

Section Four

*Examples of Planning Sheets
and
Assessment Tasks and Activities*

PRIMARY RELIGIOUS EDUCATION

MEDIUM-TERM PLANNING SHEET

Key Stage: 1

Year: Reception

Title of the Strand: Feeling Small

Term: Autumn 1

Approximate Number of Lessons: 6+

| Page | Content | Mapping the Strand | Learning Objectives |
|-----------------------------|----------------------------|---|---|
| 5 | David and Goliath ↓ | This strand is about: • the Bible • feeling small | To give pupils opportunities to.... know: • about two Bible stories featuring small people |
| 18 | Zacchaeus ↓ | • overcoming difficulties David and Zacchaeus both felt small and insignificant but overcame their anxieties and triumphed eventually. | understand: • that even small people can be strong and brave • that believing in God helps some people |
| 22 | What is the Bible? | The context for these two stories is the Bible, one from the Old Testament and one from the New Testament. | reflect upon: • what frightens them and who protects them |
| Resources: Bibles | | Assessment: Task: What have you learned about feeling small? E2 in the <i>Framework for Attainment</i> | |

Name:

What have you learnt about feeling small?

Draw a picture to show what frightens you.

Draw a picture to show what makes you feel brave.

ASSESSMENT
TASK
YEAR R

PRIMARY RELIGIOUS EDUCATION

MEDIUM-TERM PLANNING SHEET

Key Stage: 1

Year: Reception

Title of the Strand: Celebrating the Nativity

Term: Autumn 2

Approximate Number of Lessons: 7

| Page | Content | Mapping the Strand | Learning Objectives |
|--|--------------------------------|--|---|
| 113 | Singing in Worship ↓ | This strand is about: • Christmas. • celebration. | To give pupils opportunities to.... know: • the story of the Nativity. |
| 117 | Church Visit ↓ | This is the half term when young children will be learning new songs for Christmas; the beginning of the strand gives them a simple context for that singing, which is further explored in the church visit, perhaps also a preparation for a Carol Service. The Christmas story is told in two ways, brought together in the assessment activity. | understand: • that some people believe Jesus was a special baby who came from God. • That Jesus is the reason for Christmas. |
| 14 | The Story of the Nativity ↓ | | reflect upon: • when they sing and how it makes them feel. • who welcomed them when they were babies. |
| 140 | Christmas | | |
| Resources: Church Someone to play the organ/recorded organ music. Christmas cards. | | Assessment: Activity: What have pupils learned about the Nativity? K1 in the <i>Framework for Attainment</i> | |

What have pupils learned about the Nativity?

▷ Group activity:

* *Present small groups of pupils with a selection of Christmas cards which includes religious and non-religious images. Ensure that the religious examples cover the elements of the Nativity story:*

1. *The Annunciation*
2. *The journey to Bethlehem*
3. *The stable*
4. *The mother and baby*
5. *The star and the angels*
6. *The shepherds*
7. *The kings*

* *Invite pupils to sort the cards. Observe the children, noting their conversation and the categories they use.*

If pupils separate the religious cards, invite them to sequence the story using them.

Record:

| | can sort cards into categories | can identify religious cards | can sequence story | can talk about the story |
|-------|--------------------------------|------------------------------|--------------------|--------------------------|
| Emma | ✓ | ✓ | ✓ | ✓ |
| Laura | ✓ | ✓ | - | - |
| Tom | ✓ | ✓ | - | ✓ |
| | | | | |
| | | | | |
| | | | | |

ASSESSMENT
ACTIVITY
YEAR R

PRIMARY RELIGIOUS EDUCATION

MEDIUM-TERM PLANNING SHEET

Key Stage: 1

Year: Reception

Title of the Strand: God's promise

Term: Summer 1

Approximate Number of Lessons: 6

| Page | Content | Mapping the Strand | Learning Objectives |
|---|--|--|---|
| 22 | What is the Bible? (Revisit) ↓ 196 The Rainbow ↓ 12 Jonah | This strand is about <ul style="list-style-type: none"> • God's relationship with people • God destroying and saving • God forgiving • God's promise The story of the Rainbow, set in the context of the work on the Bible, explores God's relationship with people. God's promise to Noah not to destroy the world again motivated Jonah to disobey God. | <p>To give pupils opportunities to...</p> <p style="text-align: center;">know:</p> <ul style="list-style-type: none"> • two Old Testament stories and what God did in both of them. <p style="text-align: center;">understand:</p> <ul style="list-style-type: none"> • that some things that people do are wrong but they can be forgiven • some people believe forgiveness comes from God and the rainbow is a sign of God's promise <p style="text-align: center;">reflect upon:</p> <ul style="list-style-type: none"> • what they are sorry for • when they need to be forgiven |
| <p>Resources:</p> <p>Picture of a rainbow</p> <p>The Bible</p> | | <p>Assessment:</p> <p>Activity: What do pupils know and understand about God from the story of the Rainbow and the story of Jonah?</p> <p>K1 and C1 in the <i>Framework for Attainment</i></p> | |

What do pupils know and understand about God from the story of the Rainbow and the story of Jonah?

▷ Whole class activity:

- * *Show pupils a Bible and invite them to name it. Use it as a prompt to recall the stories they have heard.*

What did God do in the stories?

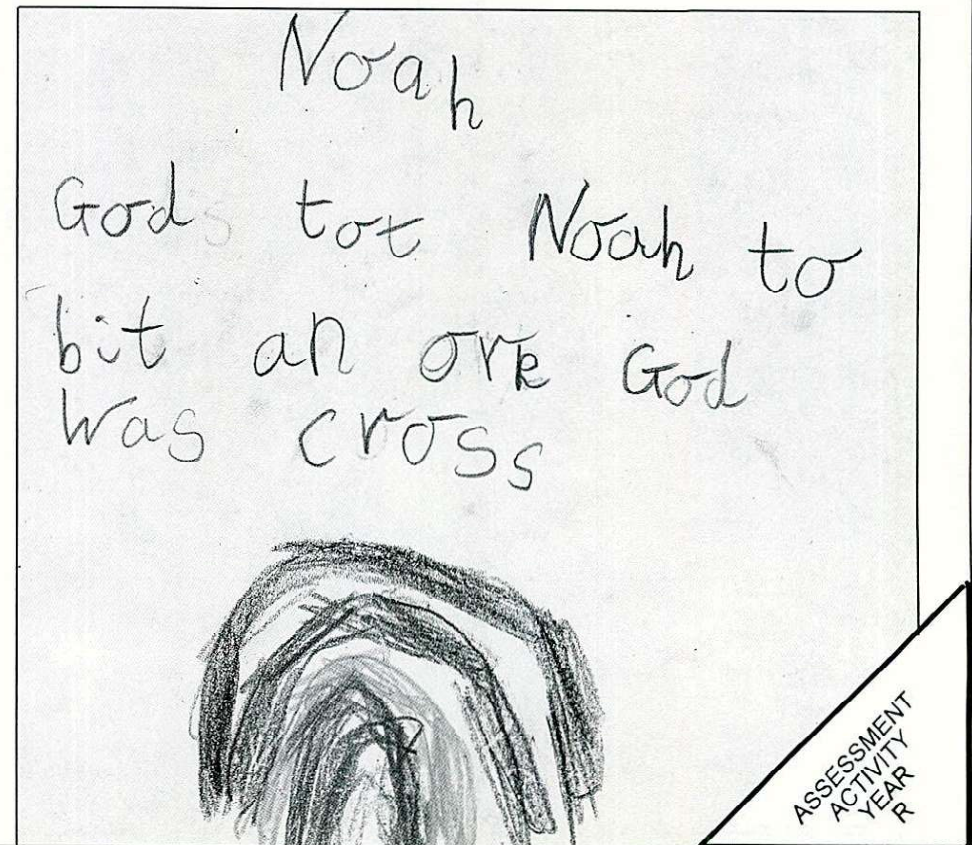
- * *Record children's ideas in the shape of a rainbow or a big fish on a large piece of paper which can be displayed after the lesson.*

Invite pupils to explain the significance of the rainbow.

