



Discovery RE[®]



The **enquiry** approach to
Religious Education

Ages 8-11



www.discoveryschemeofwork.com

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The Scheme of Learning for Religious Education in the Primary School

Foreword

Writing a progressive, easy to use Scheme of Learning for Religious Education is never an easy task, even for RE specialists. How will I find the time to do all this planning? Which religions shall we teach when? What is the weighting to be given to Christianity and other religions? How far can we go with the enquiry-based approach? Have we got the resources necessary to teach the new syllabus? I don't have a budget! What about children's spiritual development? What about SMSC (Spiritual, Moral, Social, Cultural) development? What about the British Values agenda? What is 'religious literacy'?

Very aware of the drive to make RE a meaningful and relevant subject, and also the huge amount of time and effort needed to write a Scheme of Learning for the whole school, my colleagues and I have written Discovery RE to help short-cut the planning process whilst still enabling teachers to take ownership of how they deliver each lesson/enquiry.

Discovery RE is a set of detailed medium-term plans for RE from Years F1/2 to Year 6. It adopts an enquiry-based approach to teaching and learning.

Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way. Buddhism, Hinduism, Islam, Judaism and Sikhism are also covered. Humanist perspectives are added when appropriate in some enquiries.

The overview grid shows the long-term plan, with choices needing to be made as to which religion to teach alongside Christianity in some year groups.

Each enquiry demands the equivalent of 6 lessons, but teaching time could be blocked over perhaps 3 half days to enhance learning. Each enquiry has a learning objective which shows the learning over the enquiry and SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout as is each enquiry's contribution to the British Values agenda.

SMSC (Spiritual, Moral, Social and Cultural) development

With the Ofsted inspection framework emphasising the opportunities children are offered for SMSC development, RE can be a key contributor. Therefore, SMSC opportunities are identified in each enquiry, and are mapped on the overview grid for each year group. Further support for SMSC can be found on www.janlevereducationconsultancy.com

British Values

Religious Education is a key player in engendering knowledge and understanding which can lead to tolerance and respect for others and their beliefs. It does not, however, teach children to passively accept, but rather encourages evaluation and critical thinking, equipping them to consider belief positions they encounter. Discovery RE contributes significantly to the British Values agenda and the mapping documents in the Overview section of the folder and at the beginning of each year group show how.

Mindfulness

Mindfulness means cultivating a sense of awareness on purpose, in a non-judgemental way in the present moment. It is hoped that teachers will use mindfulness practices to build children's self-awareness and skills of reflection, thus supporting their RE learning as well as their personal spiritual development.

Introducing the Discovery RE Owl Crew

To help children engage with the process of enquiry, we are delighted to introduce the Discovery RE Owls.



Bertie

**F1/2 (Nursery/
Reception)**



Abbey

Year 1



Sofia

Year 2



Huey

Year 3



Egbert

Year 4



Auberon

Year 5



Gudrun

Year 6

You will notice the number of feathers on their chests denotes the year group. Each whole school set of Discovery RE (3rd Edition) includes one of each of the OWL CREW. (Extra OWLS are available from the Discovery RE online shop www.discoveryschemeofwork.com) You may well find each class needs its own.

The OWL CREW names mean wisdom/intelligence in a range of languages, thus pointing to the way they are used in Discovery RE.

In the planning you will see the OWL in the text every time we suggest you use him/her. The idea is that the OWLS are sources of wisdom so that:

- a) Children can ask them questions during the enquiry.

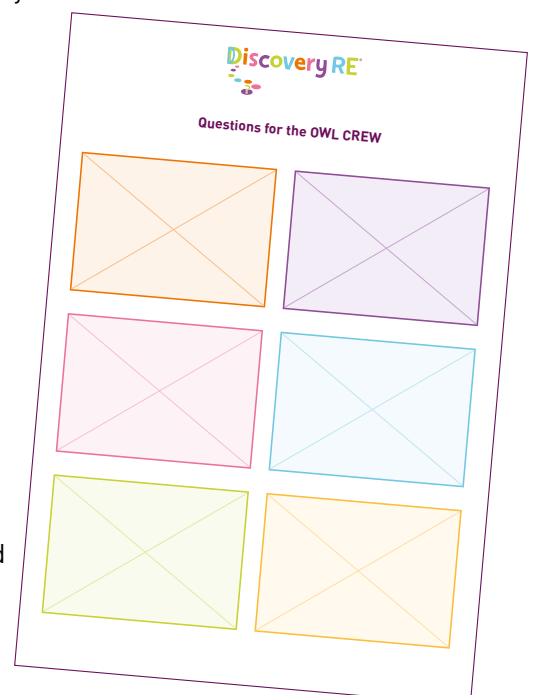
The file 'Questions for OWL CREW' on the USB stick has printable envelope templates for children to write their questions on.

They write their questions on the envelope template and give them to the owl. (You may like to provide a special post box or receptacle for your class' questions).

This gives you, the teacher, time to think through an appropriate answer and build this into the next lesson, the answer obviously coming from the owl.

This will help you with ongoing assessment, giving insight into the children's thinking.

- b) The OWLS can ask the children questions i.e. the big enquiry question, and any other questions that may support their learning through the enquiry.
- c) The OWLS can give the children information e.g. Gudrun Owl would like you to watch this video clip/to explore these artefacts.
- d) The OWLS can act as the 'talking object' when you are using Circle Time to discuss opinions and thoughts on issues being studied.



We hope the Discovery RE OWL CREW will add an extra dimension to your RE work. We will be developing how we use them so do keep an eye on the Community Area of the Discovery RE website, and by all means, let us know if you have any ideas for the CREW.



Assessment in Discovery RE

Mindful that the majority of agreed syllabi for RE around the country used to align themselves to the 2 attainment target and 8-level scale system of assessing children's RE learning, the original edition of Discovery RE followed this pattern in order to be of service to teachers.

Some people are still obliged to follow agreed syllabi containing this system, so Discovery RE continues to reference the 2 attainment targets (albeit teasing out the different aspects of AT2).

However, mindful of the educational landscape 'beyond levels', we also offer an alternative colour-coded system:

- **End of key stage age-related expectations** for KS1, lower KS2 and upper KS2. This is similar to the RE Council non-statutory framework for RE (2013) which also suggests end of Key Stage expectations, summarised as:

(Abridged NCFRE showing the 3 strands A, B and C. (For Curriculum Framework for RE, just Google).

Attainment related to end of KS statements	Reference to 'old' level descriptors	A. Investigate the beliefs and practices of religions and other world views	B. Investigate how religions and other world views address questions of meaning, purpose and value	C. Investigate how religions and other world views influence morality, identity and diversity
End of KS1 (Year 2 Age 7)	2	Retell, recognise and find meanings	Explore and respond sensitively	Begin to express ideas and opinions
End of Lower KS2 (Year 4 Age 9)	3	Describe, discover more and respond thoughtfully	Observe and suggest reasons	Suggest reasons and respond thoughtfully
End of KS2 (Year 6 Age 11)	4	Reflect and make connections between different ideas	Consider, compare and contrast	Offer ideas and clear responses

- **3 age-related expectation descriptors for each enquiry in each year group.** These expectations (working AT, TOWARDS and BEYOND) give guidance for assessing each of the 3 aspects of learning involved and made explicit in Discovery RE. Schools can, of course, use the language of their choice to describe these expectations (e.g. developing, secure, exceeding) in order to ensure RE is in line with the school's system.

The 3 aspects of learning are colour-coded:

Green: personal resonance with or reflection on... (formerly AT2 personal)

Blue: knowledge and understanding of... (formerly AT1)

Red: evaluation/critical thinking in relation to the enquiry question (formerly AT2 impersonal).

AfL (assessment for learning) opportunities are offered throughout each step of each enquiry.

This colour coding starts with steps 1-4 on the planning, each box being framed in the colour that denotes the focus of learning in that step.

The colours continue in the Activity Sheets so the teacher can see which activity is focused on which aspect of learning, and follow this through in the expectation descriptors (Working TOWARDS, Working AT and Working BEYOND) and in the exemplification. This will make it easier to link teaching with learning outcomes, as RE is a complex subject to assess.



End of Key Stage Colour-coded descriptors in Discovery RE

“WORKING AT” expectation. <u>Most</u> children are expected to reach these expectations.	GREEN DESCRIPTORS Personal resonance with or reflection on The concept / belief underlying the subject matter of the enquiry Child’s own thoughts, opinions, belief, empathy.	BLUE DESCRIPTORS Knowledge and understanding of the subject matter of that enquiry (subject knowledge)	RED DESCRIPTORS Skills of evaluation and critical thinking in relation to the big enquiry question
End of Key Stage 1 (Year 2, Age 7, ‘old’ Level 2)	I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world I can verbalise and / or express my own thoughts	I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.	I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.
End of LOWER key Stage 2 (Year 4, Age 9, ‘old’ Level 3)	I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews. I can express my own opinions and start to support them with rationale.	I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.	I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.
End of Key Stage 2 (Year 6, Age 11, ‘old’ Level 4)	I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs I can express my own thoughts etc having reflected on them in relation to other people’s.	I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.	I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.



Discovery RE and Church of England Schools

Christianity is taught in every year group in Discovery RE and the enquiry approach adds challenge, requiring children to retain knowledge and apply it to the big question using their critical thinking skills.

Each enquiry addresses an aspect of Christian theology, sometimes explicitly using the theological language and sometimes laying foundations of experience and understanding which will later facilitate learning the explicit theology. To ensure church schools using Discovery RE are confident they are teaching enough Christianity to satisfy their SIAMS requirements, the 3rd edition of Discovery RE has 3 additional (optional) Christianity enquiries, one in each of years 4, 5 and 6.

Discovery RE and 'Understanding Christianity'

Mindful of the 'Understanding Christianity' materials, launched in 2016, which emphasise theological literacy, gaining knowledge and interpreting source texts in order to enhance children's holistic understanding of Christianity, each Christianity enquiry in Discovery RE has the underpinning Christian concept/core belief made explicit. These are aligned with the 'Understanding Christianity' materials.

Discovery RE is pleased to work co-operatively with the 'Understanding Christianity' Project. The Church of England recommends its schools use the UC materials to deliver Christianity work in RE, and has shown how this might be done in schools already using Discovery RE. www.churchofengland.org

This is also in the 'Other' section of Discovery RE.

If church schools choose to substitute some of the Discovery RE enquiries on Christianity with UC units, these can sit comfortably in the holistic programme of Discovery RE, which gives a whole-school structure for RE including coverage of the 5 principal religions other than Christianity, and using a consistent, developmental approach.

SIAMS inspections seek additionality from church schools. Discovery RE supports schools to improve their SIAMS inspection outcomes. See the article on www.discoveryschemeofwork

Our research shows that 94.5% of the Church of England schools using Discovery RE have gained 'good' or 'outstanding' grades in their SIAMS Reports since implementing this resource. See the research report on the Discovery RE website.

Discovery RE and Catholic Schools

Discovery RE, by its very nature as a progressive and comprehensive set of RE planning, is in no way, denominational. Because of this, and due to the fact that it is a medium term planning tool, no part of it contradicts the aims and objectives of the religious education curriculum in Catholic schools.

In such schools, specific elements need to be included in the RE programme in line with Canon Law, advice, guidance and the support of the Diocesan Bishop and Catholic Education Service. Teachers can therefore use Discovery RE and tailor it to fulfil the expectation that, 'in religious education in particular, the Church aims to transmit (to children) the Catholic faith'.

The Bishops' Statement also states that through Religious Education and the general life of the school, "young people are prepared to serve as witnesses to moral and spiritual values in the wider world".

The philosophy of Discovery RE is clearly in line with this,

"children's ...knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced."

As stated by the Catholic Bishops' Conference:

"The outcome for religious education is religiously literate young people who have the knowledge, understanding and skills – appropriate to their age and capacity- to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in everyday life".
(Religious Education Curriculum Directory for Catholic schools page 10).

"Excellence in Religious Education, then, will be characterised by a clarity of succinct religious learning objectives and of key content, by appropriate methodologies, rigour, richness of resources, achievement of identified outcomes and accurate methods of assessment. Classroom Religious Education will be a challenging educational engagement between the pupil, the teacher and the authentic subject material."
(Statement on Religious Education in Catholic Schools, issued by the Catholic Bishops' Conference of England and Wales (7), 5th May 2000).



Discovery RE and the English National Curriculum

RE is statutory and sits alongside the national curriculum. However, it serves not only the SMSC and British values agendas but also contributes significantly to literacy skills as well as linking easily to many areas of the national curriculum.

The article, 'Discovery RE and the national curriculum' shows the possible links. See www.discoveryschemeofwork.com or contact us to receive this article.

