

## Long term plan for Religious Education 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	God's World	God's Family	Getting to know Jesus	Sorrow and Joy	New Life	The Church
<b>Other Faiths</b>	<p>Judaism</p> <p>Rosh Hashanah and introduction to Judaism</p> <p><b>I know that Rosh Hashanah is a Jewish festival.</b></p> <p><b>I know that it is a celebration of the Jewish New Year.</b></p> <p><b>Key vocabulary:</b> Star of David, honey &amp; apple, New Year, festival, celebration</p>	<p>Diwali – Hinduism</p> <p><b>I know that Diwali is a special festival for Hindus.</b></p> <p><b>I know that it is called the Festival of Light.</b></p> <p><b>Key vocabulary:</b> Om, Festival of Light, Rama &amp; Sita, good and bad, celebration</p>	<p>TU B'SHEVAT- Judaism</p> <p><b>I know that Tu B Shevat is a Jewish festival.</b></p> <p><b>I know that it is a celebration of growing and looking after the world.</b></p> <p><b>Key vocabulary:</b> Star of David, Temple, New Year, looking after the world, trees, fruit</p>	<p>Holi- Hinduism</p> <p><b>I know that Holi is a Hindu celebration.</b></p> <p><b>I know that it called the Festival of Colour.</b></p> <p><b>Key vocabulary:</b> Om, Festival of Colour, celebration, Temple, Holika, Prahlad</p>	<p>Shavuot- Judaism</p> <p><b>I know that Shavuot is a Jewish festival.</b></p> <p><b>I know that the Torah is a special book like the Bible.</b></p> <p><b>Key vocabulary:</b> Star of David, Torah, Mosses, special book, rules</p>	<p>Special places- Synagogue- Judaism</p> <p><b>I can ask how and why questions about special places and use religious words to identify places of worship.</b></p> <p><b>Key vocab:</b> Synagogue, Rabbi, Star of David, Torah Scrolls</p>
<b>Suggested activities for other faiths</b>	Tasting apple, bread and honey.	<p>Celebrating Diwali through the story and making clay Diva lamps and decorating.</p> <p><a href="https://www.youtube.com/watch?v=uRpNNF4fB4g">Diwali - CBeebies - BBC</a></p> <p><a href="https://www.youtube.com/watch?v=uRpNNF4fB4g">https://www.youtube.com/watch?v=uRpNNF4fB4g</a></p>	To look at different fruits such as grapes, figs, pomegranates and other fruit grown in, or associated with, Israel; and make fruit kebabs.	Celebrating Holi and retelling story the story through dance.  <a href="https://www.youtube.com/watch?v=uRpNNF4fB4g">Holi - CBeebies - BBC</a>	Role play, making their own Torah scrolls. Then having a feast and celebration. Introduce MAFA and Hi Qu diverse images of Jesus and the disciples	<p><b>Visit St Mary's church and then compare a church to a synagogue by watching a video.</b></p> <p><b>Create a same/different' poster together.</b></p>

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<b>Local links</b>	Walk around school grounds and church outside area – looking for God's wonderful world – take photos.	Christmas card for parish priest Fr Michael and Fr Marc.	Thinking of ways to look after God's World – by recycling our waste.	Share images of Otley cross on top of Chevin	Butterfly release in church garden links to symbols of Easter	Sharing images of photos of local synagogues
<b>Assessment</b>  By the end of the year children will be able to: <ul style="list-style-type: none"><li>• Recognise the different religion's symbols (Crucifix, Om, Star of David)</li><li>• Name the three different religions (Christian, Hinduism, Judaism)</li><li>• To talk about different faiths.</li><li>• To name different places of worship.</li></ul>						