Keep the focus specifically on God, ie God made a promise, God saved Jonah etc.

▷ Individual activity:

- * *Invite pupils to draw their favourite part of the story.*



PRIMARY RELIGIOUS EDUCATION

MEDIUM-TERM PLANNING SHEET

Key Stage: 1

Year: 1

Title of the Strand: The Story of Passover **Term:** Spring 1

Approximate Number of Lessons: 6+

| Page | Content | Mapping the Strand | Learning Objectives |
|--|---|--|---|
| 125 30 167 | The Torah Scroll ↓ Moses ↓ Passover | <p>This strand is about:</p> <ul style="list-style-type: none"> • identity • remembering • connecting with the past <p>The story of Moses, contained in the Torah, reaches an important climax with the Exodus, remembered by Jews today at Passover.</p> | <p>To give pupils opportunities to....</p> <p style="text-align: center;">know:</p> <ul style="list-style-type: none"> • about the Old Testament story of Moses in the context of the Torah <p style="text-align: center;">understand:</p> <ul style="list-style-type: none"> • the importance to believers of remembering and celebrating their history <p style="text-align: center;">reflect upon:</p> <ul style="list-style-type: none"> • the way they remember and celebrate their own history |
| <p>Resources:</p> <p>Torah Scroll Seder Plate</p> | | <p>Assessment:</p> <p>Task: What have you learned about the Passover? K1, C1 and S2 in the <i>Framework for Attainment</i></p> | |

Name:

What have you learned about the Passover?

Draw a picture to show something that happened to Moses in the story.

Draw a picture to show how Jewish people remember and celebrate what Moses did.

Draw a picture to show how you celebrate.

ASSESSMENT
TASK
YEAR 7

PRIMARY RELIGIOUS EDUCATION

MEDIUM-TERM PLANNING SHEET

Key Stage: 1

Year: 1

Title of the Strand: Easter

Term: Spring 2

Approximate Number of Lessons: 6

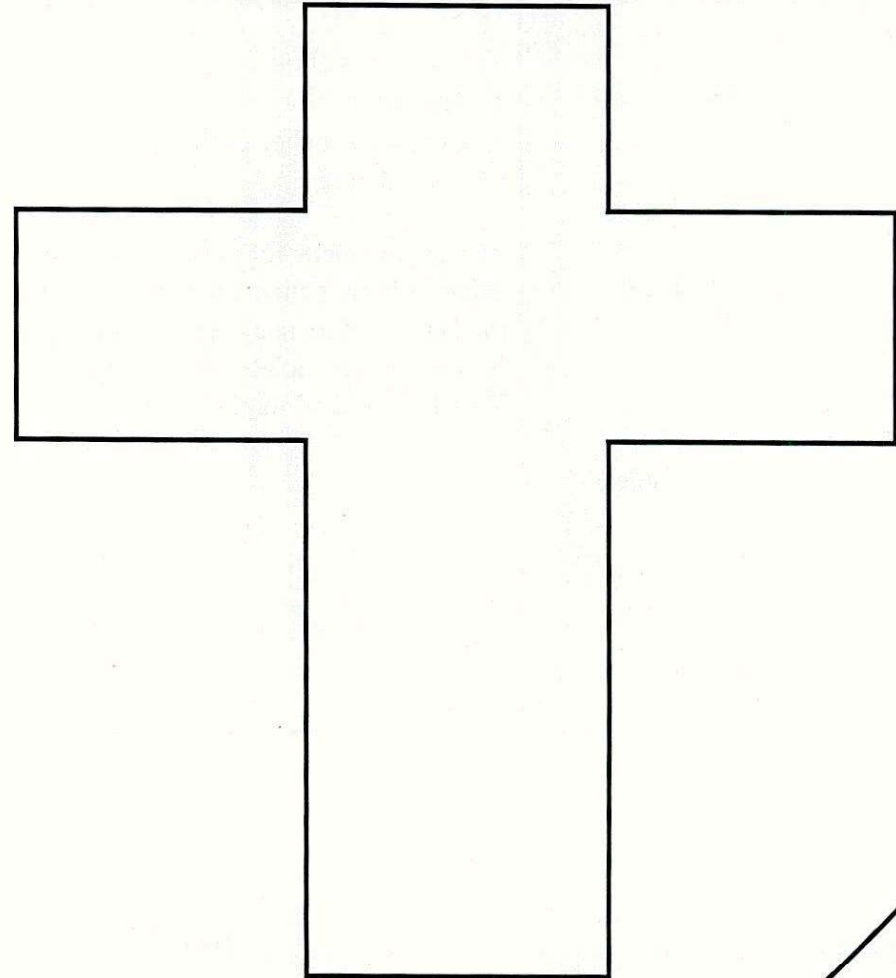
| Page | Content | Mapping the Strand | Learning Objectives |
|---|--|--|---|
| 53 156 | Mary (Lessons 1 + 5) ↓ Easter ↓ | This strand is about • the Easter event • the importance of the Cross as a Christian symbol The strand uses a tiny icon of the Madonna and Child to raise pupils' interest and to retell the Easter story. The symbol of the Cross is explored through the events of Palm Sunday and Ash Wednesday. | <p>To give pupils opportunities to...</p> <p>know:</p> <ul style="list-style-type: none"> • about the events of Easter and the place of the Cross in Easter celebrations. <p>understand:</p> <ul style="list-style-type: none"> • the importance of Easter and the significance of the Cross for Christians. <p>reflect upon:</p> <ul style="list-style-type: none"> • what makes them sad and what makes them joyful. |
| <p>Resources:</p> <p>Icon</p> <p>Palm Cross</p> <p>Bible</p> | | <p>Assessment:</p> <p>Activity: What have pupils learned about Easter?</p> <p>K2 in the <i>Framework for Attainment</i></p> | |

Name:

What have pupils learned about Easter?