Support for Discovery RE schools www.discoveryschemeofwork.com

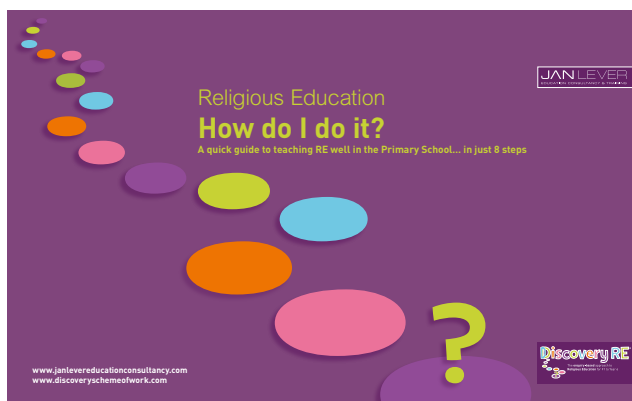
We offer the website to you as an ongoing hub of support. You are welcome to contribute; just contact us through the website. Termly newsletters, fresh articles and additional resources are added regularly. We will alert you by email.

We do our best to offer ongoing support to schools using Discovery RE by:

- Offering each school a mentor, always on hand to answer any questions and offer support and advice
- Giving passworded access to the Discovery RE Community Area on the website (we will email you the login details)
- Termly newsletters to keep you up to date and give more teaching/learning ideas

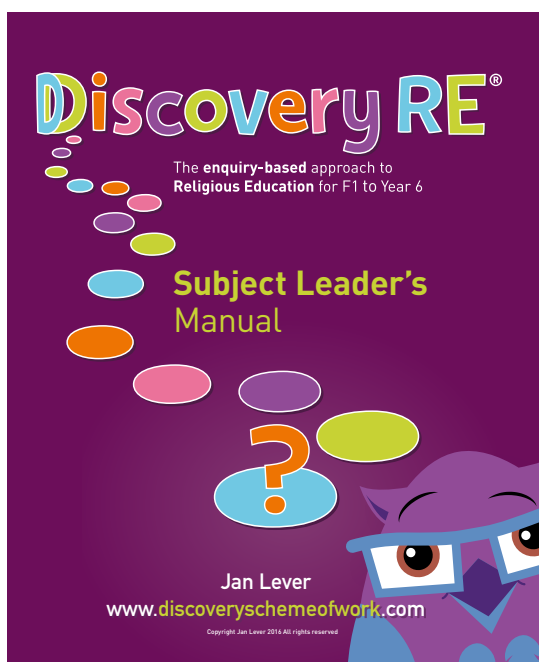
We also listen and respond to teachers' requests and concerns and as a result have recently produced:

- RE: How do I do it?



This booklet is designed to take teachers inexperienced in RE, and those in initial teacher training, through an 8 step process showing how to plan RE across a school. It includes sample materials from Discovery RE and may be a useful resource to use for in-house training. This is available through the Discovery RE website online shop.

- Subject Leader's Manual



The subject leader's manual is designed to be a source of guidance and support for teachers leading this subject across the school.

Chapters on: Organisation
Action planning
Budget and resources
Monitoring
Staff training
Visits and visitors
and more, suggest what needs to be done, how to evidence your work as leader as well as the teaching and learning in RE.

A usb stick has editable documents to help further e.g. policy documents, action planning templates etc.

The folder can become your actual subject leader's folder as you add evidence to each chapter.

Each manual also comes with a copy of RE: How do I do it?

The subject leader's manual can be ordered through the website online shop or just contact the office
+44 (0)1202 377193



Free update policy

Books, websites and learning clips. Although Discovery RE is medium-term planning, we do our best to suggest teaching resources that may be helpful. However, because these may change, become unavailable etc. over time, we recommend you check the Community Area of the website where we will post updated resource lists at the end of each half-term. In the meantime, please let us know if you come across a clip that is inactive and we will source an alternative straight away for you. Contact elaine@janlevergroup.com. Check website www.discoveryschemeofwork.com, log in with your password to the Community Area and look in the Resources section for Updated Resource List.



We continue to operate a free update policy at Discovery RE regarding the Scheme of Learning, believing we are here to support schools and once you have invested in us and the resource, you join the Discovery RE Community. Therefore, this 3rd edition of Discovery RE is offered as a free download to schools currently using the older version/s.

Our Philosophy

Our belief is that, using an enquiry-based model well, children's critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced.

This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

Discovery RE is a thoughtful and creative set of RE planning for the whole Primary school, F1/2 to Year 6.

We hope it makes teachers' lives easier and short-cuts the planning process, freeing them to design exciting and challenging teaching/learning activities for each lesson/enquiry.

Thanks go to teachers: Hayley Lynam, Dawn Murray, Karen Hunnisett and Sian Pell whose enthusiasm for RE and children's learning, willingness to spend many hours on this project and share their current classroom experience, have helped me to make Discovery RE a relevant and creative teaching resource.

Thanks also go to Discovery RE Consultants, David Rees, Hannah Rees and Alison Harris who, with me, bring a collective 90+ years of RE experience to Discovery RE.

We hope our work supports you to keep improving children's learning in and deepening their thinking through Religious Education.

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The Jan Lever Group comprises 3 enterprises supporting schools:

Discovery RE www.discoveryschemeofwork.com

Jigsaw PSHE www.jigsawpshe.com

Jan Lever Education Consultancy and Training www.jlect.com





Introduction

The context... ENGLAND

What do you have to teach in RE?

The situation with Religious Education in England is unique. RE is a statutory subject that sits alongside the National Curriculum.

It is compulsory in all schools in England except for pupils withdrawn at the request of their parents.

(The Education Act 2002, section 80)

Academies must provide RE in accordance with their funding agreements.

(RE in English schools: non-statutory guidance 2010)

It becomes more complicated when considering what must be included in the RE curriculum and the approach to be used.

Community schools/ Foundation schools/ Voluntary Controlled schools must provide RE in accordance with the locally agreed syllabus for RE.

In Voluntary Aided schools with religious character the RE curriculum is determined by the governors in accordance with the trust deed, and they may choose to follow the locally agreed syllabus or to design their own.

Academies and Free schools

- Such schools with no religious character may choose to follow the locally agreed syllabus but are free to design their own schemes of work
- Denominational academies e.g. Roman Catholic, and most Muslim and Jewish academies, deliver RE in line with their denominational syllabus (where there is one)
- Faith (but non-denominational) academies are free to agree their RE curriculum with sponsors and the Department for Education.

These schools could adopt the locally agreed syllabus but are autonomous in this choice.

(RE in English schools: non-statutory guidance, DCSF 2010, pages 27-30)

Does Discovery RE meet the requirements of your locally agreed syllabus?

Discovery RE is not an agreed syllabus but is a set of detailed medium-term planning that can support schools to structure their RE scheme of work in order to deliver their locally agreed syllabus if they need to, or to structure their RE curriculum in this developmental and comprehensive way if they are autonomous.

At Discovery RE, we understand it can be challenging to assess the extent to which Discovery RE can help you fulfil the requirements of your locally agreed syllabus, and to assist you we have mapped it to 100+ syllabi. These mapping documents can be requested through the website. We are happy to map Discovery RE to your syllabus if we have not yet done so, or to update our maps when your syllabus is updated if you get in touch and let us know what is needed.

It is never possible to state categorically that Discovery RE will fulfil all requirements as this depends to a large extent on the way the teacher translates Discovery RE into short-term planning and on the nature of the delivery.

However, we are very confident that Discovery RE gives a comprehensive structure for RE across the whole primary school, provides a key enquiry question for each half-term, selects the most appropriate subject knowledge to be taught to enable children to answer the enquiry question and goes on to provide assessment tasks, guidance and attainment descriptors, with exemplification.

This confidence is certainly supported by the evidence base we have regarding Church of England schools which are using Discovery RE.

The quantitative and qualitative evidence shows Discovery RE to be making a significant contribution to RE, school ethos and additionality.



Christianity is taught in each year group, with one other religion selected to be considered alongside this. There are additional optional extra Christianity enquiries for Years 4, 5 and 6 which can be added to ensure church schools deliver more than the specified amount of Christianity in relation to the SIAMS requirements.

(There is also an overview that suggests how schools wishing to use the 'Understanding Christianity' materials could integrate these into the Discovery RE programme, in the 'other' section of the folder).

Suggestions on how and when to include work on Humanism (should that be deemed appropriate) are included in some enquiries.

Is there any national guidance on what should be taught in RE or what an agreed syllabus should look like?

1. 2004 non-statutory national framework for RE

This framework, whilst non-statutory, offered guidance to SACREs on the structure, content and, to an extent, the pedagogical approach of their syllabi.

It describes learning in RE in terms of two attainment targets:

Attainment Target 1: Learning ABOUT religion

Attainment Target 2: Learning FROM religion

This framework also suggests assessing according to a national 9 level descriptors, 1-8 plus EP (Exceptional Performance)

Some agreed syllabi around the country still use these systems to structure and describe learning, so Discovery RE references the two attainment targets on the overview maps. It shows AT1 in **BLUE** and AT2 in **RED**.

For those who still need it, Discovery RE also references the 9-level assessment system but alongside this provides a 'beyond levels' process comprising 3 age-related expectation attainment descriptors (working TOWARDS, AT and BEYOND) for each enquiry, as well as summary descriptors for the end of each key stage.

2. 2013 national curriculum framework for RE (NCfRE)

This framework, again non-statutory, reorganised RE learning under 3 strands:

A. know about and understand a range of religions and world views

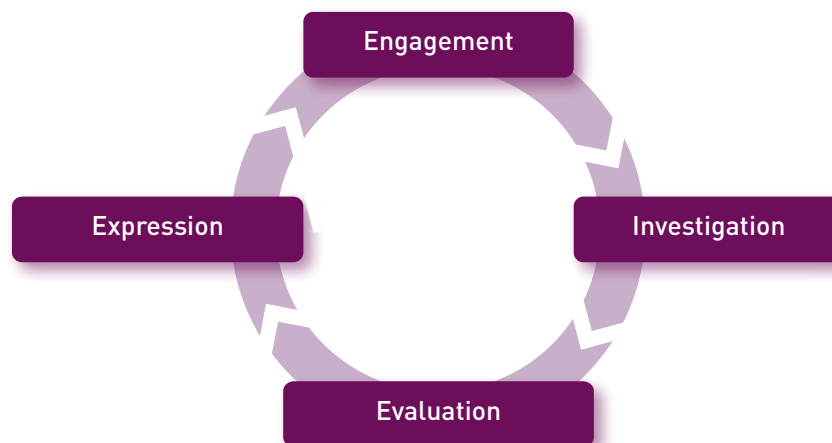
B. express ideas and insights about the nature, significance and impact of religions and world views

C. gain and deploy the skills needed to engage seriously with religions and world views.

It is assumed that aspects of all 3 strands will be contributed to in every enquiry so the strands are not referred to on the overview mapping grid.

How is the planning set out in Discovery RE?

Discovery RE advocates an enquiry-based approach with a 4-step process



The 4-step enquiry process

The key question for the enquiry is such that it demands an answer that weighs up 'evidence' and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Discovery RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.

Step 1 (usually 1 lesson)

Engagement: The human experience underpinning the key question is explored here within the children's own experience, whether that includes religion or not e.g. a human experience underpinning the question, 'What is the best way for a Sikh to show commitment to God?' is 'commitment', so lesson 1 aims to help all children resonate with the experience of 'commitment' in their own lives. If they can relate to this human experience they will be better able to understand the world of religion into which the enquiry takes them. Their personal resonance with this underpinning human experience acts as the **BRIDGE** into the world of religion (which may be very much outside of their experience).

The **BRIDGE** concept/experience is shown clearly under the Step 1 box on the planning. This guides the teacher as to the focus of Lesson 1, which does not have to include anything explicitly 'religious'.

Step 2 (usually the equivalent of 3 lessons)

Investigation: The teacher guides the children through the enquiry, children gaining subject knowledge carefully selected to assist their thinking about the key question. Some of the enquiries have a lot of relevant content so teachers do need to be selective and not try to cover too much. Depth is more important. The acquisition of the factual information about the religion /belief system being studied is important, but not as an end in itself.

Step 3 (usually 1 lesson)

Evaluation: This lesson draws together the children's learning and their conclusions about the key question of that enquiry. This is an assessment task (the activity sheet and resources are included) which the teacher can assess by using the age-related expectation descriptors at the end of each enquiry. These are exemplified, and tracking and record sheets are included, as are pupil self-assessment sheets.

The expectations may well lend themselves to meaningful and less onerous report writing, the activity sheets providing evidence in children's books for their learning in each enquiry.

