

<b>Religious Education Medium Term Plan      Spring      UKS2      Aycliffe Drive Primary School</b>						
Religious and Theological Literacy	<b>Key Enquiry Questions</b>	<b>Which eight areas of learning have been covered?</b>	<b>Year 5 Cycle B ( in line with other subjects )</b> <i>(Suggested Activities)</i>	<b>Key Enquiry Questions</b>	<b>Which eight areas of learning have been covered?</b>	<b>Year 6 Cycle A ( in line with other subjects )</b> <i>(Suggested Activities)</i>
<b>Eight Areas of Learning:</b>  Beliefs and Practises  Sources of Wisdom  Prayer, Worship and Reflection  Identity and Belonging	<b>What does it mean to be you?</b>	Beliefs and Practises  Sources of Wisdom	<b>Lesson 1</b>  LO: To learn who key figures in Judaism are.  <b>WHO ARE KEY FIGURES IN THE JEWISH RELIGION?</b> Esther – Purim • Purim – listen to the <b>story of Esther</b> . Identify the key characters, for example, Esther, Mordechai, Haman, the King. What themes are in this story? Bravery, hatred,	<b>What does it mean to be you?</b>	Sources of Wisdom  Beliefs and Practises	<b>Lesson 1</b>  LO: To learn how Christians and Buddhists express their faith in art, drama and song.  Divide the class into 6 – give each a story, choose 3xChristian and 3xBuddhist (these texts could build on the Buddhist <b>stories</b> looked at in the Autumn Term).

<p>Symbols and Actions</p> <p>Human Responsibility and Values</p> <p>Justice and Fairness</p> <p>Ultimate Questions</p>			<p>fear, courage, selflessness.</p> <p>Create a poster for the key themes.</p>			<p>Pupils retell each one as a stained glass, a drama, dance and/or a hymn.</p> <p>Presentations, take photographic evidence of drama work.</p>
	<p><b>What does it mean to be me?</b></p>	<p>Identity and Belonging</p>	<p><b>Lesson 2</b></p> <p>LO: To learn to understand what identity is and what it means to me.</p> <ul style="list-style-type: none"> <li>• In pairs discuss words to describe Esther’ s personality and then share as a class.</li> </ul>	<p><b>What does it mean to be you?</b></p>	<p>Beliefs and Practises</p> <p>Sources of Wisdom</p> <p>Prayer, Worship and Reflection</p>	<p><b>Lesson 2</b></p> <p>LO: To learn to respond to a religious story and give examples of how it reinforces the religious teachings.</p>

			Discuss the theme of <b>true identity</b> – when do you think you have put your community/ others needs before yourself? Write about a time when you have done this.			Pupils respond to the message of the story from the previous lesson or add captions to images to say how it reinforces the beliefs/teachings, practices/lifestyles of the religion from which it originates. Have pictures from the stories for children to add thought bubbles/captions.
	<b>What does it mean to be you?</b>	Beliefs and Practises  Ultimate Questions	<b>Lesson 3</b>  LO: To learn to reflect on a religious story.  Read extract of story. Role-play the way some Jews <b>celebrate</b> Purim by listening	<b>What does it mean to be me?</b>  <b>What does it mean to</b>	Sources of Wisdom  Justice and Fairness	<b>Lesson 3</b>  LO: To learn why people of faith use art, drama and song to enrich their religiou experience.

		<p>Sources of Wisdom</p>	<p>to the story whilst making noises when Haman' s name is mentioned. Encourage active participation.</p> <ul style="list-style-type: none"> <li>• Ask pupils - <b>How would you cope in Esther' s situation?</b> Would you stand before the King knowing that entering his palace uninvited could cause death?</li> <li>• Hot seat Esther- Why did you behave as you did?</li> </ul> <p>Individual response: was Esther a hero?</p>	<p><b>be human?</b></p>		<p>Express personal reflections on the art forms already experienced.</p> <p><b>How might they enrich religious experiences?</b></p> <p>Pupils write down three things they think most people spend a lot of time thinking about. <b>How might these things affect people?</b></p>
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	<p><b>What does it mean to be you?</b></p>	<p>Sources of Wisdom</p>	<p><b>Lesson 4</b></p> <p>LO: To learn about the Jewish holiday of Passover.</p> <p>Passover – Briefly retell the <b>story</b> of the Exodus of the Jews from Egypt. Focus on oppression, slavery, leadership, Moses, Plagues and escape.</p> <ul style="list-style-type: none"> <li>• Points of view - give each class member a role, for example, Hebrew/Egyptian/Moses/Pharaoh. Watch selected section</li> </ul>	<p><b>What does it mean to be human?</b></p>	<p>Prayer, Worship and Reflection</p>	<p><b>Lesson 4</b></p> <p>LO: To learn about buddhist meditation, its purpose and practise.</p> <p>Discuss Buddhist <b>meditation</b>, its purpose and practice.</p> <p>Let a jar of muddy water settle while participating in stillness/silence focusing on something beautiful. Guide pupils carefully</p>