- > Whole class activity:
show pupils an outline of a cross and invite them to suggest why the shape is important to Christians
- * *invite them to identify the crosses they have learned about (palm cross, cross in ashes & Jesus' cross)*

- > Individual activity:
- * *Give pupils an enlarged outline of the cross shape and invite them to draw inside it all the pictures they can think of to show why the cross is important.*



ASSESSMENT
ACTIVITY
YEAR 1

PRIMARY RELIGIOUS EDUCATION

MEDIUM-TERM PLANNING SHEET

Key Stage: 1

Year: 1

Title of the Strand: The Bible

Term: Summer 1

Approximate Number of Lessons: 6

| Page | Content | Mapping the Strand | Learning Objectives |
|------|-----------------------------|--|--|
| 205 | The Eagle ↓ | This strand is about • The Bible • Christians' belief in the Bible as the Word of God to be shared. | <p>To give pupils opportunities to... know:</p> <ul style="list-style-type: none"> • about the Bible and the way it is used. <p>understand:</p> <ul style="list-style-type: none"> • that the Bible is important to Christians and is meant to be shared. <p>reflect upon:</p> <ul style="list-style-type: none"> • what words they would like to send around the world. |
| 119 | Reading The Bible ↓ | The engagement for this strand is the symbol of the eagle lectern which creates a context for exploring the Bible and its use. The example of a story from the Bible which completes the strand illuminates what the Kingdom of God might be like. | |
| 40 | What's in the Bible ↓ | | |
| 34 | Parable of the Mustard Seed | | |

Resources:

Poster of an eagle lectern

Bibles

A tiny seed

Assessment:

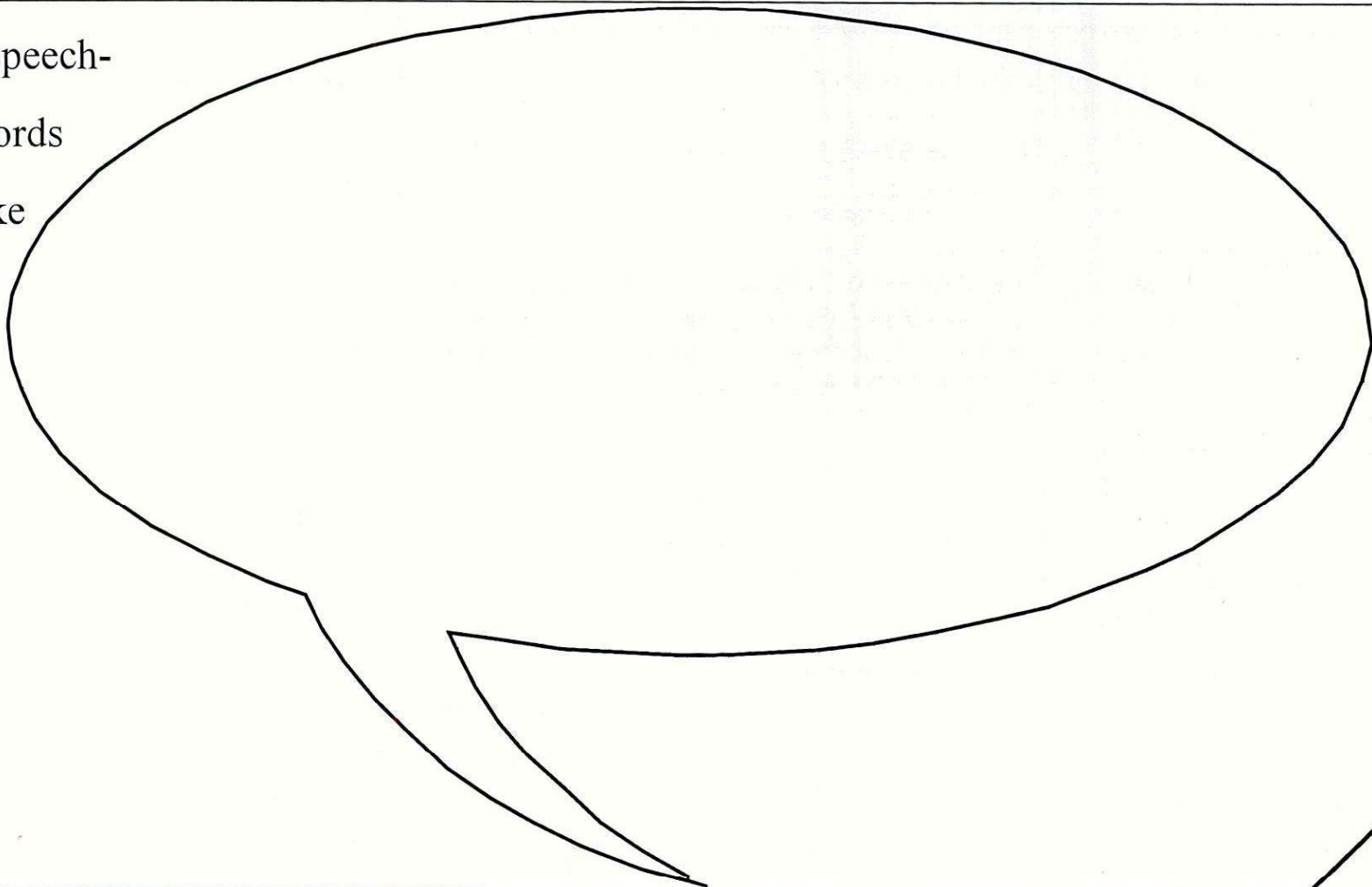
Task: What have you thought about after the lessons on the Bible?

S2 in the *Framework for Attainment*.

Name:

What have you thought about after the lessons on the Bible?

Write in the speech-
bubble the words
you would like
to send all
around the
world.