We are not suggesting that paper-based evidence is the sole form of assessment in RE. The expectation is that the assessment activity sheets provided will be seen in conjunction with teacher observations of the children's work and responses throughout the enquiry.

The strands of learning are colour-coded in the planning, the assesment activity, attainment descriptors and exemplification to make this process easier for busy teachers.



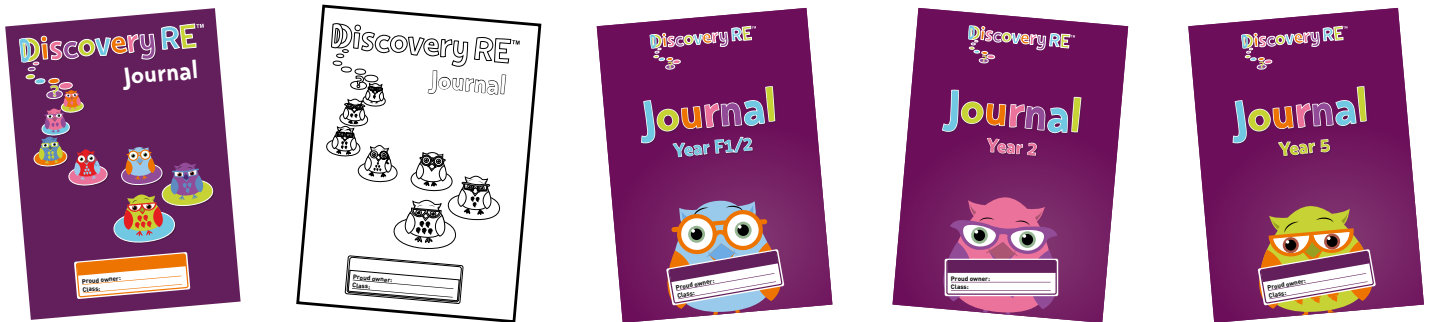
We believe that RE insights are not bound by literacy skills.

Step 4 (usually 1 lesson)

Expression: Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs. There is often further evidence for their books produced in this lesson.

Children's progress is best recorded in individual journals or portfolios, but the whole learning experience of the class may be gathered into a class Discovery RE Portfolio.

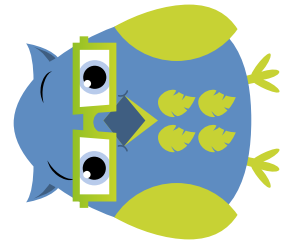
Discovery RE journal/portfolio covers can be downloaded from the CDRom/USB.



Overview Year 4

Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2				
Theme: Beliefs and Practices	Key Question: How special is the relationship Jews have with God?	Religion: Judaism	Theme: Christmas	Concept: Incarnation	Key Question: What is the most significant part of the nativity story for Christians today?	Religion: Christianity	Theme: Passover	Key Question: How important is it for Jewish people to do what God asks them to do?	Religion: Judaism	Theme: Easter	Concept: Salvation	Key Question: Is forgiveness always possible for Christians?	Religion: Christianity	Theme: Rites of Passage and good works	Key Question: What is the best way for a Jew to show commitment to God?	Religion: Judaism	Theme: Prayer and Worship	Key Question: Do people need to go to church to show they are Christians?	Religion: Christianity
Theme: Buddha's teachings	Key Question: Is it possible for everyone to be happy?	Religion: Buddhism													Theme: The 8-fold path	Key Question: What is the best way for a Buddhist to lead a good life?	Religion: Buddhism		
															Key Question: Can the Buddha's teachings make the world a better place?	Religion: Buddhism			

Teacher Note: There is an additional (optional) Christianity enquiry: Why are there four gospels and how are they relevant to Christians today?, included at the back of the Year 4 section for schools to use if they choose to.



Discovery RE supports the teaching of British Values

Specific links between British Values and Discovery RE by Key Stage:

Please note for “Rule of Law”, ticks have been added because even though Discovery RE does not teach UK law, it teaches children of the laws of that religion so that they understand what a law might be. As one of the main aims of the RE curriculum is to promote tolerance of those of different faiths and beliefs, and mutual respect, these values are ticked throughout.

Because this is a set of medium-term planning, not individual lesson plans, many of the values will be covered or not by the way the teacher/practitioner explains the concepts included and the language used. The ticks below represent the most likely/feasible connections that can be made although the teacher may well be able to make further connections to e.g. individual liberty and democracy by consciously deciding to include them.

Lower Key Stage 2 (Yrs 3 & 4)

Discovery RE Enquiry		British Values				
	Religions studied:	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Year 4						
How special is the relationship Jews have with God?	Judaism		✓ (The Covenant/Torah)	✓	✓	✓
OR Is it possible for everyone to be happy?	Buddhism			✓	✓	✓
What is the most significant part of the nativity story for Christians today?	Christianity				✓	✓
How important is it for Jewish people to do what God asks them to do?	Judaism		✓ (kashrut/ UNCRC)	✓	✓	✓
OR Can the Buddha's teachings make the world a better place?	Buddhism			✓	✓	✓
Is forgiveness always possible for Christians?	Christianity		✓ (Jesus allowed himself to be condemned under the law of his land)	✓ (Jesus willingly gave his up)	✓	✓
What is the best way for a Jew to show commitment to God?	Judaism		✓ (The Covenant/Torah)	✓	✓	✓
OR What is the best way for a Buddhist to lead a good life?	Buddhism			✓	✓	✓
Do people need to go to church to show they are Christians?	Christianity			✓	✓	✓
Why are there four gospels and how are they relevant to Christians today?	Christianity			✓	✓	✓



The overview mapping grid that follows...

Year 4 Overview

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
Autumn 1 Judaism	How special is the relationship Jews have with God? Do sacred texts have to be 'true' to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community? (Believing/Belonging)	Beliefs and Practices	AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging		We are learning to understand the special relationship between Jews and God and the promises they make to each other.	Spiritual Moral Cultural	Bible stories: Old Testament - Covenant of Abraham (Genesis 17), Birth of Isaac (Genesis 21), Promise to God (Exodus 20) www.bbc.co.uk/education/clips/ztgjmb: The Torah www.bbc.co.uk/education/clips/z834wmn: The synagogue www.bbc.co.uk/education/clips/zqkq6sg: The Shema
OR							
Autumn 1 Buddhism	Is it possible for everyone to be happy? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? Is religion the most important influence and inspiration in everyone's life? (Believing)	The life of the Buddha	AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth AT2 F Values and commitment		We are learning about the life of the Buddha and exploring how he tried to be happy and stay happy.	Spiritual Social	Song: 'Happy' Pharrell Williams The Story of the Buddha Sequencing cards
Autumn 2 Christianity	What is the most significant part of the Nativity story for Christians today? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help to communicate religious beliefs? (Believing/Belonging)	Christmas Concept: Incarnation	AT1 C Forms of expressing meaning AT2 E Meaning, purpose and truth		We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.	Spiritual Cultural	Pictures: Religious scenes Christingle: Secular scenes
Spring 1 Judaism	How important is it for Jewish people to do what God asks them to do? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)	Passover	AT1 B Practices and ways of life AT2 E Meaning, purpose and truth		We are learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.	Spiritual Cultural	Song: 'Food Glorious Food' www.bbc.co.uk/education/clips/zqwmv4: Kosher foods www.bbc.co.uk/education/clips/z9th34j: The four questions of passover www.bbc.co.uk/education/clips/zqyv9j6: Shopping for passover www.bbc.co.uk/education/clips/z68dxnb: The story of the passover'

From left to right..explaining the columns

Column 1

The academic term and focus religion

Column 2

The key enquiry question with additional sub-questions to help the focus.

Believing/Belonging/Behaving. The most relevant of these are shown, again to add focus.

Column 3

The theme of the enquiry and, for the Christianity enquiries, the 'concept' (core belief) is also shown. These concepts are aligned to the 'Understanding Christianity' project and are developed throughout Discovery RE in a spiral manner.

Column 4

For those who need this because their agreed syllabi still include them, this column shows the Attainment Targets 1 and 2 (Learning ABOUT and Learning FROM) as well as identifying the specific areas of enquiry (A-F) most contributed to in this enquiry.

Areas of enquiry

Some syllabi structure the RE learning expected under 6 areas of enquiry:

- A. beliefs, teachings and sources
- B. practices and ways of life
- C. forms of expressing meaning
- D. identity, diversity, belonging
- E. meaning, purpose and truth
- F. values and commitments

Column 5

The overall learning objective for the whole enquiry.

Column 6

SMSC. This column indicates which of the spiritual, moral, social, cultural development opportunities are most likely to be offered in this enquiry.

Column 7

Resources. This column acts as a summary of the resources suggested /signposted in the enquiry.

The Discovery RE website has 'shopping lists' of suggested 'essential' and 'desirable' resources useful for each enquiry.

www.discoveryschemeofwork.com

Year 4 Overview

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
Autumn 1 Judaism	How special is the relationship Jews have with God? Do sacred texts have to be 'true' to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community? (Believing/Belonging)	Beliefs and Practices	AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging		We are learning to understand the special relationship between Jews and God and the promises they make to each other.	Spiritual Moral Cultural	Bible stories: Old Testament - Covenant of Abraham (Genesis 17), Birth of Isaac (Genesis 21), Promise to God (Exodus 20) www.bbc.co.uk/education/clips/ztgjmn : The Torah www.bbc.co.uk/education/clips/z834wmn : The synagogue www.bbc.co.uk/education/clips/zqkq6sg : The Shema
OR							
Autumn 1 Buddhism	Is it possible for everyone to be happy? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? Is religion the most important influence and inspiration in everyone's life? (Believing)	The life of the Buddha	AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth AT2 F Values and commitment		We are learning about the life of the Buddha and exploring how he tried to be happy and stay happy.	Spiritual Social	Song: 'Happy' Pharrell Williams The Story of the Buddha Sequencing cards
Autumn 2 Christianity	What is the most significant part of the Nativity story for Christians today? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help to communicate religious beliefs? (Believing/Belonging)	Christmas Concept: Incarnation	AT1 C Forms of expressing meaning AT2 E Meaning, purpose and truth		We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.	Spiritual Cultural	Pictures: Religious scenes Christingle: Secular scenes
Spring 1 Judaism	How important is it for Jewish people to do what God asks them to do? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? (Believing/Believing)	Passover	AT1 B Practices and ways of life AT2 E Meaning, purpose and truth		We are learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.	Spiritual Cultural	Song: 'Food Glorious Food' www.bbc.co.uk/education/clips/zqwmv4 : Kosher foods www.bbc.co.uk/education/clips/z9th34j : The four questions of passover www.bbc.co.uk/education/clips/zqyv9j6 : Shopping for passover www.bbc.co.uk/education/clips/z68dxnb : The story of the passover
OR							

Year 4 Overview

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
Spring 1 Buddhism	Could the Buddha's teachings make the world a better place? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Behaving)	Buddha's teachings	AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging AT2 F Values and commitment		We are learning about the teachings of the Buddha and exploring what he taught about change.	Spiritual Moral	Stories (Kisa and the mustard seed, The angry elephant) www.buddhanet.net www.clearvision.org Music: earth song by Michael Jackson and Wonderful World by Louis Armstrong
Spring 2 Christianity	Is forgiveness always possible for Christians? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Behaving)	Easter Concept: Salvation	AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		We are learning to understand how Jesus' life, death and resurrection teaches Christians about forgiveness.	Spiritual Moral	www.bbc.co.uk/education/clips/z8vcd2p : The Last Supper and The Last Supper (animation) www.bbc.co.uk/education/clips/zrfgkqt : Biblical story: New Testament - The Lord's Prayer, Love for enemies (Luke 6), Anger (Matthew 18), Revenge (Matthew 5), Unforgiving Servant (Matthew 8), Barabbas (Luke 3) www.request.org.uk : Traders in the Temple (Mark 1)
Summer 1 Judaism	What is the best way for a Jew to show commitment to God? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? Does participating in worship help people to feel closer to God or their faith community? (Believing/Behaving/Belonging)	Beliefs and Practices	AT1 B Practices and ways of life AT1 C Forms of expressing meaning AT2 F Values and commitment		We are learning to understand different ways that Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.	Spiritual Moral Cultural	www.bbc.co.uk/education/clips/zdb9jxs : Judaism at Home www.bbc.co.uk/education/clips/zvkwq6sg : Meet a Jewish Family www.bbc.co.uk/education/clips/zm7tfg8 : Traditions of Bar Mitzvah www.bbc.co.uk/education/clips/z9s4dmn : Meet a young Jewish boy www.bbc.co.uk/education/clips/z834wmn : The synagogue www.bbc.co.uk/education/clips/zqkq6sg : The Shema www.bbc.co.uk/education/clips/zqnc82p : Preparing for Bat Mitzvah www.jewfaq.org/613.html : Doing good and helping others www.wjr.org.uk : Doing good in the world could be a way of showing a commitment to God
OR							

Year 4 Overview cont.