			<p>from "Prince of Egypt" which includes all 4 roles (for example, the sending of the plagues), pupils plot a feelings graph for example, despair and hope for Moses and the Hebrews and powerful and weak for Pharaoh and the Egyptians Explain that during the Passover (Pesach) many Jews remember the story of the Exodus and participate in the Seder meal.</p>			<p>at this time to think about beauty, friendship, joy, the natural world. Look at the jar. <i>Has it settled?</i> Explain that this is what happens to the mind during quiet meditation.</p>
	<p><b>What does it mean to be you?</b></p>	<p>Symbols and Actions</p> <p>Sources of Wisdom</p>	<p><b>Lesson 5</b></p> <p>LO: To learn what the Seder plate represents.</p>	<p><b>What does it mean to be me?</b></p>	<p>Prayer, Worship and Reflection</p> <p>Ultimate Questions</p>	<p><b>Lesson 5</b></p> <p>LO: To learn what helps me to feel calm.</p>

		<p>Prayer, Worship and Reflection</p>	<ul style="list-style-type: none"> <li>• Introduce the Seder. Group the class into teams of 6. Lay out a Seder plate or use picture of Seder plate and cover with a cloth. Ask each child to come to the Seder plate, remove the cloth for a limited time then pupil returns to their team and draws what they have seen on to the team sheet/whiteboard. Repeat until all pupils have visited the Seder plate. Which team completed the best? Did any team notice there were 6 items and work collaboratively?</li> </ul>		<p>Human Responsibility and Values</p>	<p>Children to design their own image to reflect their own feelings of calm and use these to do a personal meditation. Reflect on how this made the children feel.</p>
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	<p><b>What does it mean to be me?</b></p>	<p>Symbols and Actions</p> <p>Beliefs and Practises</p> <p>Ultimate Questions</p>	<p><b>Lesson 6</b></p> <p>LO: To learn to reflect on symbolism in the Sedar plate and what is symbolic to me.</p> <ul style="list-style-type: none"> <li>• Describe or research what each food on the plate <b>symbolises</b> and link to own feelings, for example, bitter herbs – ‘I feel bitter when...’</li> <li>• Enact the <b>Seder</b> meal to reinforce the story through the <b>symbolic</b> foods and to see how some of the emotions are remembered each year. Ask pupils which food symbolises them and why?</li> </ul>	<p><b>What does it mean to be me?</b></p>	<p>Prayer, Worship and Reflection</p> <p>Ultimate Questions Identity and Belonging</p>	<p><b>Lesson 6</b></p> <p>LO: To learn to reflect on what is important to me.</p> <p><b>Thinking Beads</b></p> <p>Set the scene with an appropriate image on the IWB, flowers and/or candles and relate to the use and symbolism of Buddhist shrines. Pupils make a string of ‘thinking beads’ in four blocks of colour. Relate to Buddhist prayer beads, mala. Introduce the ring of a bell to indicate when pupils will change their</p>
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			<ul style="list-style-type: none"> <li>• <b>Plenary</b> - Think about all that you can do because you are free. Discuss people who are not free.</li> </ul>			<p>attention from one bead to the next, relate to Buddhist bell or gong. Pupils go through the beads in each colour thinking of 1-things that they are thankful for, 2 - things that they are sorry about, 3-people to think of or remember and 4-a wish for themselves, others or the wider <b>community.</b></p>
	<p><b>What does it mean to be human?</b></p>	<p>Beliefs and Practises</p> <p>Human Responsi</p>	<p><b>Lesson 7</b></p> <p>LO: To learn what happened to Jesus during Easter.</p>	<p><b>What does it mean to be you?</b></p>	<p>Symbols and Actions</p>	<p><b>Lesson 7</b></p> <p>LO: To learn about Buddhist Mandalas and what they represent.</p>