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Year 1	God's Great Plan	Mary the mother of God	Families and Celebrations	Following Jesus	Resurrection	Miracles
Other Faiths	<p>Buddhism - Story of Siddhartha and the Swan and the monkey</p> <p><b>I can recognise a Buddhism story. I can retell a Buddhist story in any form.</b></p> <p><b>Key vocabulary:</b> Buddha, shrine, meditate, Wesak, Prayer beads, temple, monks, nuns, wheel of life, lotus flower</p>	<p>Judaism –Hanukkah</p> <p><b>I can listen to and talk about Hanukkah I can recognise/retell a Jewish story</b></p> <p><b>Key vocabulary:</b> Latkes, doughnuts, dreidel, menorah, apple sauce, gelt, Star of David, nightfall, oil, candles.</p>	<p>Judaism – Shabbat at home - family life</p> <p><b>I can ask I wonder questions. I can recognise that some questions are difficult to answer.</b></p> <p><b>Key vocabulary:</b> Havdalah candle, kiddish cup, family meal, Challah bread, wine.</p>	<p>Buddhism – celebrating Wesak</p> <p><b>I can recognise that people act in a particular way because of their beliefs.</b></p> <p><b>Key vocabulary:</b> Buddha, shrine, meditate, Wesak, Prayer beads, temple, monks, nuns, wheel of life, lotus flower.</p>	<p>Buddhism- retell story of Buddha</p> <p><b>I can begin to tell the story of Buddha (Siddhartha)</b></p> <p><b>Key vocabulary:</b> Buddha, meditate, Siddhartha</p>	<p>Buddhism- kindness and care</p> <p><b>I can say how Buddhists care for others</b></p> <p><b>Key vocabulary:</b> Metta, Dana</p>
Suggested activities for other faiths and diversity	<ul style="list-style-type: none"> <li>Watch the stories from the links below.</li> <li>Building on their learning in God's Plan and discuss times when they have shown kindness to other living things and create a piece of</li> </ul>	<p>Art work – handprint menorah.</p>	<ul style="list-style-type: none"> <li>Set out a table for a Shabbat meal in the classroom, including 2 candlesticks, candles, challah bread, board, challah cover,</li> </ul>	<p>Make Lanterns</p> <p><a href="https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-wesak">https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-wesak</a></p>	<ul style="list-style-type: none"> <li>Children take part in a Buddhist meditation.</li> <li>Link to Colour Chameleon and how we can use simple breathing or meditation to help get back into the green zone.</li> </ul>	<p><a href="https://www.bbc.co.uk/bitesize/topics/z99q7yc/articles/z3wphcw">https://www.bbc.co.uk/bitesize/topics/z99q7yc/articles/z3wphcw</a></p> <ul style="list-style-type: none"> <li>Watch this video and discuss how Buddhists show</li> </ul>

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	<p>art about caring for all living things.</p> <ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-buddhist-story-of-siddhartha-and-the-swan-and-the-monkey-king/zfkcwty">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-buddhist-story-of-siddhartha-and-the-swan-and-the-monkey-king/zfkcwty</a></li> </ul>		<p>bottle of grape juice representing wine.</p> <ul style="list-style-type: none"> <li>• Taste some challah bread.</li> <li>• Make individual Shabbat table mats decorated with items from the Shabbat table or pictorial representation of the days of creation (link back to Genesis and explain that we have the same story in our bible and the Jewish holy book the Torah scrolls)</li> </ul>		<p>Share diverse images of the people all around the world celebrating Easter</p>	<p>care for people in the community.</p> <ul style="list-style-type: none"> <li>• Create a kindness tree, and on each branch/leaf give an example of showing kindness to others.</li> <li>• Share MAFA and Hi Qu and Ethiopian orthodox artwork diverse images of Jesus and the disciples (Jesus calming the storm – linked to art where they recreate the MAFA image).</li> </ul>
<b>Local links</b>	Local visit to church.	Visit Mary chapel in St Mary's.	Local priest role play baptism in Church.	Share images of Cross being carried through Horsforth to each church.	Making Easter Garden for parish church.	Miracles – Curing of the paralysed man. Links to local charities that help people with disabilities.
<p><b>Assessment</b> By the end of the year children will be able to:</p> <ul style="list-style-type: none"> <li>• Recognise religious stories e.g. Creation, Christmas, Easter, the life of Jesus and recognise the beliefs from these stories. Know these stories are from the Bible.</li> <li>• Name religious signs and objects in stories, liturgies and in Church.</li> <li>• Retell, in simple form, stories from the Bible</li> <li>• Talk about, wonder and ask questions about Biblical characters and key people and whether Bible stories have anything to say to them.</li> <li>• Say in simple terms what stories from the Bible mean to Christians</li> <li>• Give at least two examples how Christians put beliefs into practice in Church and in their lives</li> <li>• Suggest answers to questions of meaning and purpose</li> <li>• Use religious words</li> </ul>						