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
Summer 1 Buddhism	What is the best way for a Buddhist to lead a good life? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others	Beliefs into Practices	AT1 B Practices and ways of life AT2 F Values and commitment		We are learning how Buddha's teachings make a difference to how Buddhists choose to live.	Spiritual Moral	The 8-Fold Path www.clear-vision.org/Schools/Ask-a-Buddhist.aspx www.clear-vision.org/Schools/Ask-a-Buddhist/ethics/eating-meat.aspx www.ic.sunysb.edu/Clubs/buddhism/story/index.html - a story about finding out the truth
Summer 2 Christianity	Do people need to go to church to show they are Christians? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community?	Prayer and Worship Concept: Gospel	AT1 B Practices and ways of life AT2 D Identity, diversity and belonging		We are learning to understand how important going to church is to show someone is a Christian.	Spiritual Social	There are 6 Christian baptism clips – the homepage is: www.bbc.co.uk/education/topics/ztkxp4/resources/1 Bible stories (New Testament): John the Baptist (Matthew 3) www.bbc.co.uk/education/clips/zwcd2hv : The Eucharist or Holy Communion www.bbc.co.uk/education/clips/zy6sb9q : Worship in a Christian church Bible stories (New Testament): Love your God (Matthew 22), Lamp under a bowl (Mark 4), Prayer (Matthew 6)

Note - There is an additional Christianity enquiry: Why are there four Gospels and how are they relevant to Christians today? at the end of the Year 4 section for schools to teach if they choose to.

Optional Christianity	Why are there four Gospels and how are they relevant to Christians today?	The Gospels Concept: Gospel	AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		We are learning to understand why the gospels are similar or different and how they could help a Christian live their life today.	Spiritual Moral	Bible
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Humanism Links - You may like to make reference to Humanism when appropriate. Suggestion below

Humanism Link Summer 2	The quality of someone's life is most important.				We are learning that Humanists believe how someone lives their life is more important than particular buildings.		Humanists could support buildings that benefit humanity so might respect places like libraries and recycling centres. They might also see beauty in art or appreciate nature.
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Overview of Learning Outcomes for Year 4

Year 4 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 4 Autumn 1	How special is the relationship Jews have with God?	Comments
WORKING TOWARDS (Level 2)	<p>I can explain why agreements are important and why they should be kept.</p> <p>I can tell a Jewish story and say something Jewish people believe.</p> <p>I can start to explain the significance of an aspect of Jews' relationship with God.</p>	
Year 4 expectation WORKING AT (Level 3)	<p>I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make.</p> <p>I can start to explain what makes Jewish people believe they have a special relationship with God.</p> <p>I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</p>	
WORKING BEYOND (Level 4)	<p>I can explain that a promise can be an agreement or an affirmation and can give examples of these. I can tell you an affirmation I would like to make and explain why.</p> <p>I can make links between the Abraham and Moses stories and the Jewish belief that they are in a special relationship with God.</p> <p>I can start to relate to how Jews feel about their special relationship with God.</p>	

OR

Year 4 Autumn 1	Is it possible for everyone to be happy?	Comments
WORKING TOWARDS (Level 2)	<p>I can talk about what makes me happy and think about why some people may not be happy.</p> <p>I can tell you important parts of the Buddha's life story in the right sequence and start to explain how he felt at certain points.</p> <p>I can start to explain why Siddhattha was unhappy even though he was a prince.</p>	
Year 4 expectation WORKING AT (Level 3)	<p>I can start to show an understanding of why people think it is difficult to be happy all the time.</p> <p>I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him.</p> <p>I can begin to show an understanding of what being happy means to Buddhists.</p>	
WORKING BEYOND (Level 4)	<p>I can give an opinion on whether helping other people to be happy might make me happy also.</p> <p>I can make a link between trying to live a good life by following the 8-fold path and the suffering Siddhattha saw.</p> <p>I can give my opinion on whether trying to live by the 8-fold path could help Buddhists be happy.</p>	

Year 4 Autumn 2	What is the most significant part of the Nativity story for Christians today?	Comments
WORKING TOWARDS (Level 2)	I can design a symbol to tell you something about myself and explain it. I can explain what some of the symbols in the Christmas story mean to Christians. I can ask questions about something I find puzzling in the Christmas story.	
Year 4 expectation WORKING AT (Level 3)	I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. I can describe one thing a Christian might learn about Jesus from a Christmas symbol. I can ask questions about what Christmas means to Christians and compare this with what it means to me.	
WORKING BEYOND (Level 4)	I can explain the symbolism of the object I have designed and say how it expresses the significant part of Christmas or the Christmas holiday for me. I can start to explain which Christmas symbols tell Christians something about the incarnation (Jesus being God on earth). I can reflect on how I feel about Christian beliefs about Christmas and the Incarnation.	

Year 4 Spring 1	How important is it for Jewish people to do what God asks them to do?	Comments
WORKING TOWARDS (Level 2)	I can discuss why I would choose to follow an instruction not to eat certain foods. I can tell you about some of the things Jews can and can't eat if they keep Kosher. I can ask questions about aspects of the Seder meal or Kashrut laws to find out why they are important.	
Year 4 expectation WORKING AT (Level 3)	I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why. I can describe some of the things Jews do to show respect to God. I can start to identify how it would feel to keep Kashrut.	
WORKING BEYOND (Level 4)	I can explain how I might feel if I were not allowed to eat certain foods. I can also explain why I may choose to eat or not eat certain foods. I can identify and describe some of the ways Jews try to do as God asks and start to explain why they feel it is important to do so. I can give you my opinion as to whether these ways are important to Jews.	

OR

Year 4 Spring 1	Could the Buddha's teachings make the world a better place?	Comments
WORKING TOWARDS (Level 2)	I can talk about some situations which are wonderful or problematic. I can recall one of the Buddha's stories and start to say what it means. I can start to relate this story to making the world a better place.	
Year 4 expectation WORKING AT (Level 3)	I can suggest why there may be problems in the world and how people could help solve them. I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it. I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.	
WORKING BEYOND (Level 4)	I can start to consider the extent to which I can help make the world a better place. I can make links between one of the Buddha's stories and his teachings about what causes suffering. I can start to consider the extent to which the Buddha's teachings might help Buddhists make the world a better place.	

Year 4 Spring 2	Is forgiveness always possible for Christians?	Comments
WORKING TOWARDS (Level 2)	I can talk about how easy it is to forgive some people some times, or how difficult it might be. I can recall a Christian story about forgiveness and say what it tells people about how to treat each other. I can talk about when a Christian may find it easy or difficult to forgive someone.	
Year 4 expectation WORKING AT (Level 3)	I can talk about what sort of help I might need to show forgiveness. I can describe what a Christian might learn about forgiveness from a Biblical text. I can show an understanding of how Christians believe God can help them show forgiveness.	
WORKING BEYOND (Level 4)	I can give my opinion as to why showing forgiveness may be important. I can explain how Christians might try to put into practice Jesus' teachings about forgiveness. I can give examples of when Jesus showed forgiveness and explain why I think He asked people to follow His example.	

Year 4 Summer 1	What is the best way for a Jew to show commitment to God?	Comments
WORKING TOWARDS (Level 2)	<p>I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life.</p> <p>I can describe one of the ways Jews show commitment to God.</p> <p>I can talk about something that is important to Jews and can express understanding as to how it might feel to do this if I were Jewish.</p>	
Year 4 expectation WORKING AT (Level 3)	<p>I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me.</p> <p>I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways.</p> <p>I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.</p>	
WORKING BEYOND (Level 4)	<p>I can discuss a range of things I am committed to and rank them in priority order. I can explain how I show commitment to these things.</p> <p>I can describe how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others.</p> <p>I can start to explain which ways might be the best ways for Jews to show their commitment to God and offer a reason.</p>	

OR

Year 4 Summer 1	What is the best way for a Buddhist to lead a good life?	Comments
WORKING TOWARDS (Level 2)	<p>I can explain why I make some choices and say why I think some of these are 'good' choices.</p> <p>I can tell you some of the teachings of the 8-fold path and start to say what they mean to Buddhists.</p> <p>I can give simple reasoning as to why the teaching of the 8-fold path might be helpful to Buddhists trying to make good choices.</p>	
Year 4 expectation WORKING AT (Level 3)	<p>I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice.</p> <p>I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives.</p> <p>I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.</p>	
WORKING BEYOND (Level 4)	<p>I can start to identify the values and reasons that guide me to make my decisions.</p> <p>I can make links between the Buddha's teachings about causing no harm and the 8-fold path and can explain what the world might look like if many people tried to do this.</p> <p>I can start to think about which aspects of the 8-fold path might be the hardest to stick to if I as trying to make good choices and which aspect might be the most important to Buddhists.</p>	

Year 4 Summer 2	Do people need to go to church to show they are Christians?	Comments
WORKING TOWARDS (Level 2)	I can discuss my special place, tell you why it is special and how I feel when I am there. I can talk about some of the things that are important to Christians during worship and explain some of the symbolism, e.g. bread and wine in Holy Communion. I can respectfully question whether Christians need churches.	
Year 4 expectation WORKING AT (Level 3)	I can explain some of the feelings my special place gives me and suggest why that is. I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian's special place has on him/her.	
WORKING BEYOND (Level 4)	I can reflect on a range of special places and identify why they have the impact on me that they do. I can describe some ways that Christians can show their beliefs and recognise that some may choose to show their faith publicly and others may keep this more private so some may need churches more than others. I can say why I think the church may or may not be important to Christians.	

Year 4 Optional	Why are there four Gospels and how are they relevant to Christians today?	Comments
WORKING TOWARDS (Level 2)	I can say something I feel is important in the story I have chosen. I can name all four Gospels and say why their accounts of Jesus' life might differ. I can name an event in the Gospels that might be really important to Christians today.	
Year 4 expectation WORKING AT (Level 3)	I can say something I have learnt from Jesus' actions that I would like to consider in my own life. I can describe an event that occurs in more than one Gospel and say what a Christian might learn from it. I can say whether or not I think it is important to have stories repeated in several Gospels, and why this might be relevant to Christians.	
WORKING BEYOND (Level 4)	I can explain how I learn from moral stories to help me become a better person. I can make links between accounts in the Gospels and recognise why these were included. I can reflect on the Christian belief that their lives should follow the example set by Jesus and say how the Gospels may influence this.	



Pupil Self-Assessment

Enquiry:

Name:

Class:

Term:

I learnt...

I enjoyed...

I wonder...

Discovery RE Tracking Sheet

Teacher: Class: Year Group:

Children's names	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Enquiry:		Enquiry:		Enquiry:		Enquiry:		Enquiry:		Enquiry:	
	T	T	T	T	T	T	T	T	T	T	T	T
Year 4 expectation	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T	T	T
Year 4 expectation	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T	T	T
Year 4 expectation	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T	T	T
Year 4 expectation	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T	T	T
Year 4 expectation	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B

Table

Green = Personal resonance with or reflection on (AT2 Personal	T = Working Towards
Blue = Knowledge and understanding of (AT1)	A = Working At
Red = Evaluation/critical thinking in relation to the enquiry question (AT2 impersonal)	B = Working Beyond

Colour-coded descriptors in Discovery RE

“WORKING AT” expectation. <u>Most</u> children are expected to reach these expectations.	GREEN DESCRIPTORS Personal resonance with or reflection on The concept / belief underlying the subject matter of the enquiry Child’s own thoughts, opinions, belief, empathy.	BLUE DESCRIPTORS Knowledge and understanding of the subject matter of that enquiry (subject knowledge)	RED DESCRIPTORS Skills of evaluation and critical thinking in relation to the big enquiry question
End of Key Stage 1 (Year 2, Age 7, ‘old’ Level 2)	I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world I can verbalise and / or express my own thoughts	I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.	I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.
End of LOWER key Stage 2 (Year 4, Age 9, ‘old’ Level 3)	I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews. I can express my own opinions and start to support them with rationale.	I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.	I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.
End of Key Stage 2 (Year 6, Age 11, ‘old’ Level 4)	I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs I can express my own thoughts etc having reflected on them in relation to other people’s.	I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.	I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.