ASSESSMENT
TASK
YEAR 1

PRIMARY RELIGIOUS EDUCATION

MEDIUM-TERM PLANNING SHEET

Key Stage: 1

Year: 2

Strand/Unit: Jewish Beliefs about God

Term: Autumn 1

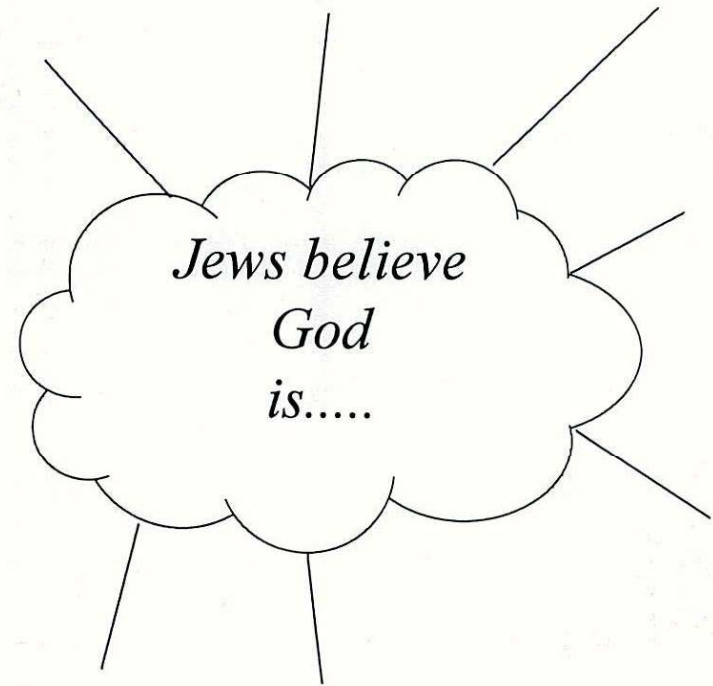
Approximate Number of Lessons: 8

| Page | Content | Mapping the Strand | Learning Objectives |
|--|---------------------------|---|---|
| 98 | The Tallit ↓ | This strand is about: <ul style="list-style-type: none"> the greatness of God the importance of worship and celebration The prayer shawl (Tallit) creates a context for an exploration of Jewish beliefs about God, expressed in the two psalms, acknowledged in the Ten Commandments and celebrated at the festival of Succot. | <p>To give pupils opportunities to....</p> <p>know:</p> <ul style="list-style-type: none"> about some things that Jews believe about God and what they do to show their beliefs <p>understand:</p> <ul style="list-style-type: none"> Jews believe God is great and protects and guides them <p>reflect upon:</p> <ul style="list-style-type: none"> the range of their own emotions |
| 48 | Psalms 3 and 8 ↓ | | |
| 44 | The Ten Commandments ↓ | | |
| 191 | Succot | | |
| <p>Resources:</p> <p>Tallit</p> <p>Recording of 'How Great Thou Art'</p> <p>Good News Bible</p> | | <p>Assessment:</p> <p>Task: What have you learned about Jewish beliefs about God?</p> <p>K2 and C1 in the <i>Framework for Attainment</i>.</p> | |

Name:

What have you learned about Jewish beliefs about God?

Draw a picture showing something that a Jewish person might do.



ASSESSMENT
TASK
YEAR 2

ALTERNATIVE MODEL FOR MEDIUM-TERM PLANNING

Key Stage: 1

Year: 2

Term: Autumn 2

Title of Strand: Light

No of Lessons: 7

| | |
|--|--|
| <p>Content: Kindle a Flame, Hannukah, Christmas: Advent, I am the Light of the World, Kindle a Flame</p> | <p>Activities: Pupils might:</p> <ul style="list-style-type: none"> • Meditate using candle and song • Make candles or candle collages • Design and make a Hannukiah • Make a class Christingle • Write a poem about light and dark • Make a Christmas card |
| <p>Learning Objectives: To give pupils opportunities to know: about two religious festivals and the importance of light in each</p> <p>understand: that light reminds believers about God and faith can take away fear</p> <p>reflect on: how the light of the candle makes them feel inside</p> | <p>Assessment Opportunities: What have you learned about light? E2 (S1) in the <i>Framework for Attainment</i></p> |
| <p>Mapping the Strand: This strand is about:</p> <ul style="list-style-type: none"> • light as a universal religious symbol • light as a comfort, giving hope and security. <p>The simple chant, which provides both an engagement and a conclusion to the strand, expresses the power of light to take fear away; the symbolic significance of light is explored in the context of 2 festivals and a metaphorical 'I am' saying.</p> | <p>Resources: Tape 'Kindle a Flame', candle Hannukiah and candles Advent ring</p> |

Name:

What have you learned about Light?

Draw the candle and write around it all the words that it makes you think of and say how it makes you feel:

ASSESSMENT
TASK
YEAR 2

PRIMARY RELIGIOUS EDUCATION

MEDIUM-TERM PLANNING SHEET

Key Stage: 1

Year: 2

Title of the Strand: People Praying

Term: Summer 1

Approximate Number of Lessons:

6

| Page | Content | Mapping the Strand | Learning Objectives |
|------|----------------------------|---|---|
| 97 | Stand, sit, kneel ↓ | This strand is about <ul style="list-style-type: none"> • how and why people pray • the importance of prayer A hassock or kneeler is used to introduce the question of how people pray. The notion of what prayer might be is explored through a painting, words from the Lord's Prayer, an ancient prayer and an Indian prayer. | To give pupils opportunities to... <p style="text-align: center;">know:</p> <ul style="list-style-type: none"> • about different ways in which people pray, including the Lord's Prayer. <p style="text-align: center;">understand:</p> <ul style="list-style-type: none"> • that some people believe prayer helps them in different ways. <p style="text-align: center;">reflect upon:</p> <ul style="list-style-type: none"> • words that help them to feel better. |
| 104 | The Praying Hands ↓ | | |
| 106 | Hallowed be your name ↓ | | |
| 101 | St Francis ↓ | | |
| 108 | The Hen's Wings | | |

Resources:

Pictures of people praying in different ways.

A hassock or pictures of a hassock, St Francis prayer and statue.

A picture of *The Praying Hands* by Dürer

Assessment:

Task: What have you learnt about people praying?

K2 & C1 in the *Framework for Attainment*

Name:

What have you learned about people praying?

Write about or draw two ways in which people pray.

How does it make them feel?

ASSESSMENT
TASK
YEAR 2

PRIMARY RELIGIOUS EDUCATION

MEDIUM-TERM PLANNING SHEET

Key Stage: 2

Year: 3

Title of the Strand: Precious Words

Term: Autumn 1

Approximate Number of Lessons: 8

| Page | Content | Mapping the Strand | Learning Objectives |
|--|------------------------|---|--|
| 543 | The Mezuzah ↓ | <p>This strand is about:</p> <ul style="list-style-type: none"> the importance of written sacred words for believers the writing of words as an act of faith the believer's right of access to sacred words <p>The words contained in the mezuzah (the box on the doorpost) provide a concrete and tangible engagement opportunity for the strand, which is developed through exploration of two ancient pieces of sacred writing and drawn together in the lessons on Brother Andrew.</p> | <p>To give pupils opportunities to....</p> <p>know:</p> <ul style="list-style-type: none"> about specific examples of treasured sacred writing. <p>understand:</p> <ul style="list-style-type: none"> that people show their commitment to God in different ways. that precious words are important in religious traditions. <p>reflect upon:</p> <ul style="list-style-type: none"> what they would be prepared to give their time and energy to do. what words are precious to them. |
| 13 | The Torah ↓ | | |
| 3 | The Book of Kells ↓ | | |
| 8 | Brother Andrew | | |
| <p>Resources:</p> <p>Mezuzah.</p> <p>Torah.</p> | | <p>Assessment:</p> <p>Task: What have you learned about precious words?</p> <p>C1 and K4 in the <i>Framework for Attainment</i>.</p> | |

Name:

What have you learned about Precious Words?

In words or pictures (or both), show in what ways precious words are important to religious people and name the religion.