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<b>Year 2</b>	Chosen People	Mysteries	Good News	The Mass	Eastertide	The Church is Born
<b>Other Faiths</b>	<p>Judaism – Shabbat</p> <p><b>I can describe how Shabbat might be celebrated in a Jewish home.</b></p> <p><b>Key vocabulary:</b> Shabbat, Kosher, Torah, Havdalah candle, Kiddish cup, family meal, challah bread, wine.</p>	<p>Buddhism- prayer beads</p> <p><b>I can recognise religious signs and symbols</b></p> <p><b>Key vocabulary:</b> Mantra, mala beads</p>	<p>Buddhism- Prayer &amp; place of worship</p> <p><b>I can recognise religious signs and symbols.</b></p> <p><b>I can ask wondering questions or I can ask and respond to questions about others feelings and things that matter to them</b></p> <p><b>Key vocabulary:</b> prayer, worship, mandalas, lotus flower, temple, Buddha, shrine</p>	<p>Judaism- Shema prayer</p> <p><b>I can use religious words and phrases to describe Jewish prayers</b></p> <p><b>Key vocabulary:</b> Mezuzah, Shema, Jewish prayer, child, blessing.</p>	<p>Buddhism- temple</p> <p><b>I can describe the Buddhist temple</b></p> <p><b>Key vocabulary:</b> Temple, puja, incense, shrine, Buddha, Tipitaka, meditation, community</p>	<p>Buddhism- ceremonies</p> <p><b>I can answer questions about Buddhist ceremonies</b></p> <p><b>Key vocabulary:</b> Puja, meditation, prayer, mala, offerings, mantras</p>
<b>Suggested activities for other faiths</b>	<ul style="list-style-type: none"> <li>Recall Shabbat meal learning from Year 1</li> <li>Show images of Havdalah spice box</li> </ul>	<ul style="list-style-type: none"> <li>Look at images of Mala Beads</li> <li>Talk about how these beads might be used</li> </ul>	<ul style="list-style-type: none"> <li>Make prayer flags /mandalas/lotus flowers</li> <li>Talk about what is important to them and to other people</li> </ul>	<ul style="list-style-type: none"> <li>Recap Shabbat at home and teach Ch. about child blessing at Shabbat</li> </ul>	<ul style="list-style-type: none"> <li>Following on from prior learning in Spring 1, children describe the Buddhist temple. LA could draw/label</li> </ul>	<ul style="list-style-type: none"> <li>Discuss Buddhist ceremonies and compare how they are similar and different to Catholic ceremonies. – Visit</li> </ul>

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	<ul style="list-style-type: none"> <li>– pass round spices.</li> <li>• Learn about special rules for preparing food in Jewish homes that come from the Torah</li> <li>• Design a plate following the Kosher rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Why do you think people might find using the beads helpful when they pray?</li> <li>• Activity- to make a mala bead bracelet</li> </ul> <p>Share diverse images of the Nativity</p>	with respect for their feelings.	<ul style="list-style-type: none"> <li>• Hear the Shema sung</li> <li>• Make a matchbox Mezuzah <a href="#">Make your own Mezuzah   Teaching Resources (tes.com)</a></li> </ul>	<p>an image, with GD describing how they are used and the symbolism you may see there and why.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z99g7yc/articles/zh9xm39">https://www.bbc.co.uk/bitesize/topics/z99g7yc/articles/zh9xm39</a></p> <p>Share MAFA and Hi Qu and Ethiopian orthodox artwork diverse images of the resurrection and Eastertide/ Pentecost</p>	<p>Catholic church and watch video about a temple.</p> <ul style="list-style-type: none"> <li>• Activity – children to compare the places of worships.</li> </ul>
<b>Local links</b>	Local walk with Abraham's journey at the centre.	Take Rosary beads and Mala beads to our local church.	Make friendly hello cards and gifts and send to local community.	Visit the church sacristy and look at the various items associated with mass.	Share pictures of temples from around the North of England.	Priests visit to talk about Peter and the liturgical year.
<p><b>Assessment</b></p> <p>By the end of the year children will be able to:</p> <ul style="list-style-type: none"> <li>• Recognise key figures in the history of the People of God</li> <li>• Give clear, simple descriptions of key figures and their relationship with God</li> <li>• Describe what religious stories tell us about God, Jesus or key figures</li> <li>• Recognise links between religious stories and worship (e.g. Last Supper and Mass) and events (e.g. Pentecost and birthday of the Church)</li> <li>• Retell religious stories</li> <li>• Give clear, simple descriptions of religious beliefs, signs and actions</li> <li>• Give examples how religious objects and actions express beliefs</li> <li>• Give at least three examples how Bible stories or beliefs are used to guide actions</li> <li>• Talk about and ask questions about experiences and feelings and things that matter to them</li> <li>• Suggest answers to questions of meaning and purpose</li> <li>• Use religious words</li> </ul>						

