

	Autumn	Spring	Summer
Reception	<p><u>Creation</u>            'All Things Bright and Beautiful' ; - Genesis 1 and 2            Think about all the things God could have made.            Make a list of things that Christians believe God has made. Draw pictures.</p> <p>The story of Adam and Eve Genesis 2 and 3            Listen to the story of Adam and Eve.            Draw a picture of Adam and Eve in their beautiful garden.            Why is it a sad day?            Have they ever done anything they have been asked not to do?</p> <p><u>Harvest Festival</u>            To have a sense of community, consider the consequences for their actions. Bring in tinned goods to share with those less fortunate in the community.</p> <p><u>Christmas</u>            Children to understand the Christmas story.</p>	<p><u>Weddings from different religions.</u>            Respond to experiences and expressing and communicating ideas.            Have they been to a wedding?            Do they have any photos?            Use imagination and role play to act out different weddings – what do people wear? What happens? What do they eat? Why do people get married?</p> <p>Write invitations, readings, lists, make cakes and sort wedding outfits.</p>	<p>Rain, Rain, Rain, The story of Noah and the Flood Genesis 6-9</p> <p>Listen and respond to stories, songs and other music and make up own stories and songs.</p> <p>Make finger puppets for the animals that Noah took on the ark or make animal masks.            Act out story of Noah and imagine all the animals on the ark.</p>

Year 1	<p><u>Personal Experience</u> Special me, people, pets. Making people feel special at birthdays and other times.</p> <p><u>Christianity</u> Stories about Jesus. The Christmas story and Christmas lights. Christmas traditions for them/their community. (personal experiences )</p> <p><u>Hinduism</u> Basic overview and introduction. The story of Rama and Sita. Lights at Diwali. <b>Comparison opportunity with Christmas lights.</b> Make a clay Diva, make Diwali crafts or origami lotus flowers.</p>	<p><u>Personal Experience</u> Special things in the home. Animals we resemble. Symbols.</p> <p><u>Christianity</u> Special things in a Christian home. The cross Easter Symbols.</p> <p><u>Hinduism</u> Special things and symbols. The Mandir temple and mini versions of these in Hindu homes. The Om symbol showing Brahman. Children to make their own symbol to represent something important in their life – love, family, pets, a hobby. Do they have any symbols in their own homes/clubs that represent anything? (Brownies, cubs etc )</p> <p>How do these symbols and other actions express the Hindu's community way of life. Are there similarities with other communities? <b>Compare to Christianity and symbol of the cross.</b></p>	<p><u>Personal Experience</u> Nature all around us and protecting our natural world. School grounds and wider community.</p> <p><u>Christianity</u> The Genesis 1 creation story. Remember from Reception Class. Start by looking at the world in which we live and the variety of things in it. The children will have the opportunity to explore their ideas as to where and how these were created Drama opportunity – act out the creation story. The Christian duty to care for the natural world. Stories of Jesus and hymns about the beauty of the natural world. <b>St Assisi and his relationship with things in nature.</b> <b>Saint Francis of Assisi abandoned a life of luxury for a life devoted to Christianity after reportedly hearing the voice of God, who commanded him to rebuild the Christian church and live in poverty. He is the patron saint of animals and the environment.</b> <b>Children to think about what is important to them.</b> <b>Diamond 9 activity placing different values in order of importance to them.</b> <u>Hinduism</u> A Hindu creation story. Children write the Hindu creation story as a comic strip. Ex – children to create their own creation story. <b>Comparison opportunity with Christian creation story.</b></p>
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Year 2	<p><u>Personal Experience</u> Our homes, our school, our town Special places we have visited.</p> <p>Why do communities do what they do and what difference does it make if you belong to certain communities. Where do they belong in a community? Family, school, clubs , Worthing , UK , the global community.</p> <p><u>Christianity</u> Features of churches. Harvest Festival and advent. Possible local church visit.</p> <p><u>Judaism</u> Ask the children to think, pair, share what they already know about Judaism and what it means to be a Jew. Ask the children if any of them are Jewish, and if they are, to share some of the things that they do as a Jew e.g. pray, go to a synagogue etc</p> <p>Remind children of Christian creation story at the end of Year 1. Explain how Jews share the belief for this story. Sukkot festival - the shelters and the associated festival. Children to design their own Sukkot shelter.</p> <p>Comparison with Christian Harvest Festival. Celebrating the miracle of the oil and the temple lights at the festival of Hannukah. Comparison opportunity with Year 1 – Christmas lights and Diwali.</p>	<p><u>Personal Experience</u> Our special books, nursery rhymes, poems and songs.</p> <p><u>Christianity</u> The bible , bible stories about Jesus The Lord's prayer – what does it mean – looking at the old-fashioned language.</p> <p>The Easter story – Story-board.