ASSESSMENT
TASK
YEAR 3

PRIMARY RELIGIOUS EDUCATION

MEDIUM-TERM PLANNING SHEET

Key Stage: 2

Year: 3

Title of the Strand: God's Will for the World **Term:** Autumn 2

Approximate Number of Lessons: 6

| Page | Content | Mapping the Strand | Learning Objectives |
|--|--|---|---|
| 66 155 283 452 | <p>In the Beginning</p> <p style="text-align: center;">↓</p> <p>The Lord God made them all</p> <p style="text-align: center;">↓</p> <p>The Lord's Prayer: Thy will be done</p> <p style="text-align: center;">↓</p> <p>Christmas: The Nativity</p> | <p>This strand is about:</p> <ul style="list-style-type: none"> • the wonder and beauty of creation • our responsibility for the world • the mystery of creation • God's plan for the world <p>This strand starts with an exploration of the creation story, allows pupils to explore what is happening to the world, which provides a context for learning about Christian belief about God's plan for the world, including the Christmas event.</p> | <p>To give pupils opportunities to... know:</p> <ul style="list-style-type: none"> • the Old Testament story of the Creation and the New Testament story of the Nativity <p style="text-align: center;">understand:</p> <ul style="list-style-type: none"> • that Christians believe God <ul style="list-style-type: none"> ▷ created the world ▷ has a plan for the world ▷ sent Jesus into the world to save it. <p style="text-align: center;">reflect upon:</p> <ul style="list-style-type: none"> • their own responsibility towards creation • how they can cherish the world. |
| <p>Resources:</p> <p>Relaxing music, A poster of a ninth century cross, Hymn - <i>All Things Bright and Beautiful</i></p> | | <p>Assessment:</p> <p>Task: What have you learned about God's will for the world? C1 and A1 in the <i>Framework for Attainment</i>.</p> | |

Name:

What have you learned about God's will for the world?

What do Christians believe God has done for the world?

What can you do for the world?

ASSESSMENT
TASK
YEAR 3

PRIMARY RELIGIOUS EDUCATION

MEDIUM-TERM PLANNING SHEET

Key Stage: 2

Year: 3

Title of the Strand: Christian Baptism

Term: Summer 1

Approximate Number of Lessons: 6/7

| Page | Content | Mapping the Strand | Learning Objectives |
|---|--|---|---|
| 343 466 74 214 | Church Visit: Font ↓ Baptism ↓ John the Baptist ↓ Baptism of Jesus | This strand is about: <ul style="list-style-type: none">• the sacrament of baptism• being changed• belonging The font offers a concrete introduction to the sacrament of baptism which is a response to the biblical account of the baptism of Jesus by John the Baptist. | To give pupils opportunities to... know: <ul style="list-style-type: none">• about the life of John the Baptist and his part in the story of Jesus• about the importance of baptism as a Christian sacrament and a family celebration understand: <ul style="list-style-type: none">• the symbolism of water and light in the ritual of baptism reflect upon: <ul style="list-style-type: none">• memorable occasions in their own lives• what they would like to change about themselves |
| Resources: Cross with dove. | | Assessment: Task: What have you learned about Baptism? (K3), C3 and (S3) in the <i>Framework for Attainment</i> . | |

Name:

What have you learned about Baptism?

Find a way to record what you remember about John the Baptist. You can use words or pictures or both:

Tell me what you would like to change about yourself, if you had the chance:

ASSESSMENT
TASK
YEAR 3

ALTERNATIVE MODEL FOR MEDIUM-TERM PLANNING

Key Stage: 2

Year: 3

Term: Summer 1

Title of Strand: Baptism

No of Lessons:

6/7

| | |
|--|---|
| <p>Strand: John the Baptist, Baptism of Jesus, Baptism, church visit; Font</p> | <p>Activities: Pupils might:</p> <ul style="list-style-type: none"> • draw their own pictures of John • write an acrostic of JOHN THE BAPTIST or • write a newspaper article about John • make a group collage telling the story of John the Baptist • complete activity sheet 1 (p215) and either 2 (p216) or 3 (p217) • make a collection of photographs of baptisms • visit a church |
| <p>Learning Objectives: To give pupils opportunities to know:</p> <ul style="list-style-type: none"> • about the life of John the Baptist and his part in the story of Jesus • about the importance of baptism as a Christian sacrament and a family celebration <p>understand:</p> <ul style="list-style-type: none"> • the symbolism of water and light in the ritual of baptism <p>reflect on:</p> <ul style="list-style-type: none"> • memorable occasions in their own lives • what they would like to change about themselves | <p>Assessment Opportunities: Task: What have you learned about Baptism? (K3), C3 and (S3) in the <i>Framework for Attainment</i>.</p> |
| <p>Mapping the Strand: This strand is about:</p> <ul style="list-style-type: none"> • the sacrament of baptism • being changed • belonging <p>The font offers a concrete introduction to the sacrament of baptism which is a response to the biblical account of the baptism of Jesus by John the Baptist.</p> | <p>Resources: Cross with dove.</p> |

Name:

What have you learned about Baptism?

Why do Christians use candles and water in baptism?

Water and light are both symbols in baptism. Draw another Christian symbol and say what it stands for:

ASSESSMENT
TASK
YEAR 3

PRIMARY RELIGIOUS EDUCATION

MEDIUM-TERM PLANNING SHEET

Key Stage: 2

Year: 3

Title of the Strand: Pilgrimage

Term: Summer 2

Approximate Number of Lessons: 8

| Page | Content | Mapping the Strand | Learning Objectives |
|---|-------------------------------|---|--|
| 356 | River Ganges ↓ | This strand is about: <ul style="list-style-type: none"> • pilgrimage - travelling for a specifically religious purpose • famous sacred places • the timeless significance of places of pilgrimage | <p>To give pupils opportunities to... know:</p> <ul style="list-style-type: none"> • about three sacred places in the wider community and something of their historical and contemporary significance to believers. <p>understand:</p> <ul style="list-style-type: none"> • that a religious faith demands commitment which can be expressed in a pilgrimage or enshrined in a sacred building. • something of what makes a place holy. <p>reflect upon:</p> <ul style="list-style-type: none"> • an important place they would like to visit • how they feel about things that cannot be explained. |
| 346 | Canterbury Cathedral ↓ | | |
| 363 | Walsingham | | |
| <p>Resources:</p> <ul style="list-style-type: none"> Pot of Ganges water Poster of Hindu pilgrims at Benares Information about Canterbury Cathedral | | <p>Assessment:</p> <p>Task: What have you learned about Pilgrimage?</p> <p>K4 and C1 in the <i>Framework for Attainment</i>.</p> | |

Name:

What have you learned about Pilgrimage?

Try to remember all you can about the three places of pilgrimage you have learned about. In your group, talk about what is the same about all three and what is different. Record your discussion in some way.

| | | |
|-----------------------------------|--|--|
| Benares on the River Ganges | | |
| Canterbury Cathedral | | |
| Walsingham | | |

Now look back at what is the same about all 3 places and talk about what it is that makes somewhere a place of pilgrimage.