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	The Christian Family	Mary our Mother	Jesus the Teacher	Reconciliation	Celebrating Easter and Pentecost	Being a Christian
Other Faiths	<p>Islam- Story of The Prophet and the Ants and The Crying Camel</p> <p><b>I can retell Islamic stories in detail and identify messages the story holds for Muslims</b></p> <p><b>Key Vocabulary:</b> Prophet Muhammad</p>	<p>Judaism- Places of Worship</p> <p><b>I can describe a Synagogue with detail using and accuracy using the correct vocabulary.</b></p> <p><b>Key vocabulary:</b> Ark, Torah scrolls, pews, stained glass, Rabbi</p>	<p>Islam- place of worship</p> <p><b>I can describe the Mosque.</b></p> <p><b>Key vocabulary:</b> Mosque, Imam, prayer mat, crescent moon and star, The Qu’ran, Tasbih prayer beads, minaret, mihrab</p>	<p>Judaism and Islam places of worship comparison</p> <p><b>I can describe similarities and differences between a Synagogue and a Mosque.</b></p> <p><b>Key vocabulary:</b> Similarities, differences, contrast, purpose, function, worship, sacred, symbols</p>	<p>Islam- Eid</p> <p><b>I can describe how Muslims observe Ramadan</b></p> <p><b>I can describe how Muslims celebrate Eid</b></p> <p><b>Key vocabulary:</b> Ramadan, Eid ul – Fitr, Sawm/fasting</p>	<p>Islam – prayer</p> <p><b>I can ask and answer questions about prayer in Islam</b></p> <p><b>Key vocabulary:</b> Mosque, prayer, pillars of Islam, call to prayer</p>
Suggested activities for other faiths	Compare Prophet and the ants with the story of The Crying Camel	Visit to Synagogue	Visit to Mosque	Compare a Synagogue and a Mosque as religious places of worship	Learn about Ramadan and explore how Muslims celebrate Eid ul Fitr, comparing this to Lent and Easter Sunday.	Research at the five pillars of Islam, focusing on the 2 <sup>nd</sup> pillar of prayer.

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<b>Local links</b>	Parish clergy role play baptism in Church (carry it out as a baptism with the children dressing up, celebration and party at the end)	Visit Mary in church (chapel) and say the rosary / leave prayers.  Research local St Marys and churches associated with Mary.	Make links between Catholic Social Teaching and how Muslims work on outreach projects to support their local communities. How have these two faiths come together towards a shared goal?	Parish link – making First Reconciliation and then celebrate with an assembly  Easter production	Research local community celebrations planned for Eid ul Fitr. Where do we see preparations and celebrations in Leeds and its surrounding areas?	Churches together visit to tell and discuss parable stories (Open the book)
<p><b>Assessment</b></p> <p>By the end of the year children will be able to:</p> <ul style="list-style-type: none"> <li>• Ask and respond to questions about their own and other peoples' experiences and feelings</li> <li>• Retell religious stories, ensuring they are accurate in sequence and detail</li> <li>• Make simple links between religious texts and the beliefs they contain</li> <li>• Make simple links between religious beliefs and the feelings and actions they may prompt</li> <li>• Make simple links between the signs and actions used in the Liturgical Year and worship (including sacraments) to show their meaning</li> <li>• Make simple links between the beliefs expressed in worship and sacrament, the signs used and how they affect behaviour</li> <li>• Describe with increasing detail and accuracy the beliefs Christians, and others, hold</li> <li>• Suggest answers to questions of meaning and purpose</li> <li>• Use religious words accurately</li> <li>• Give a point of view on an aspect of religious teaching</li> <li>• Express a preference when asked to choose between different aspects of study</li> </ul>						