</p> <p><u>Judaism</u> The festival of Purim. The Megillat Esther.</p> <p>The story of how Queen Esther saved her people, the Jews. Celebrating Esther's triumph at the festival of Purim.</p> <p>Esther was a hero and saw off evil to save her people. Draw a picture of Esther and explain how she was a hero.</p> <p>Draw a picture of their real life hero and explain why he/she is their hero.</p>	<p><u>Personal Experience</u> Special times in my day, week, year. Caring for others and co-operation between people who are different. Making the world a better place.</p> <p><u>Christianity</u> The message of The Good Samaritan. Be able to retell the story. Make up a modern day version of the Good Samaritan.</p> <p>What happens in church on Sunday. The life of a vicar. Visit from the local vicar.</p> <p>Show an understanding of morals and how their actions may affect others, link to the Good Samaritan. Understand how they have to make their own choices in life. Be able to express their own ideas and opinions using words, music and art.</p> <p>Listen to 3 moral stories for example from Christianity, Hindus and humanists and think about whether they are saying the same things about how people should behave. ( can include the Good Samaritan )</p>
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Year 3	<p><u>Sikhism</u> Explain who founded Sikhism and where it was founded. Maps of India.</p> <p>Story of Guru Nanak – retell. <b>The Sikh faith started as Guru Nanak realised that people were losing sight of God in their lives because of greed and superstition. He set out a list of new rules to bring people closer to God. These were based on the fact that there is only one God, responsible for all and that all people are equal and should have equal opportunities.</b></p> <p><u>The Gurdwara</u> Learn about the Gurdwara as a place of worship and how Sikhs are expected to behave in this special place. Create a poster containing information about how to show respect. <b>Comparison opportunity with church, synagogue and Hindu temple.</b></p> <p>Possible Gurdwara visit – maybe Southampton too far?</p> <p>The practices inside a Gurdwara Explain the practices and lifestyles of a Sikh family. How is this different to a Christian family?</p>	<p><u>The main beliefs of Sikhism.</u> Children to learn the main beliefs. To understand that there were 10 living Gurus. What makes a good teacher? Children to understand that the Gurus taught Sikhs how to live their life. The first and last human Guru - Guru Granth Sahib. Children to understand that this is a holy book but Sikhs believe that it is a living Guru.</p> <p>Look at the language the Guru Granth Sahib is written in. (Punjabi Script)</p> <p>What holy books have they learnt about up to this point? <b>Comparison with bible, Torah.</b></p> <p><u>Parables –Christianity.</u></p> <p><u>What is a parable? The Good Samaritan, The Prodigal Son , The wise and the foolish builders</u> Refer back to Year 2 when they looked at the Good Samaritan. Children to listen to different parables and discuss their meaning. How the meanings of parables are expressed in poetry, stained glass and drama. Symbolism Art and literature Children to write their own modern day parable. (not the Good Samaritan as this was done in Year 2) How could they express this in different ways – art and drama? Pupils develop their own imaginative and creative ways of expressing some of their own commitments such as working hard at sport or music, caring for animals and the environment, loving their family or serving God.</p>	<p><u>Symbolism in Sikhism</u> Compare the Kandar with the Christian Cross – children to be able to draw and explain the different parts of the Kandar and explain why they are important.</p> <p><u>Sikh stories</u> – The Milk and The Jasmine Flower BBC Bitesize. Watch the clip. Discuss the meaning of equality, generosity, giving up your possessions. Compare to parables from last term.</p> <p><u>How do beliefs of some communities affect their behaviour?</u> Pupils develop their own imaginative and creative ways of expressing some of their own commitments such as working hard at sport or music, caring for animals and the environment, loving their family or serving God.</p> <p>Show an understanding that personal experiences influence attitudes and actions. Ex – Civil rights activists and religious leaders. Compare with the idea of equality in Sikhism with equality amongst different communities and religions etc</p> <p>How has an experience that they have had affect how they live their life? Opportunity for art, drama, writing.</p>
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Year 4	<p><u>Judaism</u> The story of Moses and Exodus –</p> <p>Children to be told the story of Moses. Look at maps of Egypt and the Nile. Retell the story of Moses – comic strip, drama, art. The 10 commandments.</p> <p><b>The Ten Commandments are found within both the Bible and the Jewish Torah. For the Jews, the Torah sets out the laws, or rules, of how God wants them to live. The Ten Commandments are a fundamental set of rules.</b></p> <p>Activity ideas – rules for our school or desert activity. ( see below )</p> <p>You are travelling in a group of 100 people across the desert; you have been travelling for three months. You have plenty of food and water and somewhere to live on the journey. Would it be important for everyone to get on? What would be some of the problems you might meet? What rules might you need to make? What might it be like with no rules? Come up with five rules that everyone on the journey must follow.</p>	<p><u>Judaism</u> Features of the synagogue and a typical service. The Torah. <b>Comparison opportunity comparing the Torah with the old Testament of the bible and the synagogue with the church</b></p> <p>Children to design a stained glass window. Look at different examples.</p> <p>Children to make an information booklet about the features of the synagogue.</p>	<p><u>Judaism</u> Home life in Judaism. Kosher home and dietary laws. Shema and Mezuzah. Make a kosher menu.</p> <p>Explain the dietary food laws.</p> <p>Shabbat in the home.</p> <p>Diary entry – day in the life of a Jew on the Shabbat day.</p>