ASSESSMENT
GROUP TASK
YEAR 3

PRIMARY RELIGIOUS EDUCATION

MEDIUM-TERM PLANNING SHEET

Key Stage: 2

Year: 4

Title of the Strand: Growing up in Faith

Term: Autumn 1

Approximate Number of Lessons: 6+

| Page | Content | Mapping the Strand | Learning Objectives |
|------|------------------------------|---|--|
| 469 | What shall we call the baby? | <p>This strand is about:</p> <ul style="list-style-type: none"> growing up religious celebrations belonging to a family or community <p>The strand explores the importance of religion in marking the growing-up process. It draws on a Sikh birth ceremony, Christian and Jewish ceremonies of commitment and 2 Hindu celebrations focusing on threads.</p> | <p>To give pupils opportunities to... know:</p> <ul style="list-style-type: none"> about four religious celebrations that mark a believer's growing up. <p>understand:</p> <ul style="list-style-type: none"> that each of these ceremonies: <ul style="list-style-type: none"> expresses the commitment of religious people to their faith involves the use of a variety of symbolic objects and begin to understand their significance <p>reflect upon:</p> <ul style="list-style-type: none"> how their growing up is marked what they are committed to |
| | ↓ | | |
| 462 | Raksha Bandhan | | |
| | ↓ | | |
| 490 | First Holy Communion | | |
| | ↓ | | |
| 494 | Bar Mitzvah | | |
| | ↓ | | |
| 513 | Hindu Sacred Thread | | |

Resources:

Posters of Raksha Bandhan & a Hindu wearing the sacred thread.
A cappel and tallit.
Photograph of Jessica, a rosary and a missal.

Assessment:

Task: What have you learned about growing up in faith?
K4 and S3 in the *Framework for Attainment*.

Name:

What have you learned about growing up in a faith?

Using words and pictures (or both) show 2 ways in which a religious child marks growing up in his/her faith.

Write about how your growing up is recognised.

What do you look forward to about being grown up?

ASSESSMENT
TASK
YEAR 4

PRIMARY RELIGIOUS EDUCATION

MEDIUM-TERM PLANNING SHEET

Key Stage: 2

Year: 4

Title of the Strand: Islam

Term: Spring 1

Approximate Number of Lessons: 8

| Page | Content | Mapping the Strand | Learning Objectives |
|---|---|---|--|
| 557 25 240 420 | Islamic Calligraphy ↓ The Qur'an ↓ Muhammad ↓ The Five Pillars of Islam | This strand is about: <ul style="list-style-type: none"> • Muslim belief in Muhammad as the messenger of Allah. • the authority of the Qur'an. • the sacredness of the Arabic words. • the importance of the example of the Prophet to Muslims. The strand begins with a specific piece of Arabic calligraphy, leads into discovery about its source, the sacred writing itself, and goes on to explore the life of Muhammad and the disciplined response to both by Muslims. | <p>To give pupils opportunities to....</p> <p>know:</p> <ul style="list-style-type: none"> • about the life of Muhammad and the writing of the Qur'an <p>understand:</p> <ul style="list-style-type: none"> • how religion gives guidance and meaning to a believer • the importance and sacredness of the Qur'an to a Muslim. <p>reflect upon:</p> <ul style="list-style-type: none"> • what guides and structures their lives. |
| <p>Resources:</p> <p>Piece of Arabic calligraphy.</p> <p>An illuminated Qur'an.</p> <p>Resource books.</p> | | <p>Assessment:</p> <p>Task: What have you learned about Islam?</p> <p>C1 in the <i>Framework for Attainment</i>.</p> | |

Name:

What have you learned about Islam?

Imagine you are a Muslim. Write an article for a magazine, or a letter to a friend describing the Qur'an, how you and your family use it and why is it important to you. Plan your work here:

ASSESSMENT
TASK
YEAR 4

PRIMARY RELIGIOUS EDUCATION

MEDIUM-TERM PLANNING SHEET

Key Stage: 2

Year: 4

Title of the Strand: The Upside-down World **Term:** Summer 1

Approximate Number of Lessons: 7

| Page | Content | Mapping the Strand | Learning Objectives |
|------|------------------------------------|--|--|
| 168 | Turning the World upside down ↓ | This strand is about: <ul style="list-style-type: none"> • Pentecost as a sequel to Easter • the 'Jesus message' which challenges the values/orthodoxies of the world - it turns the world upside-down. • the way in which following Jesus changes priorities for believers as it did for Peter, for Stephen and for Damien. The lessons on Peter build on the Easter strand and are set in the context of Jesus' influence on the world, expressed in a song pupils know well. | To give pupils opportunities to.... <p style="text-align: center;">know:</p> <ul style="list-style-type: none"> • about Pentecost and its after-effects • about the lives of three outstanding men of faith <p style="text-align: center;">understand:</p> <ul style="list-style-type: none"> • something of the impact of the 'Jesus event' on the lives of followers. <p style="text-align: center;">reflect upon:</p> <ul style="list-style-type: none"> • their own priorities and how they might be changed. |
| 417 | Jesus and the Rich Young Man ↓ | | |
| 479 | Pentecost: Peter ↓ | | |
| 549 | The Ichthus ↓ | | |
| 244 | Father Damien | | |

Resources:

Poster of the Peter/Jesus statue.

Ichthus

song: *O Lord, All the World Belongs to You.*

Assessment:

Task: What have you learned about the Upside-down world?

K3 and C1 in the *Framework for Attainment.*

Name:

What have you learned about the 'Upside-down World'?

Peter, Stephen or Father Damien: choose one of them and write his obituary

Say something about:

- *his life* →
- *the sort of person he was* →
- *the difference Jesus made to his life* →

ASSESSMENT
TASK
YEAR 4

PRIMARY RELIGIOUS EDUCATION

MEDIUM-TERM PLANNING SHEET

Key Stage: 2

Year: 5

Title of the Strand: Battling with Yourself

Term: Summer 1

Approximate Number of Lessons: 7+

| Page | Content | Mapping the Strand | Learning Objectives |
|--|-------------------------|--|--|
| 106 | Jacob ↓ | <p>This strand is about:</p> <ul style="list-style-type: none"> • aspects of ourselves we would prefer to ignore • how religious stories provide a context for facing the dark side. • how religious teaching addresses the issue of the 'self' in relationship with others and with God. <p>The strand begins with the Old Testament story of Jacob who cheated his brother and had to wrestle with God; the issues raised are then further explored through the story of Siddharta who battled to find enlightenment, Christian teaching and a Jewish festival, all of which focus on making oneself a better person.</p> | <p>To give pupils opportunities to....</p> <p>know:</p> <ul style="list-style-type: none"> • about the stories of two great religious figures and more about the teaching of another <p>understand:</p> <ul style="list-style-type: none"> • that battling with the self is a daily issue and religion offers some help to believers • that within a situation there are moral choices to be made. <p>reflect upon:</p> <ul style="list-style-type: none"> • themselves and the ways in which they might be changed. |
| 257 | The Buddha ↓ | | |
| 566 | I am The True Vine ↓ | | |
| 504 | Yom Kippur | | |
| <p>Resources:</p> <p>A figure of the Buddha.</p> <p>A shofar or a picture of the shofar being blown in the synagogue.</p> | | <p>Assessment:</p> <p>Task: What have you learned about battling with yourself?</p> <p>C2 and S3 in the <i>Framework for Attainment</i>.</p> | |

Name: _____

What have you learned about battling with yourself?

Everyone has to make decisions about what is right and what is wrong. What would you do if your best friend came to school with new designer trainers, when you have been longing for a pair? What would be the wrong thing to do and what would be the right?

When have you had to choose between right and wrong?

Which emotions & feelings would you like to get rid of from your own character?