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<b>Year 4</b>	The Bible	Trust in God	Celebrating the Mass	Jesus the Saviour	The Early Christians	The Church
<b>Other Faiths</b>	<p>Judaism – Torah</p> <p><b>I can describe and make links between sacred texts (Torah and Bible)</b></p> <p><b>I can use sources to make links between the Exodus of the Hebrews from Egypt and the Jewish festival of Passover.</b></p> <p><b>Key vocabulary:</b> Torah, Moses, Ten Commandments, Sefer Torah, Ark of the Covenant, God, yad</p>	<p>Islam- Story of Bilal</p> <p><b>I can retell Islamic stories in detail and identify messages the story holds for Muslims</b></p> <p><b>Key vocabulary:</b> Prayer, prayer mat, The five pillars, Prophet Muhammed</p>	<p>Islam- sacred texts, the Quran</p> <p><b>I can make links between the sacred texts of world religions and recognise they contain teachings which are special to many people</b></p> <p><b>Key vocabulary:</b> Allah, Qur'an</p>	<p>Judaism- religious leaders</p> <p><b>I can make links between religious leaders</b></p> <p><b>Key vocabulary:</b> Rabbi, kippah, prayer shawl,</p>	<p>Islam – Ramadan</p> <p><b>I can make links to show how feelings and beliefs affect their behaviour and that of others</b></p> <p><b>Key vocabulary:</b> The five pillars, Ramadan, fasting</p>	<p>Islam – Mosque</p> <p><b>I can describe and use the right words for a Muslim place of worship.</b></p> <p><b>I can make links and show understanding between places of worship.</b></p> <p><b>Key vocabulary:</b> Prayer, dome, minaret, prayer hall, prayer mat, the five pillars, wudu.</p>
<b>Suggested activities for other faiths</b>	<ul style="list-style-type: none"> <li>Use of bible Book of Exodus Ch 12</li> <li>After learning about exodus children learn how</li> </ul>	<ul style="list-style-type: none"> <li>Write on the speech bubble blanks deciding what they would shout out if they were calling people</li> </ul>	<ul style="list-style-type: none"> <li>Create a Venn diagram containing the Qur'an and the Bible to compare similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>Invite Parish Priest to visit Y4 – chn to present questions that link between the role of Jewish religious leader and Catholic priest.</li> </ul>	<ul style="list-style-type: none"> <li>Diary entry from the perspective of a child</li> </ul>	<ul style="list-style-type: none"> <li>Arrange visit to Mosque or do a virtual tour <a href="https://www.visitmy-mosque.org/book-virtual-tour/">https://www.visitmy-mosque.org/book-virtual-tour/</a></li> </ul>

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	<p>Jewish people celebrate this event</p> <ul style="list-style-type: none"> <li>• Create a Sedar plate</li> </ul>	<p>to prayer/ record their 'call' onto the ICT video their partner 'calling' people to prayer.</p>				
<b>Local links</b>	<p>Create Sedar plates and invite parents in to share them with us.</p>	<p>Churches Together Rewind Christmas</p>	<p>Swap churches and celebrate mass at alternative church as parishioners</p>	<p>First Holy Communion link with parish – assembly afterwards</p>	<p>Pentecost picnic</p>	<p>Visit St. Mary's church</p>
<p><b>Assessment</b></p> <p>By the end of the year children will be able to:</p> <ul style="list-style-type: none"> <li>• Ask and respond to questions about their own and other peoples' experiences and feelings</li> <li>• Retell a narrative that is accurate in its sequence and detail and corresponds to the scripture source used – e.g. Abraham, Moses, David, Joseph, Jonah and stories from Holy Week</li> <li>• Describe, with increasing detail and accuracy, actions of believers which arise because of their beliefs, e.g. Abraham, Moses, David, Joseph, Jonah, Mary, Joseph, Jesus and the disciples at Pentecost</li> <li>• Describe, with increasing detail and accuracy, the life and work of key figures e.g. St. Peter, St. Paul, St. Teresa of Calcutta, Pope St. John Paul II</li> <li>• Describe, with increasing detail and accuracy, different roles of people in the Church e.g. in the parish community</li> <li>• Describe, with increasing detail and accuracy, religious signs and actions in worship and sacraments e.g. the Mass</li> <li>• Make links between beliefs and sources e.g. beliefs that Jesus is truly God and man and bible texts, beliefs about the Mass and their sources in the Bible (Exodus, The Last Supper) and the Apostles' Creed, giving reasons for the beliefs using those sources</li> <li>• Make links between beliefs and worship e.g. beliefs and the Mass, Holy Week and Pentecost giving reasons for actions and the signs used</li> <li>• Make links between beliefs and how they are put into practice in life e.g. St. Teresa of Calcutta, Pope St. John Paul II and their own lives</li> <li>• Make links to show how feelings and beliefs affect their own and other peoples' behaviour e.g. their feelings and views about Christmas, about the need to live out certain virtues, about Jesus, Peter, the disciples before and after Pentecost, and other biblical and key figures</li> <li>• Use a range of religious vocabulary</li> <li>• Use a given source to support a point of view e.g. during work on Trust in God, the Creed or the Magnificat and how they affect or reflect the life of a believer or Mary</li> <li>• Express a point of view about any area of study e.g. how is the church both a building and people?</li> </ul>						