Discovery RE Resource List

February 2017 - Year 4

Enquiry	Book, Film Clip, other resource	Author/s	Detail
Autumn 1 How special is the relationship Jews have with God? OR	The Torah	BBC website	www.bbc.co.uk/education/clips/ztgjmnbn
	The Synagogue	BBC website	www.bbc.co.uk/education/clips/z834wmn
	The Shema	BBC website	www.bbc.co.uk/education/clips/zqkq6sg
Is it possible for everyone to be happy	Song - 'Happy'	Pharrell Williams	Available to download or purchase from many sources
Autumn 2 What is the most significant part of the nativity story for Christians today?	None required	Not applicable	No produced resources needed
Spring 1 How important is it for Jewish people to do what God asks them to do? OR	Kosher foods	BBC website	www.bbc.co.uk/education/clips/zqwmpv4
	Four questions of Passover	BBC website	www.bbc.co.uk/education/clips/z9th34j
	Shopping for Passover	BBC website	www.bbc.co.uk/education/clips/zqyv9j6
	The story of the Passover	BBC website	www.bbc.co.uk/education/clips/z68dxnb
What is the best way for a Buddhist to lead a good life	Buddhist education network	Buddhanet website	www.buddhanet.net
	Buddhism – audio-visual resources	Clear-vision website	www.clear-vision.org/Home/Home.aspx
	Song - Earth Song	Michael Jackson	Available to download as a single track or on CDs like 'Number Ones'
	Song - Wonderful World	Louis Armstrong	Available to download as a single track or on CDs like 'The Wonderful World Of Louis Armstrong'
Spring 2 Is forgiveness always possible for Christians?	The Last Supper (animation)	BBC website	www.bbc.co.uk/education/clips/zrfgkqt
	The Last Supper	BBC website	www.bbc.co.uk/education/clips/z8vcd2p
	Traders in the Temple (Mark 1)	RE Quest website	www.request.org.uk
Summer 1 What is the best way for a Jew to show commitment to God? OR	Judaism at home	BBC website	www.bbc.co.uk/education/clips/zdb9jxs
	Meet a Jewish family	BBC website	www.bbc.co.uk/education/clips/zwkq6sg
	Traditions of Bar Mitzvah	BBC website	www.bbc.co.uk/education/clips/zm7tfg8
	Preparing for Bat Mitzvah	BBC website	www.bbc.co.uk/education/clips/zqnc82p
	Doing good and helping others	Judaism 101 website	www.jewfaq.org/613.html :
	Doing good in the world could be a way of showing a commitment to God	World Jewish relief website	www.wjr.org.uk
What is the best way for a Buddhist to lead a good life	A story about finding out the truth	A collection of Stories website	www.ic.sunysb.edu/Clubs/buddhism/story/index.html
Summer 2 Do people need to go to church to show they are Christians?	6 Christian baptism clips	BBC website	www.bbc.co.uk/education/topics/ztkxpv4/resources/1
	The Eucharist or Holy Communion	BBC website	www.bbc.co.uk/education/clips/zwcd2hv
	Worship in a Christian church	BBC website	www.bbc.co.uk/education/clips/zy6sb9q

Year 4

Autumn 1

Theme:
Beliefs and Practices

Key Question:
How special is the relationship Jews
have with God?

Religion:
Judaism





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

Year: 4		Term: Autumn 1
Theme: Beliefs and Practices		Religion: Judaism
Key question for this enquiry: How special is the relationship Jews have with God?		
Learning Objectives: We are learning to understand the special relationship between Jews and God and the promises they make to each other.		
Teaching and Learning Activities		
<p>Step 1 Engagement (1 lesson)</p> <p>Introduce Egbert Owl 🦉. What does the name Egbert mean? In which language? Explain that Egbert is our source of wisdom and is going to help us learn in RE by asking us challenging questions. We can also ask him questions. Show children the envelope cards for their questions. (Print from the Discovery RE CDrom/USB) Egbert Owl will help us learn RE.</p> <p>Can children explain to Egbert Owl 🦉 about school/class charters or contracts.</p> <p>Discuss agreements we have made, e.g. Learning Charters in school, (Jigsaw Charter if you are a Jigsaw School www.jigsawpshe.com), agreements and contracts with parents, e.g. to do with chores, trying harder at school, etc.</p> <p>What do you expect when you make an agreement? Is there trust involved? How would you feel if someone broke the agreement with you? Would this change your relationship with them? Have you ever broken an agreement? Why was that? How did you feel? What were the consequences? Do you need reminding about what your agreement is? If so how? Outward sign e.g. badge/bracelet?</p> <p>Children to make a contract with their teacher. What will the teacher promise in the contract and what will they do in return? Children could make a contract with each other instead of with the teacher.</p> <p>How can we help each other remember what we have agreed in the contract, e.g. writing a letter/contract, lighting a candle, etc.</p> <p>Have you got relationships where there is trust that doesn't need an agreement or contract?</p>		<p>Step 2 Investigation (3 lessons)</p> <p>Teach the children that Jews believe that there is one God who not only created the world, but with whom every Jew can have a personal and individual relationship. Jewish history begins with the covenant (agreement/promise) between God and Abraham around 1812 BC and Abraham is considered the founder of Judaism.</p> <p>Tell the covenant story of Abraham as told in the Book of Genesis (covenant/promise) Genesis 17: 1-7.</p> <p>God made a special promise that he would look after Abraham and all his descendants and confirmed this by giving him and his wife a son, even though he was 99!</p> <p>Birth of Isaac Genesis Ch 21: 1-8</p> <p>Qu: What is the promise being made in this/these stories? Why are these stories important to Jews?</p> <p>What do these stories tell us about the relationship between the Jews and God?</p> <p>God made that promise then and Jewish people believe that he has always kept his promise to look after them.</p> <p>🦉 Qu: What promise did the Jewish people make to God? Exodus ch 20: 1-17</p> <p>Moses was given the Ten Commandments and God asked the Jewish people to live by these as their promise to him.</p> <p>Explore the Ten Commandments.</p> <p>Introduce key question: Do Jewish people now still have this special relationship with God? How do we know...?</p> <p>A visit to a synagogue would be valuable. Interactive materials are free to download from www.discoveryschemeofwork.com/crossing-the-bridges</p> <p>1) synagogue: The Torah scroll and the Ner Tamid (ever-burning lamp).</p> <p>www.bbc.co.uk/education/clips/ztgjmnbn . www.bbc.co.uk/education/clips/z834wmn .</p> <p>If possible visit a synagogue and discuss the key question with the Rabbi.</p> <p>Qu: What is it about the Torah scroll and what can be seen in the synagogue that tells us that Jews believe they still have a special relationship with God? Look at prayer shawl that has ten knots on each end as a reminder of the Ten Commandments.</p> <p>2) The Jewish home: Show the children a mezuzah and explain how it is found on doorposts in Jewish homes. Explain that it contains a scroll with Hebrew writing and is called the Shema. The Shema is an affirmation of Judaism and a declaration of faith in one God and it says that Jewish people should love God and keep his rules. Deuteronomy Ch 6: 4 and 5.</p> <p>www.bbc.co.uk/education/clips/zqkq6sg .</p> <p>Activity: Children can make their own Mezuzah and write the Shema as a daily reminder of the covenant between Jewish people and God. Egbert Owl 🦉 could challenge the children to make a Mezuzah for the classroom door which contains their class promise/contract. What would that contract say?</p>


BRIDGE: SPECIAL RELATIONSHIPS ➡

Key Stage 2

Medium Term Planning

Teaching and Learning Activities cont

Step 3 Evaluation (1 lesson)

 Key Question: How special is the relationship Jews have with God?

How do you know this?

What have you seen that shows it is/isn't special?

Children to write a conversation between themselves and a Jewish child and ask and answer the key question in speech bubbles or scripted dialogue.


"How special is your relationship with God and how do you show this in your life?"

Children to then write a sentence about how easy/difficult they think it would be for Jews to live up to their special covenant with God.

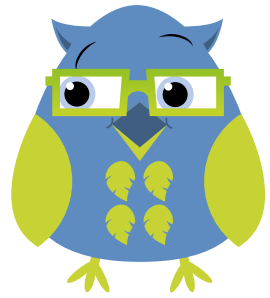


Step 4 Expression (1 lesson)

Teacher to recap the Jewish affirmation using the Shema . Discuss an affirmation being a positive statement and use the example of a marriage vow as a promise or Brownie/ Cub promise.

Children to write their own affirmation about their relationship with somebody special to them and possibly hang on Egbert's  'affirmation tree'.

Evidence in Discovery RE Journals: Activity Sheet.



Year 4: Autumn 1 - Judaism

Enquiry: How special is the relationship Jews have with God?

Name:

Class:



Ben

How special is your relationship with God and how do you show this in your life?



Josh

Ben How special is your relationship with God? Can you explain to me?

Josh

Ben How do you show this in your life?

Josh

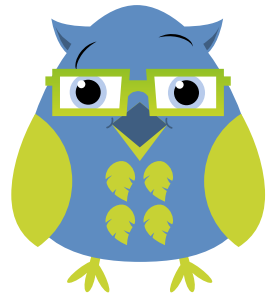
Ben Is it difficult to live up to your special relationship with God?

Josh

Ben Why are Abraham and Moses important to Jews?

Josh

How do YOU think it would feel to be Josh?



Year 4 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 4 Autumn 1	How special is the relationship Jews have with God?	Comments
WORKING TOWARDS (Level 2)	I can explain why agreements are important and why they should be kept. I can tell a Jewish story and say something Jewish people believe. I can start to explain the significance of an aspect of Jews' relationship with God.	
Year 4 expectation WORKING AT (Level 3)	I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make. I can start to explain what makes Jewish people believe they have a special relationship with God. I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.	
WORKING BEYOND (Level 4)	I can explain that a promise can be an agreement or an affirmation and can give examples of these. I can tell you an affirmation I would like to make and explain why. I can make links between the Abraham and Moses stories and the Jewish belief that they are in a special relationship with God. I can start to relate to how Jews feel about their special relationship with God.	

I am proud that I

.....

.....

.....



Exemplification

Year 4: Autumn 1 - Judaism

Enquiry: How special is the relationship Jews have with God?

These are examples of the style of answer for each expectation. The content could be different.

WORKING TOWARDS

Agreements are important because you have promised to do something so you should do what you say. The story of Abraham nearly killing Isaac was a bit scary, but thankfully the ram got stuck in the bushes just in time so God saved Isaac and Abraham killed the ram. This shows God doesn't want Jewish people to kill each other.

Jews believe that they have a special relationship with God and to say thank you they try to be good and not work on the Sabbath.

Year 4 expectation

WORKING AT

I would be really upset if my teacher broke a promise to the class. It says on the wall in our class charter that if we behave well all week we get an extra playtime and I would be really cross if we had earned it and didn't get it. I could promise my mum I will keep my bedroom tidy.

Jews believe important people in history like Abraham and Moses taught them that God wants to look after the Jewish people as they are special to Him. He saved them from being slaves in Egypt after all.

When Jews go in their houses they touch the Mezuzah to remember their special God. They thank God by trying to keep the Ten Commandments, by going to the synagogue and by not eating pork.

WORKING BEYOND

People use affirmations to show that things are important or special like when my cousin got married. I would like to promise my mum that I will always try hard at school because I know she gets really sad if I get into serious trouble.

Josh could say: My relationship with God is special because I believe he will look after me if I follow the Ten Commandments. I believe He will keep His promise because He kept His promises that Abraham would have a baby son and that he would lead Moses and the Jews out of slavery in Egypt. These people are my ancestors so I am lucky to have this special relationship (covenant) with God.

I think it must feel like quite a responsibility to have to be good all the time, not just to make your parents proud but to take God into account as well. On the other hand it must be awesome to believe you are special to God, who created the world. It feels pretty good being part of a family so having God as well must be great.

Year 4: Autumn 1 - Judaism

Enquiry: How special is the relationship Jews have with God?

SMSC				
Spiritual	Moral	Social	Cultural	
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓ (The Covenant/Torah)	✓	✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 2)	I can explain why agreements are important and why they should be kept. I can tell a Jewish story and say something Jewish people believe. I can start to explain the significance of an aspect of Jews' relationship with God.			
WORKING AT Year 4 expectation (Level 3)	I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make. I can start to explain what makes Jewish people believe they have a special relationship with God. I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.			
WORKING BEYOND (Level 4)	I can explain that a promise can be an agreement or an affirmation and can give examples of these. I can tell you an affirmation I would like to make and explain why. I can make links between the Abraham and Moses stories and the Jewish belief that they are in a special relationship with God. I can start to relate to how Jews feel about their special relationship with God.			
Resources needed for this Enquiry				
Bible stories: Old Testament - Covenant of Abraham (Genesis 17), Birth of Isaac (Genesis 21), Promise to God (Exodus 20) www.bbc.co.uk/education/clips/ztgjmnb: The Torah www.bbc.co.uk/education/clips/z834wmn: The Synagogue www.bbc.co.uk/education/clips/zqkq6sg: The Shema				
Teacher reflection on this unit				
WWW (What went well)		EBI (Even better if)		

Year 4

Autumn 1

Theme:

The Life of the Buddha

Key Question:

Is it possible for everyone to be happy?