Choose one of these emotions.

When did you feel this? _____

What caused you to feel this? _____

What did you do about this? _____

ASSESSMENT
TASK
YEAR 5

PRIMARY RELIGIOUS EDUCATION

MEDIUM-TERM PLANNING SHEET

Key Stage: 2

Year: 5

Title of the Strand: Reconciliation

Term: Spring 2

Approximate Number of Lessons: 7

| Page | Content | Mapping the Strand | Learning Objectives |
|---|---|---|--|
| 500 | Easter - crucifixion. ↓ | This strand is about:- • the message of hope in the Easter event | <p>To give pupils opportunities to... know:</p> <ul style="list-style-type: none"> • about Christian teaching about the cross and the resurrection. <p>understand:</p> <ul style="list-style-type: none"> • that the cross is a symbol of reconciliation for Christian people. • that religion can motivate people to work for reconciliation <p>reflect upon:</p> <ul style="list-style-type: none"> • how they can break down barriers • how they can make peace • what they believe about suffering. |
| 377 | Church visit - Stations of the Cross ↓ | • how religion affects the way believers face suffering. | |
| 379 | Coventry Cathedral ↓ | This strand begins by looking at Jesus' suffering through the imagination and then visually through the stations of the cross. The themes of reconciliation and good overcoming suffering are shown in two contemporary examples. | |
| 316 | Brother Roger and Taizé | | |
| <p>Resources:</p> <p>Taizé - <i>O Lord hear my prayer.</i></p> <p>Picture of Coventry tapestry; Coventry Cross of Nails</p> <p>Relaxing music for the fantasy journey.</p> | | <p>Assessment:</p> <p>Task: What have you learned about Reconciliation?</p> <p>C3 in the <i>Framework for Attainment.</i></p> | |

Name:

What have you learned about Reconciliation?

Design your own symbol to represent reconciliation in the world and write about how and why it works.

Try out your first ideas here:

ASSESSMENT
TASK
YEAR 5

PRIMARY RELIGIOUS EDUCATION

MEDIUM-TERM PLANNING SHEET

Key Stage: 2

Year: 5

Title of the Strand: Christian Belief

Term: Summer 2

Approximate Number of Lessons: 7

| Page | Content | Mapping the Strand | Learning Objectives |
|--|--|--|--|
| 171 561 179 | I believe..... ↓ The Trinity ↓ Fruit of the Spirit | This strand is about: <ul style="list-style-type: none"> • Christian beliefs about God as a Trinity of Father, Son & Holy Spirit. • the benefits of living a Christian Life. The strand begins with an experiential approach to the notion of believing and then focuses specifically on two fundamental aspects of Christian belief. | To give pupils opportunities to.... <p style="text-align: center;">know:</p> <ul style="list-style-type: none"> • about the Creed and what it states about Christian belief. <p style="text-align: center;">understand:</p> <ul style="list-style-type: none"> • the importance of statements of faith to believers and the effect on their behaviour. <p style="text-align: center;">reflect upon:</p> <ul style="list-style-type: none"> • what they believe and how their beliefs about themselves and the world are expressed. |
| <p>Resources:</p> <p>'I believe' cards.</p> <p>St Patrick's Day greetings cards</p> | | <p>Assessment:</p> <p>Task: What have you learned about believing?</p> <p>K2 and S3 in the <i>Framework for Attainment</i>.</p> | |

Name:

What have you learned about injustice?

In the stories you have heard, some people were treated badly. Why are some people treated so badly?

Why should we care?

Choose one of the men you have been learning about and explain the difference he made to an unjust world.

ASSESSMENT
TASK
YEAR 6

PRIMARY RELIGIOUS EDUCATION

MEDIUM-TERM PLANNING SHEET

Key Stage: 2

Year: 6

Title of the Strand: 'God with the World'

Term: Autumn 2

Approximate Number of Lessons: 8

| Page | Content | Mapping the Strand | Learning Objectives |
|--|--|--|--|
| 326 | The Lord's Prayer: deliver us from evil. ↓ God is Love ↓ Christmas: Immanuel | This strand is about: <ul style="list-style-type: none"> • what God might be like. • the possibility of God's love overcoming evil. The work on the Lord's Prayer raises the question of evil as an ultimate idea. The opposite of evil is absolute good or, for some people, God. There are many metaphors for God, one of which raises the problem of suffering. The Christian response is to believe that Christmas is a statement of "God with us" - Immanuel. | To give pupils opportunities to.... know: <ul style="list-style-type: none"> • about the Lord's Prayer and Christian teaching about Christmas. understand: <ul style="list-style-type: none"> • the importance of metaphor in religious expression. • that faith in God carries believers through suffering. reflect upon: <ul style="list-style-type: none"> • what God might be like • what Christmas means to them. • how they react to suffering. • how and when they suffer; who suffers with them and helps them. |
| Resources: An appropriately commercial slogan advertising Christmas. <i>Footsteps</i> poster. | | Assessment: Task: What have you learned about 'God with the World'? C1 and S3 in the <i>Framework for Attainment</i> . | |

PRIMARY RELIGIOUS EDUCATION

MEDIUM-TERM PLANNING SHEET

Key Stage: 2

Year: 6

Title of the Strand: Human Rights

Term: Autumn 1

Approximate Number of Lessons: 7+

| Page | Content | Mapping the Strand | Learning Objectives |
|---|------------------------------------|--|--|
| 274 | Postcard of the Bunyan Window ↓ | <p>This strand is about:</p> <ul style="list-style-type: none"> the unfairness of the world, as is shown in the lives of Bunyan, Terry Waite, Guru Hargobind and Martin Luther-King. persecution. the hope and strength that religion can offer to believers. <p>The strand begins with a tight focus on the postcard sent to Terry Waite in captivity in Beirut which engages pupils with issues of justice, to be explored in the rest of the material.</p> | <p>To give pupils opportunities to....</p> <p>know:</p> <ul style="list-style-type: none"> about the lives of four outstanding people of faith and their individual fight against injustice. <p>understand:</p> <ul style="list-style-type: none"> that moral questions are raised by discrimination, unjust imprisonment and a denial of human rights. <p>reflect upon:</p> <ul style="list-style-type: none"> how it might feel to be unjustly imprisoned. their own responsibility for justice in an ideal world. |
| 528 | Sikh celebration of Diwali ↓ | | |
| 582 | Amnesty Candle ↓ | | |
| 438 | Martin Luther-King | | |
| <p>Resources:</p> <p>Postcards of the Bunyan stained glass window. Pictures of Guru Hargobind, candle and barbed wire. Posters of Martin Luther-King's tomb.</p> | | <p>Assessment:</p> <p>Task: What have you learned about injustice? K3 and C2 in the <i>Framework for Attainment/</i></p> | |

Name: _____

What have you learned about believing? What do you believe?