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<b>Year 5</b>	Creation	God's Covenants	Inspirational People	Reconciliation	Life in the Risen Jesus	The Transforming Spirit
<b>Other Faiths</b>	<p>Sikhism- stories Milk and the Jasmin Flower and Duni Chand</p> <p><b>I can retell accurately a Sikh story and compare my responses to the story with others.</b></p> <p><b>Key vocabulary:</b> Guru Nanak, Duni Chand, generosity, goodness</p>	<p>Sikhism -3 golden rules and 5 Ks</p> <p><b>I can show knowledge and understanding of the rules which Sikhs live by.</b></p> <p><b>I can express a point of view and give reasons.</b></p> <p><b>Key vocabulary:</b> Kesh, kara, kanga, kaccha, kirpan, golden rules</p>	<p>Sikhism - Guru Nanak as inspirational person</p> <p><b>I can show knowledge and understanding about why Guru Nanak is an inspirational person.</b></p> <p><b>Key vocabulary:</b> Guru Nanak, founder, honest, equal, community</p>	<p>Judaism - Yom Kippur</p> <p><b>I can show an understanding of religious commitments by making links.</b></p> <p><b>Key vocabulary:</b> Atonement, fast, pray, forgiveness, Shofar- Jewish horn, G'mar chatima tova"- Jewish greeting.</p>	<p>Sikh festival- Vaisakhi</p> <p><b>I can show knowledge and understanding of the Sikh festival of Vaisakhi</b></p> <p><b>Key vocabulary:</b> Vaisakhi, Baisakhi Khalsa, Guru Gobind Singh, Panj Piare, amrit, Nagar Kirtan</p>	<p>Sikh – places of worship</p> <p><b>I can show knowledge and understanding about a Gurdwara</b></p> <p><b>Key vocabulary:</b> Gurdwara, Nishan Sahib, prashad, Chanani Darbar Sahib, Manji Sahib, Sach Khand, Guru Granth Sahib, Langar, Sewa, Golak, Chaur, Rumala.</p>
<b>Suggested activities for other faiths</b>	<ul style="list-style-type: none"> <li>Children to listen to the stories and consider what they teach people.</li> <li>Retell the story of Jasmine and the</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the 3 golden rules and draw and label the 5 k's- Use Sikhism artefacts.</li> <li>Silent Debate Activity- Pupils</li> </ul>	<ul style="list-style-type: none"> <li>Create a fact file about the key teachings of Guru Nanak that make him an inspirational person in the Sikh religion.</li> </ul>	<ul style="list-style-type: none"> <li>Children learn about this festival and make links to the sacrament of reconciliation during Lent.</li> </ul>	<ul style="list-style-type: none"> <li>Using purple mash, create a brochure advertising the festival of Vaisakhi. Include the history of the festival and the different ways it is celebrated.</li> </ul>	<ul style="list-style-type: none"> <li>Gurdwara visit or watch a video (purple mash)</li> <li>Design a leaflet explaining the key features of the Gurdwara.</li> </ul>