		<p>bility and Values</p>	<p><b>WHAT HAPPENED TO JESUS OVER THE COURSE OF HOLY WEEK?</b></p> <p>Jesus - Easter. The events of Holy Week</p> <ul style="list-style-type: none"> <li>• Recap knowledge of key events in the life of Jesus.</li> </ul> <p>Either</p> <ul style="list-style-type: none"> <li>• Place these events in correct order on a timeline, for example, birth, lost in temple (during Passover), baptism, temptation in the wilderness, Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday. Read about the events of Holy Week. In groups, using Bibles, research the key events of different days in Holy Week, present</li> </ul>			<p>Buddhists concentrate on mandalas to help them become more like the Buddha. The pictures and <b>symbols</b> show Buddhist teachings and help Buddhists to meditate.</p> <p>Create <b>impermanent</b> mandalas in sand, cornflower paste, pulses.</p> <p>Ask pupils to blow their mandalas away and link to Buddhist understanding of the impermanence (everything changes).</p>
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			<p>the information as a class blog. Or</p> <ul style="list-style-type: none"> <li>• Produce a zig zag book to retell the story, use attached Holy week timeline as an aide memoir. Remind the class that the last supper is thought to have been a Passover meal.</li> </ul> <p>Encourage pupils to connect the egg of the Seder and the Easter egg meaning new life.</p>			
	<p><b>What does it mean to be you?</b></p>	<p>Beliefs and Practises</p> <p>Symbols and Actions</p>	<p><b>Lesson 8</b></p> <p>LO: To learn what happened to Jesus during the events leading up to and including the crucifixion.</p>	<p><b>What does it mean to be you?</b></p>	<p>Symbols and Actions</p> <p>Identity and Belonging</p> <p>Prayer, Worship</p>	<p><b>Lesson 8</b></p> <p>LO: To learn about Buddha Rupas and what they represent.</p>

			<p><b>WHAT HAPPENED TO JESUS DURING THE LAST HOURS OF HIS LIFE?</b></p> <ul style="list-style-type: none"> <li>• Explore images of the Stations of the Cross as a way of telling this part of the story. Explain that Roman Catholics visit each of them in church during a Good Friday service. Like the food in the Seder, each <b>station</b> reminds them of aspects of the story which are painful. In groups, recreate images of an individual station through drama, creating tableaux or by building up in relief a picture using layers of card, finally, cover card tightly in foil to make them look like real wall plaques.</li> </ul>		<p>and Reflection</p>	<p>Explore the Buddha Rupas through hand gestures. Pupils can design own Buddha Rupas using model making materials, for example, Crayola Model Magic. Express personal <b>reflections</b>.</p>
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	<p><b>What does it mean to be me?</b></p> <p><b>What does it mean to be human?</b></p>	<p>Identity and Belonging</p> <p>Ultimate Questions</p>	<p><b>Lesson 9</b></p> <p>LO: To learn to reflect on own feelings of the events of the crucifixion.</p> <p>Using plaques made in the previous lesson place finished plaques around the classroom and visit each station whilst listening to appropriate music. Pupils could write word which best sums up their own feelings for the Stations of the Cross on a post-it note and place it on Station which best fits their word. Take photos for books to shown their own reflections.</p>	<p><b>What does it mean to be you?</b></p>	<p>Ultimate Questions</p> <p>Beliefs and Practises</p> <p>Identity and Belonging</p>	<p><b>Lesson 9</b></p> <p>LO: To learn what meditation means to Buddhists.</p> <p>Invite a Buddhist visitor to explore the significance of meditation and ask pre - planned questions.</p>

	<p><b>What does it mean to be you?</b></p>	<p>Sources of Wisdom</p>	<p><b>Lesson 10</b></p> <p>LO: To learn about Jesus' journey on the afternoon of his resurrection.</p> <p>Either</p> <ul style="list-style-type: none"> <li>• Introduce "The Road to Emmaus" through a jigsaw activity – <b>a piece of text</b> is cut into pieces muddled up and given to a group to decide how it fits together. Useful for cooperative learning and engaging the pupils with the text so they have to discern meaning. Or</li> </ul>	<p><b>What does it mean to be you?</b></p> <p><b>What does it mean to be me?</b></p>	<p>Identity and Belonging</p> <p>Human Responsibility and Values</p> <p>Ultimate Questions</p>	<p><b>Lesson 10</b></p> <p>LO: To learn to create my own set of core values.</p> <p>Children reflect on their own spirituality and values which are important to them. Could record these through artwork/posters as a guide for their own lives.</p>