Write down 3 statements that you think are most important about:

- yourself

I believe _____

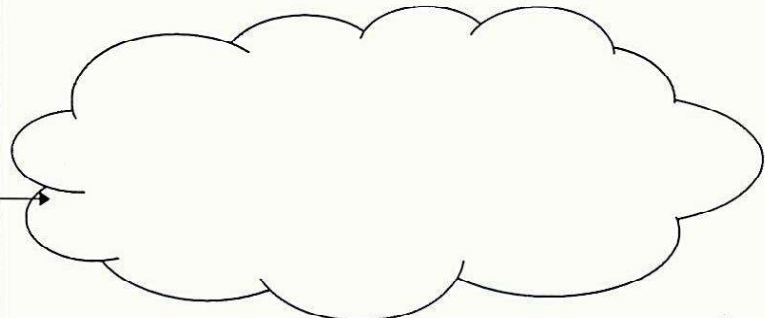
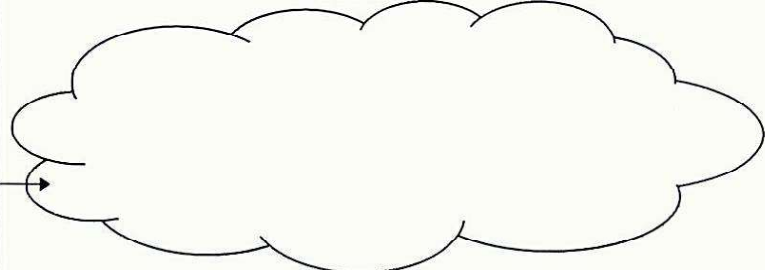
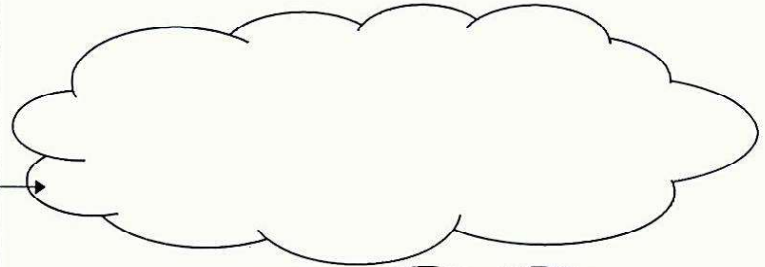
- other people

I believe _____

- the world

I believe _____

What does this belief make you do?



What does a Christian believe?

Christians believe:

- _____

- _____

- _____

ASSESSMENT
TASK
YEAR 5

Name:

What have you learned about 'God with the World'?

What do you feel when you look at this picture?



What might the lady be thinking?

What could you say to her to comfort her?

What would Christians say to her to give her comfort?

ASSESSMENT
TASK
YEAR 6

PRIMARY RELIGIOUS EDUCATION

MEDIUM-TERM PLANNING SHEET

Key Stage: 2

Year: 6

Title of the Strand: The Final Mystery

Term: Spring 2

Approximate Number of Lessons: 6+

| Page | Content | Mapping the Strand | Learning Objectives |
|---|---|---|---|
| 531 | What happens to us when we die? ↓ | The strand is about: <ul style="list-style-type: none"> • the mystery of death • the mystery and possibilities of life after death • Christian beliefs about life after death | <p>To give pupils opportunities to know:</p> <ul style="list-style-type: none"> • about a variety of beliefs about death • the importance of Easter to Christians. |
| 392 | Church visit: the churchyard ↓ | | <p style="text-align: center;">understand:</p> |
| 520 | Easter: the Resurrection ↓ | | <ul style="list-style-type: none"> • that death is a mystery • Christians believe God raised Jesus from the dead which gives them hope of life after death |
| 576 | I am the Resurrection and the Life ↓ | The strand raises the ultimate question, and allows pupils to investigate what religious people believe about death. It sets the Easter events as a context for what Christians believe about life after death. | <p style="text-align: center;">reflect upon:</p> <ul style="list-style-type: none"> • what they think might happen after they die • when they have felt grief |
| 142 | Raising of Lazarus | | |
| <p>Resources:</p> <p>Information on death customs. A churchyard. Poster: <i>The Risen Lord</i></p> | | <p>Assessment:</p> <p>Task: What have you learned about death? K4, C1 and A2 in the <i>Framework for Attainment</i>.</p> | |

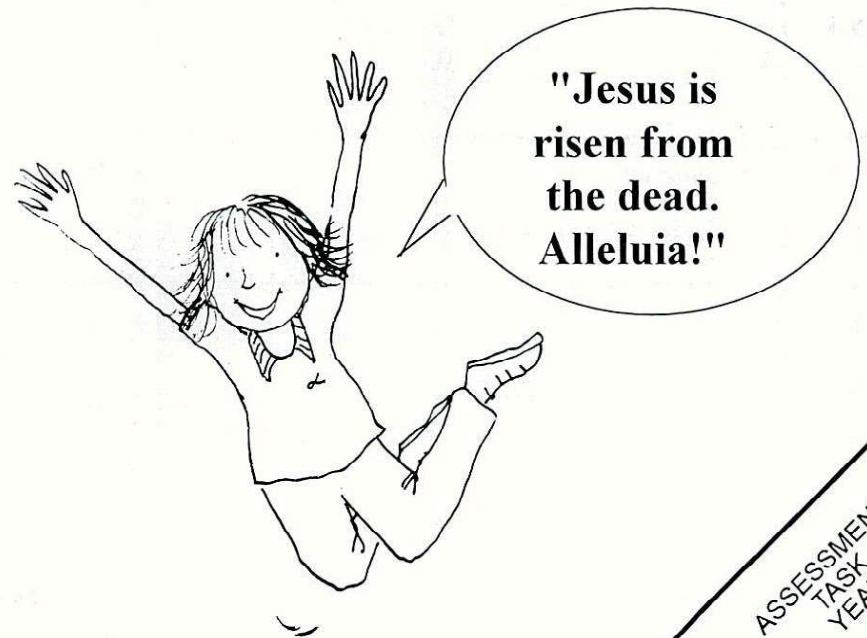
Name:

What have you learned about Death?

← *Questions* ↑
I have about
↓ *death:* →

Why does the story of Jesus give hope to Christians?

← *What some* ↑
people think
↓ *about death:* →



ASSESSMENT
TASK
YEAR 6

Summary of completed strands with planning sheets and assessment opportunities

| | Autumn | | Spring | | Summer | |
|-----------|---------------------------------------|--|---------------------------------|---------------------------------|-----------------------------------|---------------------------------|
| R | Feeling Small E2 | Celebrating the Nativity K1 | | | God's Promise K1. C1 | |
| Y1 | | | Story of Passover K1. C1. S2 | Easter K2 | The Bible S2 | |
| Y2 | Jewish Beliefs about God K2. C1 | Light E2 (S1) | | | People Praying K2 C1 | |
| Y3 | Precious Words K4. C1 | God's Will for the World. C1. A1 | | | | Christian Baptism K3. C3. S3 |
| Y4 | Growing up in Faith K4. S3 | | Islam C1 | | The Upside-down World K3 C1 | |
| Y5 | | | | Reconciliation C3 | Battling with Yourself C2. S3 | Christian Belief K2 S3 |
| Y6 | Human Rights K3. C2 | God with the World C1. S3 | | The Final Mystery C1. K4. A2 | | |