story of Angels and Shepherd</p>	<p><b>Literacy</b> – discuss and listen to books and stories we think are special.</p>	<p><b>Drama</b> – The Good Samaitan – act out story, freeze frame and hot seat characters.</p>	<p><b>Art</b> - Make rangoli patterns to decorate the classroom.</p> <p><b>Science</b> – Using 5 senses in re-enactment of Passover meal.</p> <p><b>ICT</b> - Divali story and activities online</p>

## Key Stage 2

Year	Autumn 1	Autumn2	Spring 1	Spirng 2	Summer 1	Summer 2
Year 3	<b>Drama/Music</b> Re-enact the story The Calming of the storm, use instruments to create sound effects	<b>DT</b> – create a class mobile.	<b>Literacy</b> – Writing metaphors.  <b>ICT</b> - Virtual tour of places of worship looking for signs and symbols	<b>Art</b> – Design a cross  <b>ICT</b> - Using the internet to look for examples of crosses.	<b>ICT</b> - Using the internet to find out about inspirational people.	
Year 4	<b>Drama</b> – Role playing scenarios where words of wisdom can be applied	<b>Drama</b> – Hot seating characters from Nativity story	<b>Literacy</b> – rewrite the Lords prayer in modern language.	<b>Drama</b> - role play scenarios involving forgiveness.	<b>Art</b> – Create pictorial maps of children’s life journey	
Year 5	<b>Literacy</b> – Design a poster <b>Drama</b> – use drama to explore how the Prophet Muhammad (PBUH) went from Mecca to Mount Hira. <b>ICT</b> - Using the Internet to research Abrahams family tree	<b>Art</b> – design a bookmark	<b>Art</b> – create a stained glass window <b>ICT</b> - Using the internet explore places of worship on virtual tour sites Eg. <a href="http://www.greatwitleychurch.org.uk/virtual.htm">http://www.greatwitleychurch.org.uk/virtual.htm</a> <a href="http://www.hitchams.suffolk.sch.uk/mosque/default.htm">http://www.hitchams.suffolk.sch.uk/mosque/default.htm</a> <a href="http://www.hitchams.suffolk.sch.uk/synagogue/">http://www.hitchams.suffolk.sch.uk/synagogue/</a>	<b>Art</b> – Design Eid Cards  <b>ICT</b> - Listen to examples of Religious music online	<b>History</b> - find out about inspirational figures in history e.g Anne Frank  <b>ICT</b> - Use Internet to research Anne Frank	<b>Literacy</b> –write a letter asking a celebrity to support a charitable event. <b>ICT</b> - Use video cameras to record interviews in roles of politician and Bob Geldof

<p>Year 6</p>	<p><b>Art</b> – Illustrating some writings from Guru Granth Sahib</p> <p><b>ICT</b> - Use Internet to research holy books</p>	<p><b>PSHE</b> – design posters to show how to respect each other</p>	<p><b>Art</b> – Make a clay offering for a shrine</p> <p><b>ICT</b> - Research the symbolism of the Khanda</p>	<p><b>Drama</b> Hot seating, to explore Peters Denial</p> <p><b>ICT</b>- Research a festival and use Power point to create a presentation.</p> <p>Using video cameras to record re-enactments of Peter’s denial.</p>	<p><b>PSHE</b> – reflect on ways we can be more responsible and how are action affect others.</p> <p><b>ICT</b> - Use word processor to type letters to Buddhist centre asking about feelings on ordination</p>	<p><b>Geography</b> – using maps and atlases to locate pilgrimage sites</p> <p><b>ICT</b> - Use the Internet to find out about the cost of a pilgrimage to India.</p>
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