			<ul style="list-style-type: none"> <li>• Describe how Jesus' friends were so happy to know that he was alive again on Easter Day. Tell the story of The Road to Emmaus, at which Jesus repeats the actions of the Last Supper. Use mime/role-play to portray how the friends must have felt when they realised it was Jesus all along.</li> </ul>			
	<p><b>What does it mean to be you?</b></p>	<p>Sources of Wisdom</p> <p>Prayer, Worship</p>	<p><b>Lesson 11</b></p> <p>LO: To learn to reflect on the events of Easter through the</p>	<p><b>What does it mean to be you?</b></p>	<p>Ultimate Questions</p> <p>Symbols and Actions</p>	<p><b>Lesson 11</b></p> <p>LO: To learn how the life of Jesus is relevant today.</p>

		<p>and Reflection</p>	<p>eyes of different key individuals.</p> <p>Mood chart of the events of Easter week from point of view of any of the disciples or of Jesus, or Mary his mother.</p> <ul style="list-style-type: none"> <li>• Watch events of Easter week or retell story and then complete the story from perspective of one of the disciples.</li> <li>• Recap on the events of Holy week and the Stations of the Cross. What has been learnt about Jesus and the events of his life? Talk about the significance these events have on Christians today.</li> </ul>		<p>Beliefs and Practises</p>	<p><b>HOW IS THE LIFE OF JESUS RELEVANT TODAY?</b></p> <p>Look at a range of images of Jesus – discuss how these help people to remember what he was like and what he did. Look at the emotions linked to the pictures for example, angry with the moneylenders, loving with the children. Discuss how this helps us to get a better idea of what he might have been like – his picture has been drawn in all nationalities, <i>why?</i></p>
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						<p>Explore an outline of the life of Jesus. Use a variety of sources to compile a fact-file of significant experiences in Jesus' life.</p> <p><b>How do Christians remember Jesus today?</b></p> <p>Mind map for example, churches, charities, celebrations, people, story.</p> <p>Explore the "I am the ..."</p> <p>Statements of Jesus. <i>What do they mean?</i></p> <p>Design <b>symbols</b> to represent the statements.</p> <p>If you were statements you would leave about yourself.</p> <p>Swap some and guess the authors.</p>
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	<p><b>What does it mean to be human?</b></p>	<p>Justice and Fairness</p> <p>Symbols and Actions</p>	<p><b>Lesson 12</b></p> <p>LO: To learn the common key themes of Easter and Passover.</p> <p><b>WHAT THEMES DO PASSOVER AND EASTER HAVE IN COMMON?</b></p> <ul style="list-style-type: none"> <li>• Give the following examples of themes common to Passover and Easter. For example suffering, Rejection, Sacrifice, God’ s Love, Endings and New Beginnings, Freedom; ask pupils to write what happened in Passover and what happened at Easter</li> </ul>	<p><b>What does it mean to be you?</b></p>	<p>Beliefs and Practises</p> <p>Ultimate questions</p>	<p><b>Lesson 12</b></p> <p>LO: To learn why Christians remember Jesus at Easter.</p> <p><b>WHY DO CHRISTIANS REMEMBER JESUS PARTICULARLY AT EASTER?</b></p> <p>Reminder of the Easter story and its importance to Christians today. Refer to some of the <b>practices</b> undertaken by Christians on Easter Day, for example, the</p>

			<p>linked to a given theme for example, 'suffering' – The Jews suffered when they were slaves in Egypt and Jesus suffered when he was whipped and crucified.</p>		<p>Sunrise service. Stress the <i>symbolism</i> within the activities.</p> <p>Use picture stimulus for example return to The Last Supper image by Leonado Da Vinci. Discuss the artistic licence used for example, time of day. Link the food to the Seder meal and to Communion.</p> <p>Allow opportunities for pupils to ask <b>ultimate questions</b> about the events of Easter. Focus on the death and resurrection of Christ.</p> <p>Ensure that any answers offered by pupils</p>
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						<p>should be respected. Answers from within Christianity should be given to explain what Christians believe. Write an acrostic poem using the word 'resurrection' , 'Easter' or 'hope' and/or write in the shape of a cross to express personal / Christian views about the events of Easter.</p>
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**Kirsty Young RE Subject Leader**