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	<p>Milk and reflect on its key message.</p> <ul style="list-style-type: none"> <li>Write a note from Duna Chand to Guru Nanak thanking him for the lesson he has learnt. Identify a modern-day equivalent to Duni Chand.</li> </ul>	<p>discuss and share ideas about the 5 Ks e.g. Should Sikhs be allowed to carry a Kirpan? Should Sikhs wear a Kirpan in school?</p>		<ul style="list-style-type: none"> <li>Create a guide showing how the Jewish people prepare and celebrate the festival of Yom Kippur.</li> </ul>		
<b>Local links</b>	<p>Be 'Stewards of Creation' in our own community by litter picking around Horsforth and visiting the elderly at Bedford Court</p>	<p>Take part in fund raising events in school and share earnings with local charities.</p>	<p>Visit from Fr Michael/Marc – share his inspirational person.</p>	<p>Use local area / images of Leeds stations of the cross</p>	<p>Pentecost picnic</p>	<p>Visit a Gurdwara-Chapelton Road gurudwara.cr@gmail.com</p>
<p><b>Assessment</b></p> <p>By the end of the year children will be able to:</p> <ul style="list-style-type: none"> <li>Show knowledge of a range of scripture passages e.g. Creation and Fall, Abraham, Moses and the Ten Commandments, the Old Testament prophets, the Beatitudes, stories about forgiveness, Holy Week, texts on prayer, the first Christians and show some understanding of the concepts and beliefs they contain.</li> <li>Show knowledge and some understanding of the meaning of a range of religious beliefs e.g. creation, sin, stewardship, covenant, the Incarnation, the call to sainthood, the importance of forgiveness and reconciliation, the Resurrection, the importance, and effect of prayer.</li> <li>Show knowledge of the life and work of key figures e.g. St. Paul, St. Francis, St. Josephine Bakhita, St Edith Stein, Blessed Miguel Pro, Fr. Pedro Arrupe, St. Leopold Mandic, St. Damien de Veuster and show some understanding of their life and work.</li> <li>Show some understanding of what it means to belong to the church community e.g. the commitment necessary of a follower of Jesus, the importance and effect of prayer.</li> <li>Show knowledge and some understanding of the meaning of religious signs and the steps involved in the Sacrament of Reconciliation.</li> <li>Show knowledge of the actions and decisions of believers and some understanding of how these actions and decisions are informed by beliefs (how these beliefs motivate, inspire or help) e.g. Abraham and Moses and their call from God, St. Josephine Bakhita, St. Edith Stein, Blessed Miguel Pro, Fr. Pedro Arrupe, St. Leopold Mandic and St. Damien de Veuster, Saul and St. Paul and pupils themselves.</li> <li>Show some understanding of beliefs by making links with sources e.g. Sin and suffering in the world and the Fall in Genesis, beliefs about God, the Incarnation, and the Old Testament prophets, discipleship and scripture sources, reconciliation and the Lost Son, God as loving and forgiving and scripture sources, reconciliation, and sources from the life of Jesus, our redemption from sin and the Resurrection.</li> <li>Show some understanding of beliefs by making links with their expression in worship e.g. the Holy Spirit's presence among us and its expression in religious signs and actions, Jesus' teaching on prayer and its place in Christian worship.</li> <li>Show some understanding of beliefs by making links with how they are put into practice and applied to life e.g. Ten Commandments, the virtues, the Beatitudes, reconciliation, discipleship.</li> </ul>						

## **Long term plan for Religious Education 2023-2024**

- Use religious vocabulary widely, accurately, and appropriately
- Compare their own and other peoples' responses to questions of meaning and purpose e.g. why people suffer, use of own gifts, God's choice of people, the Incarnation, who is inspirational? the consequences of actions, discipleship
- Use sources to support a point of view e.g. passages from the creation story; that someone is inspirational, passages on forgiveness and reconciliation
- Express a point of view and give a reason for it e.g. discipleship
- Begin to arrive at judgements e.g. why someone is inspirational

### Long term plan for Religious Education 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 6</b>	Called to Serve	Justice	Exploring the Mass	Jesus the Messiah	The Kingdom of God	Catholic Social Teaching
<b>Other Faiths</b>	<p>Examples of service Sikhism Khalsa and Judaism Bar Mitzvah</p> <p><b>I can show an understanding of religious commitments by making links.</b></p> <p><b>Key vocabulary:</b> Confirmation Bah Mitzvah Khalsa commitment</p>	<p>Sikhism - Guru Nanak justice and equality</p> <p><b>I can show knowledge and understanding of Sikh beliefs about justice and equality</b></p> <p><b>Key vocabulary:</b> fairness equality humanity sewa caste</p>	<p>Sikhism – wedding ceremony</p> <p><b>I can show knowledge and understanding of a Sikh wedding ceremony</b></p> <p><b>Key vocabulary:</b> wedding commitment ceremony Milni Shabads Anand Karaj</p>	<p>Judaism – Passover</p> <p><b>I can show knowledge and understanding of Jewish Passover</b></p> <p><b>Key vocabulary:</b> Seder Passover Pesach Matzah Elijah</p>	<p>Judaism - Yom HaShoah (Jewish Holocaust)</p> <p><b>I can show knowledge and understanding about the Jewish Holocaust</b></p> <p><b>Key Vocabulary:</b> Holocaust Memorial Kaddish -prayer for the dead El Maleh Rahamim - a memorial prayer.</p>	<p>Sikhism social teaching</p> <p><b>I can show understanding of Sikh social teaching</b></p> <p><b>Key vocabulary:</b> Langar Community charity</p>
<b>Suggested activities for other faiths</b>	<ul style="list-style-type: none"> <li>Explore how young Jews today make a choice and a commitment to their faith. They can explore any similarities and difference. A</li> </ul>	<ul style="list-style-type: none"> <li>Show what justice and equality looks like for Sikhs.</li> <li>“Do not enquire about one's caste and birth...honour is determined by deeds.”</li> </ul>	<ul style="list-style-type: none"> <li>Create a leaflet about or postcard after attending a Sikh wedding, comparing it with Catholic weddings.</li> <li>What happened?</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zn22382">https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zn22382</a></li> <li>Recap on learning from Year 4- recap the Sedar plate and the significance of</li> </ul>	<ul style="list-style-type: none"> <li>Create a memorial for those lost in the holocaust. It can be through nature, art, sculpture etc</li> </ul>	<ul style="list-style-type: none"> <li>Explore work done in the Langar and what it tells us about Sikhs.</li> <li>Sikh visitor</li> </ul>