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Year 5	<p><u>Hinduism</u> Recap and remember Hindu creation stories from Year 1. <u>Hindu Gods and Goddesses.</u> The three most important Hindu gods are Brahma (the Creator), Shiva (the Destroyer) and Vishnu (the Protector); together they make up a trinity ( <i>Trimurti</i>). Other Hindu deities (gods) include:</p> <ul style="list-style-type: none"> <li>• Krishna (worshipped as a god but also considered to be an avatar of Vishnu, one of the forms that the god took when visiting Earth)</li> <li>• Ganesh (the Remover of Obstacles)</li> <li>• Hanuman (the Monkey-God)</li> <li>• Lakshmi (the goddess of wealth and good fortune).</li> </ul> <p><b>Hindus believe that people can be born again after death; this is known as reincarnation.</b> In each life the person is rewarded or punished for what they have done in the previous life (<i>karma</i>). Hindus believe if they lead a perfect life, they will be freed from birth and death to join God. A Hindu's ultimate goal is to be become one with Brahman (<i>moksha</i>). Living as a Hindu.</p> <p>Children to produce character profile with picture of Hindu Gods ( shown in powerpoint )</p> <p>Children to make up their own Gods.</p>	<p><u>Hinduism</u> Understand the practices and lifestyles of belonging to a Hindu community.</p> <p>How does a Hindu person worship? Where do Hindus live in the world? Where did Hinduism start? Children to produce a guide to being Hindu including a fact-file of relevant information.</p> <p>Children could do some yoga.</p> <p>The teaching of Jesus. Parables, commandments, prayer ( specifically the Lord's prayer ) <b>Link to Year 2 when they studied the Lord's Prayer.</b> Last week of Jesus's life. Palm Sunday, last supper, Good Friday, Crucifixion, Resurrection.</p> <p>Children to understand the importance of the Easter Story for Christians. Show understanding by doing drama, freeze frames or another method of story telling.</p>	<p><u>Hinduism</u> Describe the impact of Hindu teaching about harmlessness (ahimsa ) on questions about what people eat and how people treat animals.</p> <p>Children to study the food that Hindus eat and why they don't eat particular food. <b>Opportunity to have a visit from a local Indian restaurant to sample some Indian food.</b></p> <p>Make menus, plan meals and get the opportunity to taste some Indian food and describe it.</p> <p><u>Ultimate Questions</u> Encourage children to express their own ideas Explain some of the different ways that individuals show their beliefs.</p> <p>Talk about the answers to challenging questions about truth, belonging, meaning and purpose applying ideas in different forms including music, art and poetry.</p> <p>Recognise and express feelings about their own identities.</p> <p>Explain their own ideas about the answers to ultimate questions. Discuss different perspectives on questions about the beginnings of life on earth ( science and religion ) Why might their answers differ from those of others?</p> <p>Show an awareness of morals and right and wrong beyond rule. Ex – stealing when your family is starving.</p>
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Year 6	<p><u>Islam</u> The Five Pillars – explore each one in more detail. Holy Places in Islam. To make the connection between the Hajj for Muslims and pilgrimages to Lourdes or the Holy Land for Christians.</p> <p>The Quran - <i>comparison with other holy books and holy places of worship.</i></p> <p>Features of a mosque – how should Muslims behave? Children could draw a plan of a mosque and write a list of rules for behaviour. <i>Visit to the mosque in Worthing.</i> <i>Comparison opportunity with church visit.</i> Understand some of the challenges faced belonging to the Islamic community.</p>	<p><u>Humanism</u> What is humanism and what do they believe? What is the symbol of humanism? Do the children know any famous humanists? Fill in a fact file of all the information.</p> <p>Compare a humanist marriage with that of a Christian, Hindu or Muslim. What do humanists believe happens after death? How does this compare with other religions?</p> <p>What do they believe is right or wrong, fair or unfair – ethical questions. Express their ideas clearly. Look at moral dilemmas and beliefs.</p>	<p><u>Inspirational figures</u> Sources of inspiration across religious and non-religious communities.</p> <p>The role of a spiritual leader.</p> <p>How do religious beliefs shape the lives of individuals.</p> <p>Research an inspirational figure of their choice – mini project. Think about someone who could inspire them to do something in life.</p> <p>Communities being able to live together in peace.</p> <p>How and where is there conflict between communities ?</p>
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