Religion:

Buddhism





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

Year: 4		Term: Autumn 1
Theme: The Life of The Buddha		Religion: Buddhism
Key question for this enquiry: Is it possible for everyone to be happy?		
Learning Objectives: We are learning about the life of the Buddha and exploring how he tried to be happy and stay happy.		
Teaching and Learning Activities		
<p>Step 4 Expression (1 lesson)</p> <p>Think about how trying to help people be happy rather than causing hurt, could help people be happy, and how this might help you be happy. Make a class mobile, each child contributing his happiness giftbox for other people to it. Display in the classroom and use as a focus for reflection or consider people in the world who may not be happy now and design a gift they might want.</p> <p>↑</p> <p>Step 3 Evaluation (1 lesson)</p> <p>Key Question: Is it possible for everyone to be happy? Complete Activity Sheet 2 after recapping on what children have learnt in the last 4 lessons.</p> <p>↑</p>		<p>Step 1 Engagement (1 lesson)</p> <p>Introduce the children to Egbert Owl 🦉, their wise friend who will ask them challenging questions and who they can ask questions to. Show them the envelope cards you have printed from the Discovery RE CDrom/USB.</p> <p>Egbert Owl 🦉 wants to play the children his favourite song. Play the 'Happy' song by Pharrell Williams - how do you feel. What does this song remind you of?</p> <p>Qu - 'What makes you happy?' Recall a time when you were really happy, how did that feel? Share and feed back ideas. Make a class list or children feed back by miming what makes them happy for others to guess.</p> <p>Sometimes people feel happy when singing a cheerful song. Look at the lyrics of the Pharrell Williams song - can the children write their own lyrics for this about what makes them happy. Sing 'If you're happy and you know it clap your hands' and do the actions. After this ask the question 'who might not feel like singing this song right now?' e.g. people in a war zone, people who are sad etc. Invite ideas from the class (be mindful of children's personal situations). Revisit what makes people happy and ask the question: Is it possible for everyone to be happy?</p> <p>Start initial discussions in groups or talking partners.</p>
<p>Step 2 Investigation (3 lessons)</p> <p>Play song: 'If I were a rich man' from Fiddler on the roof.</p> <p>Qu- 'If someone gave you a million pounds what would you do?' Children to discuss this in groups and write their ideas on post-its, one idea per post-it. Take a sample of ideas from each group. What does the class notice about the ideas? Can you categorise them into groups? e.g. those ideas that would help others and those that are about buying things or doing things for yourself. Maybe children physically stand in different areas of the room for this activity to visually show the different categories of ideas.</p> <p>Is one set of ideas better than another ?</p> <p>If time, children could Diamond 9 rank their post-its showing the most important way to use the money down to the least important. Encourage discussion skills and respect for different ideas. Is there a right answer?</p> <p>Would they give to charity? If so, why? If not, why not? Do the exercise again stressing that this time the majority of the money is to be used to help your family or charity - how could this make people happy?</p> <p>Qu 'Would being rich always make you happy?' - Children offer answers to the teacher. Look at both sides. Why/why not?</p> <p>Introduce Buddhism. Give some background information e.g. it started in (what was) India (but is now Nepal) 2,500 years ago. It is the story of a prince. ('What is a Prince?' - a man who would be king). People who follow this religion are called Buddhists.</p> <p>Teacher reads the Story of the Buddha (see story sheet) stopping to ask pertinent questions. Class to divide into groups and sequence the order of the story using the cards provided. Activity Sheet 1. Design a storyboard to go with this activity bringing out the key moments, or each group makes a freeze frame of a certain part of the story and then see them in sequence.</p> <p>Decide which is the most important part of the story and explain why. Class vote.</p> <p>What does it tell us about how easy/difficult it might be to be happy and stay happy?</p> <p>Do you try to stay happy? Is this possible all of the time?</p> <p>Why did the Buddha sit under the Bodhi tree? Did he work out how to be happy and stay happy even when life is difficult?</p> <p>Suggest some of the most important messages of the story e.g. that there are a lot of things in life that hurt people or cause them not to be happy, like illness etc. and having lots of money and riches may not make someone happy.</p> <p>Do the children have any questions for Egbert Owl? 🦉</p> <p>What did the Buddha realise under the Bodhi tree?</p> <p>www.buddhanet.net</p> <p>One of the most important things he discovered was that trying to lead a good life which helps others and does not hurt people or animals would help someone be happy.</p> <p>Explain the 8-fold path to children... but focus on just one or two of the steps and explore why trying to live according to Right... and Right... could help someone be happy. Who else might be happy as a result of you doing this?</p> <p>So, if everybody lived by the 8-fold path would it make people happy all of the time? Is this possible?</p>		<p>BRIDGE: HAPPINESS ↓</p>
Evidence in Discovery RE Journals: Activity Sheets 1&2.		

The Life of The Buddha

2,500 years ago in 460 BCE, in a village called Lumbini, India, Prince Siddhattha Gautama was born. Some weeks before he was born, his mother Queen Mayadevi dreamed that a six-tusked white elephant came down from the skies and entered her body through her right side. A holy man told the King Shuddhodana, that this meant the child would either be a great king or a famous holy man. If he saw any suffering then he would be a holy man but if he did not see suffering, he would be a king.

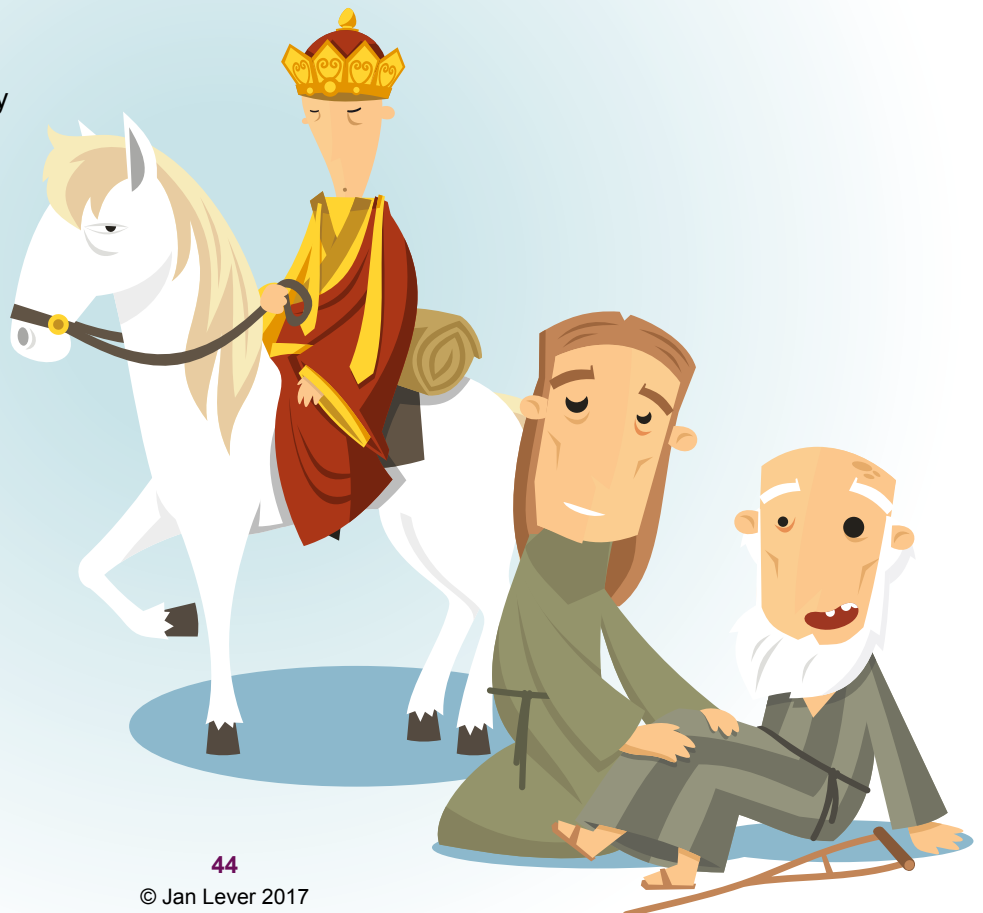
The king wanted his son to follow in his footsteps, so he ordered that Siddhattha be protected from seeing anything that might hurt him or make him unhappy. Instead, Siddhattha was to be kept within the palace grounds and given everything he could possibly want. The prince lived like this for all of his early life, and at sixteen he married a beautiful princess, Yasodhara. Soon she gave birth to a son called Rahula.

However, even though he had everything a person could wish for, Siddhattha still felt like something was missing from his life. He wasn't very happy and he couldn't work out how to be. He realized that he wanted to see what lay beyond the palace walls. Perhaps he would discover what was missing from his life and work out how to be happy. One night while everyone was asleep, the Prince ordered his faithful charioteer, Channa, to take him out of the palace and into the world beyond its walls. What Siddhartha was about to see may not surprise us but, because he had only lived in the palace, the things he saw shocked him.

Leaving the palace, it was not long before he saw an old man who was finding it difficult to walk, each step was painful. Siddhattha asked his charioteer what was wrong with the man. Channa replied that this was often what happened with old age, life became harder. The prince was troubled as he didn't like to see someone suffering and unhappy, so he asked to return to the palace.

The next night the pair left again and it was not long before they came across a man who was really ill. He asked Channa what was wrong with the man. Channa said that sometimes everyone gets sick. The thought that this could also happen to him terrified Siddhattha and made him unhappy. Again he returned to the palace.

The following night they left again and soon saw a dead body being carried through the streets to a funeral, with people crying because they were so sad. When Channa told Siddhattha that this was the body of someone who had lived until a little while ago but who was now separated from their loved ones forever, Siddhattha was very troubled, especially when he realised that this happens to everyone, even him. The prince knew that he could not carry on with life as it was and that he needed to go and look for a way to be happy. Then he could share this with other people too.



On the fourth night the pair left again and saw a wandering holy man. He looked at peace, not worried, just happy to be as he was. Channa told the prince that this man had very little but was peaceful and happy living a simple life.

Seeing him filled Siddhattha with hope. He decided that he too would try to escape the sufferings he had seen by giving up his kingdom and becoming a holy man. The following night Siddhattha woke Channa and the pair sneaked past the palace guards. They rode to a river that marked the border of the land and there the prince swapped his royal robes for the ragged clothes of a poor man. He said goodbye to Channa, his faithful friend, and left.

Siddhattha decided to find out what other people thought so he went from one teacher or 'guru' to another, listening to their teachings and trying to learn as much as he could. But despite all his efforts, he still couldn't find what he was looking for. He wanted to find a way to be happy and not to suffer, for his sake and for other people too.

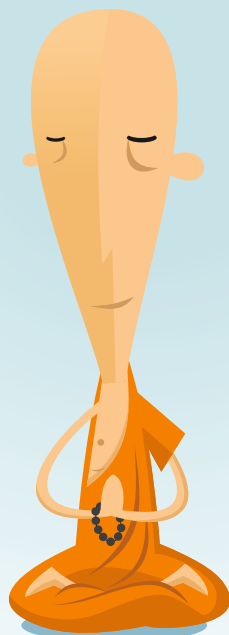
After a while, he realized that no one could show him how to be happy all the time, he would have to discover the way for himself, if there was one. So he went to live on his own with 5 other followers.

From then on, Siddhattha and the five holy men meditated, kept silence, and survived on a diet of two seeds and a grain of rice a day. But, after nearly six years of living like this, he realized that this was not the way to be happy and not suffer. In fact, he was so weak from not eating that he hardly had enough strength to meditate, and so he decided that he would eat proper food again. As soon as he told his followers what he was going to do, they lost faith in him and left.

Soon after Siddhattha sat down beneath a Bodhi tree at a place called Bodh Gaya and promised himself 'Even if my body dries up and my skin, flesh, and bones are swept away, I shall not move from this seat until I am enlightened (understand how to be happy and free from suffering).' and entered into deep meditation.

Finally, after sitting and thinking hard for a long time, he realised what people needed to do to be happy. It is all about how people think about things that helps them to be happy. He had achieved enlightenment. From then on he was known as the Buddha or 'Enlightened One'.

For the remaining forty-five years of his life the Buddha travelled throughout India, teaching the truth he had discovered to others. The teachings he gave are still taught today. Finally, the Buddha died. The year was 380 BCE and he was eighty years old.



Year 4: Autumn 1 - Buddhism

Enquiry: Is it possible for everyone to be happy?