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	practical activity using hoops as Venn diagrams. to make links between Judaism Bar Mitzvah and Khalsa with Confirmation.	<b>Guru Granth Sahib</b> <ul style="list-style-type: none"> <li>Use this quote to explain what it means in terms of Justice and how as a catholic we can put it into practice.</li> </ul>	<ul style="list-style-type: none"> <li>What did it look like? How did you feel?</li> </ul>	each item. Children could try some of these foods and then write about the significance of them in their books showing knowledge and understanding.		
<b>Local links</b>	Priest visit Year 6 mass in church Year 3 and 6 mass	Visit local care home Carol Service Reconciliation in church Christmas cards to parishioners	Visit Mass as parishioners	Visit local cenotaph	Invite parishioners to war museum	Speak to local Sikh

### Assessment

By the end of the year children will be able to:

- Show knowledge of a range of scripture passages e.g. parables, miracles, Old Testament prophets, Annunciation, Visitation, Nativity of Jesus, Exodus (Passover), Holy Week texts, Pentecost text, Genesis (made in God's image, creation of man), Body of Christ, and show understanding of the concepts and beliefs they contain.
- Show knowledge and understanding of the meaning of a range of religious beliefs e.g. Kingdom of God, Justice, Incarnation, Covenant, Sacrament, Eucharist, Confirmation, titles used of Jesus (King, Messiah, Son of God), Dignity, Service, Solidarity, Mercy, the Church as the Body of Christ.
- Show knowledge of the life and work of key figures e.g. St. Therese of Lisieux, Elijah, St. John the Baptist, Oscar Romero, Dorothy Day, Martin Luther King and show an understanding of their life and work.
- Show understanding of what it means to belong to the church community e.g. Christians are called to work for justice, the impact of the Eucharist on action in the world, use of gifts and talents in the service of others, commitment to worship and sacraments, performing the works of mercy.
- Show knowledge and understanding of the meaning of religious signs and the steps involved in the Sacrament of the Eucharist and Confirmation.
- Show knowledge of the actions and decisions of believers (and themselves) and understanding of how these actions and decisions are informed by beliefs (how these beliefs motivate, inspire or help) e.g beliefs about the Kingdom of God, Justice, Gifts of the Holy Spirit, Dignity, Equality, Solidarity.
- Show understanding of beliefs by making links with sources e.g Kingdom of God and parables and miracles, justice and texts from the prophets, Incarnation, and the Annunciation, Visitation and Nativity, Self-giving sacrifice (Last Supper) and the Passover, Son of God / Messiah and scripture passages, Nature of discipleship and texts about the call and life of the disciples, Human dignity and texts from Genesis (made in God's image).
- Show understanding of beliefs by making links with their expression in worship e.g. beliefs expressed in different parts of the Mass, beliefs expressed in worship during Holy Week (Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday), beliefs about the effect of the Holy Spirit and Confirmation.
- Show understanding of beliefs by making links with how they are put into practice and applied to life e.g Kingdom of God and applying St. Theresa's 'Little Way, Justice, the Eucharist's impact on action, Service of others, putting belief in human dignity and equality in action. • Use religious vocabulary widely, accurately, and appropriately.
- Compare their own and other peoples' responses to questions of meaning and purpose e.g. the Kingdom of God, the Eucharist, and the Mass, whether miracles happen or not, belonging to communities including the Church.
- Use sources to support a point of view e.g. Kingdom of God, Incarnation (what kind of king is Jesus?), discipleship and service.

## **Long term plan for Religious Education 2023-2024**

- Express a point of view and give reasons for it e.g the Kingdom of God, Incarnation, Eucharist and the Mass, whether miracles happen, inequality.
- Arrive at judgements e.g on miracles, on what's more important i.e. heaven or justice and peace in the world.
- Recognise difference, comparing different points of view e.g justice, whether the Trial of Jesus was a fair trial, different views about the Messiah, whether miracles happen, views about inequality.