The Life of The Buddha - Sequencing Cards



He tried to think about the problems of the world	He ate very little and listened to many different teachers	Siddattha was a prince who lived in a palace
He became enlightened (realised the answer to how to be happy)	He decided to give up all his riches and leave the palace forever	He sat under a Bodhi tree to meditate (think deeply)
He saw 4 things he had never seen before	He left the palace secretly to see what life was like outside	His father didn't want him to see suffering
Illness	He spent the rest of his life trying to help others	He was kept in a palace and given everything he wanted
A holy man	Death	Old age

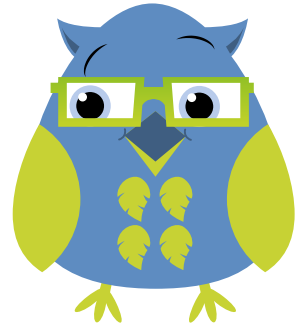
Year 4: Autumn 1 - Buddhism

Enquiry: Is it possible for everyone to be happy?

The Life of The Buddha - Sequencing Cards Answer Sheet

Siddattha was a prince who lived in a palace 1	His father didn't want him to see suffering 2	He was kept in a palace and given everything he wanted 3
He left the palace secretly to see what life was like outside 4	He saw 4 things he had never seen before 5	Old age 6
Illness 7	Death 8	A Holy man 9
He decided to give up all his riches and leave the palace forever 10	He tried to think about the problems of the world 11	He ate very little and listened to many different teachers 12
He sat under a Bodhi tree to meditate (think deeply) 13	He became enlightened (realised the answer to how to be happy) 14	He spent the rest of his life trying to help others 15





Year 4: Autumn 1 - Buddhism

Enquiry: Is it possible for everyone to be happy?

(This assessment task should be considered with the sequencing activity)

Draw a scene from Siddhattha's life story that made him feel unhappy.

This made him unhappy because

.....

.....

.....

.....

Draw something that Siddhattha did to try to make himself happy.

Did this work? Why/why not?

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.....

Right... means trying to...

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Buddhists think this could help them to be happy because

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Is it possible for everyone to be happy? Buddhists think

.....

.....

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I think

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Year 4 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 4 Autumn 1	Is it possible for everyone to be happy?	Comments
WORKING TOWARDS (Level 2)	I can talk about what makes me happy and think about why some people may not be happy. I can tell you important parts of the Buddha's life story in the right sequence and start to explain how he felt at certain points. I can start to explain why Siddhattha was unhappy even though he was a prince.	
Year 4 expectation WORKING AT (Level 3)	I can start to show an understanding of why people think it is difficult to be happy all the time. I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him. I can begin to show an understanding of what being happy means to Buddhists.	
WORKING BEYOND (Level 4)	I can give an opinion on whether helping other people to be happy might make me happy also. I can make a link between trying to live a good life by following the 8-fold path and the suffering Siddhattha saw. I can give my opinion on whether trying to live by the 8-fold path could help Buddhists be happy.	

I am proud that I

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Exemplification

Year 4: Autumn 1 - Buddhism

Enquiry Is it possible for everyone to be happy?

These are examples of the style of answer for each expectation. The content could be different.

WORKING TOWARDS

I'm happy having tea round my friend's house but I know starving children won't be happy.

I have put the cards in this sequence because I know that Siddhatta was born a prince and lived in a palace but then he went out of the palace and saw horrible things like people getting old and sick, which made him really sad and unhappy.

I think Siddhatta was unhappy when he was a prince because, even though he had everything he wanted he didn't feel like he was free to go where he liked because he was not allowed to leave the palace. He didn't know what the real world was like and he didn't have any friends in the village.

Year 4 expectation

WORKING AT

I think many people think it is not possible to be happy all of the time because there are lots of things and people in their lives that might hurt them, and it is hard to be happy when you are hurt or upset.

I have drawn Siddhatta trying to be happy when he was a prince and a holy man. I don't think he was happy when he was a prince because he wasn't free to do what he wanted to do because he had to stay in the palace and he didn't have anything to aim for or achieve. When he was a holy man he starved himself and got so weak he couldn't even meditate so that didn't make him happy either.

I think Buddhists might think that by following Siddhatta's example of kindness they might achieve happiness. It would make them feel good to be kind to others.

WORKING BEYOND

I know that when I am not kind to people I always feel bad afterwards, and when I do something nice for somebody, like give them a present, I always feel pleased when I see their reaction.

One of the things on the 8-fold path is Right action. Maybe trying to help people would help them feel better if they were sick. Siddhatta saw a sick person so maybe he would have felt happier about it if he had helped the person to feel better.

I think that trying to be a good person and helping by right action or making sure their speech is right by not saying nasty things about people would help Buddhists be happy. It would feel better to be good rather than nasty and would definitely be better for the person not to hear nasty words and insults which would hurt their feelings. This might make the world a better place with less suffering.

Year 4: Autumn 1 - Buddhism

Enquiry Is it possible for everyone to be happy?

SMSC

Spiritual	Moral	Social	Cultural
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British Values

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
		✓	✓	✓

Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors

WORKING TOWARDS (Level 2)	I can talk about what makes me happy and think about why some people may not be happy. I can tell you important parts of the Buddha's life story in the right sequence and start to explain how he felt at certain points. I can start to explain why Siddhattha was unhappy even though he was a prince.
WORKING AT Year 4 expectation (Level 3)	I can start to show an understanding of why people think it is difficult to be happy all the time. I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him. I can begin to show an understanding of what being happy means to Buddhists.
WORKING BEYOND (Level 4)	I can give an opinion on whether helping other people to be happy might make me happy also. I can make a link between trying to live a good life by following the 8-fold path and the suffering Siddhattha saw. I can give my opinion on whether trying to live by the 8-fold path could help Buddhists be happy.

Resources needed for this Enquiry

Happy song by Pharrell Williams
 If I were a rich man song from Fiddler of the Roof
 Life of the Buddha story sheets
 Life of Buddha sequencing cards

Teacher reflection on this unit

WWW (What went well)	EBI (Even better if)

Year 4

Autumn 2

Theme:
Christmas

Key Question:
What is the most significant part
of the Nativity story for Christians
today?

Religion:
Christianity
Concept: Incarnation





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.

Key Stage 2

Medium Term Planning

Year: 4		Term: Autumn 2
Theme: Christmas		Religion: Christianity Concept: Incarnation
Key question for this enquiry: What is the most significant part of the Nativity story for Christians today?		
Learning Objectives: We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.		
Teaching and Learning Activities		
<p>Step 4 Expression (1 lesson) Recap on the meaning of the Christingle and ask children to design their own Christingle (through drawing and labelling or sculpting), thinking about what Christmas means to them. Teacher to ensure the children have written what each part symbolises as well as what they have used. Children to share their personal Christingles with talk partners.</p> <p>↑</p> <p>Step 3 Evaluation (1 lesson) 🦉 Introduce key question: What is the most significant part of the Nativity story for Christians today? Use Activity Sheet. Children to design (and possibly make) a Christmas tree decoration which symbolises what Christmas means to Christians. What is the most significant part of the Nativity story for you?</p> <p>↑</p>		<p>Step 1 Engagement (1 lesson) Remind children they can ask Egbert Owl 🦉 any questions they like by writing them on the envelope cards (Print these from the Discovery RE CDrom/USB). Show children a selection of symbols on Smartboard and explain that symbols mean something that stands for something else, e.g. the M for McDonalds. Show other symbols and children to guess/recall what they stand for, e.g. road signs, male/female toilet sign, Coca Cola, Apple (brand), religious signs such as the aum (Hindu), the cross, Advent wreath, noting them down on whiteboards. Explain that some symbols are universal and others are cultural so may not be recognised worldwide. Ensure that children understand that a symbol is a picture that stands for something else. If time, children could design a symbol which represents something interesting about them or a series of new road signs, e.g. 'elephants crossing'. Why do we need symbols? What could Egbert Owl 🦉 be a symbol for?</p> <p>BRIDGE: SYMBOLS ↓</p>
<p>Step 2 Investigation (3 lessons) Egbert Owl is wearing tinsel and sitting in a Christmas stocking (or similar). Children given two minutes to note down as many Christmas symbols as they can think of, both religious and commercial. Children to share their ideas and teacher to discuss how some of these symbols signify the Christian meaning of Christmas, whilst others are commercial. Children could thumbs up and down on this. Read/show the children the Christmas story and discuss how there are important symbols during the story which signify an important event. Children to refer to their whiteboards and cross-reference whether they have any symbols from the story and add any more from the Christmas story. Qu: What symbols are there and what meaning do they have? What do they stand for? Symbols to consider; The angel symbolises that Jesus was not just an ordinary man. Angels are not an everyday occurrence and were there to show people that Jesus was a special gift from God. The Incarnation of God. The star guided the wise men just as Jesus is the light that guides people to God. The wise men and the Shepherds are an interesting contrast between rich and poor, symbolising that Jesus is a gift from God to everyone. The gifts from the wise men: gold is a precious metal symbolising how precious Jesus is and represents his Kingship. Frankincense is used in perfume and incense and represents Jesus' priestly role. Myrrh is also used in perfumes and incense and in Jesus' day was an embalming ointment which symbolises his death. The manger and stable were humble beginnings for a 'King'. The stable continues to represent humble beginnings as there was no room for Jesus which runs parallel to people not finding room in their lives for God. Jesus as God's son symbolises God's gift to the world in order to save and help the world. Children to research what the different symbols mean. Introduce concept of INCARNATION. Arrange a possible visit to a church to explore other symbols of Christianity. Discuss with the Vicar what they consider to be the most important symbol of Christmas and why? Use 'Crossing the Bridges' material. See www.discoveryschemeofwork.com. Show the children a Christingle and discuss the meaning of it for Christians as 'Christ's Light' and as a symbol of Christian faith. Explain that lots of churches hold Christingle services around this time of year. Show the children the different parts, each one being there to remind us of something/symbols. The orange represents the world, the candle is to remind us of Jesus as Christians believe Jesus is the light of the world. The red ribbon goes all around the 'world' and reminds Christians that Jesus died because it symbolises His blood. The four cocktail sticks have two meanings; the four seasons or the four corners of the world and the sweets or dried fruit symbolise God's gifts to the world including kindness and love. Children can make these and share with Egbert 🦉.</p>		
Evidence in Discovery RE Journals: Activity Sheet		

Teacher note: Incarnation

The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. For Christians, Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans. *From 'Understanding Christianity' Church of England*

Year 4: Autumn 2 - Christianity

Enquiry: What is the most significant part of the Nativity story for Christians today?

Name:

Class:

Design a Christmas tree decoration which symbolises the most significant part of the Nativity story for Christians. Label your design to explain your reasons.



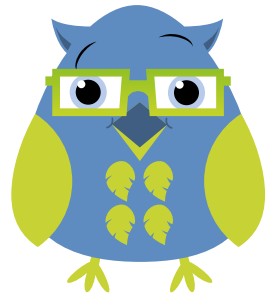
What does this tell you about Christian beliefs about Jesus?

What question would you like to ask a Christian about the Christmas story?

What does the Nativity story tell Christians about Jesus as the Incarnation of God?

What do I think about the Christian belief that Jesus is the Incarnation of God?

To me, Christmas means...



Year 4 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 4 Autumn 2	What is the most significant part of the Nativity story for Christians today?	Comments
WORKING TOWARDS (Level 2)	I can design a symbol to tell you something about myself and explain it. I can explain what some of the symbols in the Christmas story mean to Christians. I can ask questions about something I find puzzling in the Christmas story.	
Year 4 expectation WORKING AT (Level 3)	I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. I can describe one thing a Christian might learn about Jesus from a Christmas symbol. I can ask questions about what Christmas means to Christians and compare this with what it means to me.	
WORKING BEYOND (Level 4)	I can explain the symbolism of the object I have designed and say how it expresses the significant part of Christmas or the Christmas holiday for me. I can start to explain which Christmas symbols tell Christians something about the incarnation (Jesus being God on earth). I can reflect on how I feel about Christian beliefs about Christmas and the Incarnation.	

I am proud that I

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My TINT Box

To improve next time I will

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Exemplification

Year 4: Autumn 2 - Christianity

Enquiry: What is the most significant part of the Nativity story for Christians today?

These are examples of the style of answer for each expectation. The content could be different.

WORKING TOWARDS	
I've drawn a dolphin about myself because I am a really good swimmer.	
The angel shows that Jesus was very special because it is not usual to see an angel; Christians believe this shows Jesus was God's son.	
I would like to ask Christians why Mary did not go to hospital to have her baby, and why Jesus was born in a stable if He was the Son of God. That doesn't seem to make sense.	

Year 4 expectation	WORKING AT
My Christingle shows that I love being with my family at Christmas and getting presents.	
This symbol is a gift and it represents the three presents of gold, frankincense and myrrh from the wise men. Gold is precious and shows that Jesus was precious, and was supposed to be like a king to save people and be a good example to them. Christians believe Jesus was God's Son.	
To me, Christmas is a time off school but I don't celebrate it in my family because we are Jewish and we don't believe the same about Jesus as Christians do.	

	WORKING BEYOND
I have drawn stick people on my Christingle because I like being with my family and I have decorated it with a red bow because of presents. I have made a model baby to remind me of Jesus and put that on the top.	
This symbol is a gift to Jesus and symbolises the gift of Jesus that God gave to the world so that He could help the world. The wise men also gave gifts of gold, frankincense and myrrh and the myrrh represents Jesus' death. Christians believe Jesus died for a reason, to take away all the bad things they had done so they could go to heaven. They believe He is God on earth, the Incarnation of God.	
I don't believe what Christians believe about Jesus, because, in my religion, Jesus is an important prophet but not the Son of God.	

Year 4: Autumn 2 - Christianity

Enquiry: What is the most significant part of the Nativity story for Christians today?

SMSC

Spiritual	Moral	Social	Cultural
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British Values

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
			✓	✓

Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors

WORKING TOWARDS (Level 2)	I can design a symbol to tell you something about myself and explain it. I can explain what some of the symbols in the Christmas story mean to Christians. I can ask questions about something I find puzzling in the Christmas story.
WORKING AT Year 4 expectation (Level 3)	I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. I can describe one thing a Christian might learn about Jesus from a Christmas symbol. I can ask questions about what Christmas means to Christians and compare this with what it means to me.
WORKING BEYOND (Level 4)	I can explain the symbolism of the object I have designed and say how it expresses the significant part of Christmas or the Christmas holiday for me. I can start to explain which Christmas symbols tell Christians something about the incarnation (Jesus being God on earth). I can reflect on how I feel about Christian beliefs about Christmas and the Incarnation.

Resources needed for this Enquiry

www.discoveryschemeofwork.com/crossing-the-bridges
 Pictures: Religious scenes
 Christingle: Secular scenes

Teacher reflection on this unit

WWW (What went well)	EBI (Even better if)

Year 4

Spring 1

Theme:
Passover

Key Question:
How important is it for Jewish people
to do what God asks them to do?

Religion:
Judaism










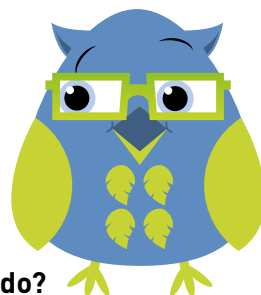
Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

Year: 4		Term: Spring 1
Theme: Passover		Religion: Judaism
Key question for this enquiry: How important is it for Jewish people to do what God asks them to do?		
Learning Objectives: We are learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.		
Teaching and Learning Activities		
<div> <div> <p>Step 4 Expression (1 lesson)</p> <p>Egbert Owl  invites children choose a right from the Universal Declaration of the Rights of the Child that they consider to be very important and explain how and why they would choose to try to respect it.</p> <p>What will happen if they don't? (They may understand that just as these "rules" (rights) are important to people because they respect human beings, so Jews choose to keep God's requests (rules) because they respect God and His authority.</p> <p>↑</p> </div> <div> <p>Step 3 Evaluation (1 lesson)</p> <p>Recap on the learning of the Investigation lessons.</p> <p>Activity Sheet 1.</p> <p>Children rank order (maybe Diamond 9) cards with pictures/ words relating to the things Jews do that God asks them to do, e.g. Passover/Seder/Kashrut. Children rank these in order of which they think would be most important to Jews in order to show God they are doing as He asks. They write their reasons next to the top and bottom pictures.</p> <p>Activity Sheet 2.</p> <p>How might a Jewish child respond if s/he was invited to a birthday party at McDonalds? Children fill in speech bubble with Jewish child's response and reasons for it.</p> <p>↑</p> </div> </div>		
<div> <p>Step 1 Engagement (1 lesson)</p> <p>Tell the children you are going to play them Egbert Owl's  favourite song. Can they guess what it is?</p> <p>Play the song from Oliver 'Food glorious food'</p> <p>Ask the children to write a list of their 10 favourite foods. Only give them 2 minutes to do this.</p> <p>What are Egbert Owl's  favourite foods?</p> <p>Read them out around the class and notice differences in who likes what, but conclude that we all have favourite food.</p> <p>Now tell them that you are forbidding them to eat the top food on their list for the next month. How does this make them feel?</p> <p>Stay with this until someone says "You have no right to forbid me to eat what I like" and discuss if anyone does have this right. Would they obey this from anyone? Why/ why not? Discuss who has authority over them/who they listen to.</p> <p>Children draw their favourite meal, maybe onto a paper plate, and share with group what they like about this.</p> <p>Make class list of the most special meals children can remember, and discuss what made them special, e.g. people/occasion.</p> </div>		BRIDGE: AUTHORITY ↓
<p>Step 2 Investigation (3 lessons)</p> <p> Introduce the key question.</p> <p>Remind children of their responses when you told them they were forbidden to eat their favourite foods in the engagement lesson. Remind them about questioning authority.</p> <p>Teach children that God asks Jews to keep to certain rules on what they eat/don't eat. Keeping these rules is their choice and if they choose to do this it is because they respect God and want to do as He asks. They respect God's authority and believe they have a special relationship with Him.</p> <p>www.bbc.co.uk/education/clips/zqwmpv4 - Kosher foods</p> <p>After teaching what the Kashrut rules are (www.jewfaq.org/kashrut) reinforce learning with a shopping bag quiz. Pull items from bag and children decide if a Jew could eat it or not. Design a Jewish child's party menu.</p> <p> How important is it to Jewish people to do what God asks them to do? What does keeping Kosher tell us? Do all Jews do this in the same way?</p> <p>Teach about a special meal Jewish families have once a year at the Festival of Passover: the Seder meal. Retell the story of the Exodus from Egypt under Moses and make sure children know it was God who allowed the Israelites to be free from slavery. On the night they escaped, he asked them to remember this night forever. They do this with Passover and the Seder meal. Teach the symbolism of the items on the Seder plate and about the meal, etc.</p> <p>www.bbc.co.uk/education/clips/z9th34j The four questions of passover</p> <p>www.bbc.co.uk/education/clips/zqyv9j6 Shopping for passover</p> <p>www.bbc.co.uk/education/clips/z68dxnb The story of the passover</p> <p>What does the way Jews celebrate Passover tell us about how important it is for them to do as God asks? Refer to Exodus and its celebration at Passover.</p> <p>Re-enact a Seder meal or at least let children make and taste some of the items on the Seder plate, e.g. the parsley and the charoset (pronounced haroset) maybe with Matzo crackers.</p> <p>A Jewish visitor could discuss how s/he respects the special relationship s/he has with God.</p> <p>Recap on the special relationship/covenant Jews have with God, started with Abraham (Autumn 1), and what other ways can children think of that Jews do as God asks: mezuzah/prayer shawls/sabbath laws, etc. All this can be found in Exodus and Leviticus (Old Testament/Torah).</p>		
Evidence in Discovery RE Journals: Activity Sheets 1 and 2		



Year 4: Spring 1 - Judaism

Enquiry: How important is it for Jewish people to do what God asks them to do?

Name:

Class:



I think this is most important to Jews because...

This picture shows...

This picture shows...



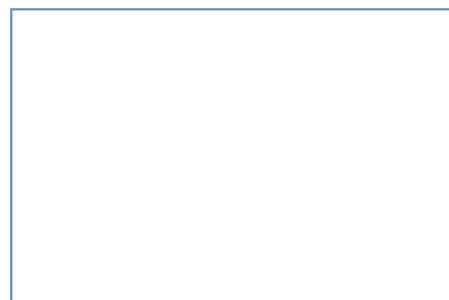
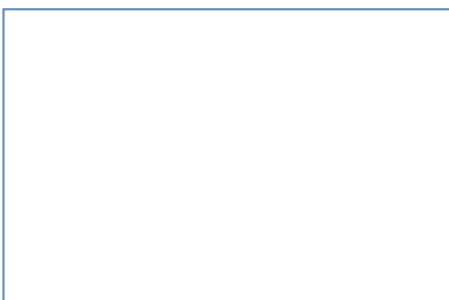
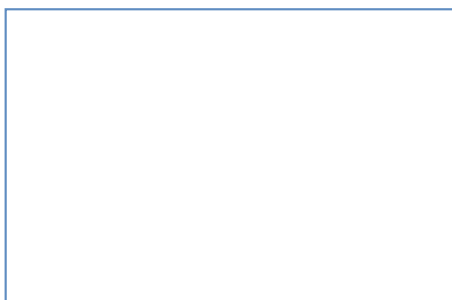
I think this is least important to Jews because...

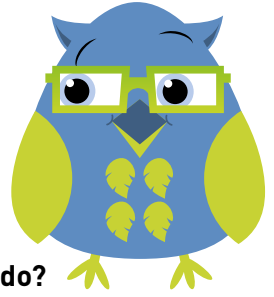
Activity Sheet 1 Cards

Year 4: Spring 1 - Judaism

Enquiry: How important is it for Jewish people to do what God asks them to do?

(Copy and cut out so each child has a set of these cards)





Year 4: Spring 1 - Judaism

Enquiry: How important is it for Jewish people to do what God asks them to do?

How might David, a Jewish child, respond if he was invited to a birthday party at McDonald's? Write his response and reasons for it in the speech bubble.



Thank you for asking me...

What do you think about his response?

What do you find interesting about Jewish food laws?

What would you like to ask David about either Passover or Kashrut laws?



Year 4 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 4 Spring 1	How important is it for Jewish people to do what God asks them to do?	Comments
WORKING TOWARDS (Level 2)	I can discuss why I would choose to follow an instruction not to eat certain foods. I can tell you about some of the things Jews can and can't eat if they keep Kosher. I can ask questions about aspects of the Seder meal or Kashrut laws to find out why they are important.	
Year 4 expectation WORKING AT (Level 3)	I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why. I can describe some of the things Jews do to show respect to God. I can start to identify how it would feel to keep Kashrut.	
WORKING BEYOND (Level 4)	I can explain how I might feel if I were not allowed to eat certain foods. I can also explain why I may choose to eat or not eat certain foods. I can identify and describe some of the ways Jews try to do as God asks and start to explain why they feel it is important to do so. I can give you my opinion as to whether these ways are important to Jews.	

I am proud that I

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My TINT Box

To improve next time I will.....

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Exemplification

Year 4: Spring 1 - Judaism

Enquiry: How important is it for Jewish people to do what God asks them to do?

These are examples of the style of answer for each expectation. The content could be different.

	WORKING TOWARDS
	<p>It didn't feel nice being told I couldn't eat my favourite food and I can't see why I shouldn't eat it so I think I would eat it anyway. I have chosen Article 31 because I think all children should be allowed to play and not do school work all the time.</p> <p>I think eating Kosher food is important because it is a Jewish rule. Jews cannot eat pork or shell-fish and they have to keep meat and dairy separate.</p> <p>I would like to ask what the egg on the Seder plate is for as I don't know why it is important and whether they actually eat it.</p>

Year 4 expectation	WORKING AT
	<p>My favourite food is carrots. I like them and they are healthy so I don't really see why I shouldn't eat them so I probably would carry on. I have chosen Article 31 about playing and resting because I sometimes keep my sister awake or wake my family up early and I could respect this better by being good and staying in bed longer.</p> <p>I think the Sabbath day is important because it is the most important day of the week for Jews. Not working is showing respect for God, because all the time is spent with the family or at the synagogue focusing on God and remembering their religion.</p> <p>I don't think I would like not being able to eat certain foods, but I suppose it would be a good feeling to think God was pleased with me. It would show my commitment to God and my respect for our special relationship.</p>

	WORKING BEYOND
	<p>It made me feel really unhappy when the teacher said we couldn't eat our favourite food. My mum only stops me eating things like sweets if I have already had too many, but we always learn that food is good for you if you have a balanced diet so why would somebody be told not to eat something? I have chosen Article 6 as the most important because none of the others matter if you are not alive. I would never want to kill anyone and always try to give my pocket money to collections to help when people are dying from no food so I do respect this Right.</p> <p>I think Passover is important because it celebrates Jews' ancestors leaving slavery in Egypt led by Moses. The food on the Seder plate symbolises the escape; salt water represents the tears of slavery, gratitude for freedom. It is important to remember how hard it was for the people who were slaves.</p> <p>The Passover festival seems really important to Jews and I can understand that freedom is really precious, and Jews believe God gave their ancestors freedom from slavery.</p>

Year 4: Spring 1 - Judaism

Enquiry: How important is it for Jewish people to do what God asks them to do?

SMSC

Spiritual	Moral	Social	Cultural
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British Values

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓ (kashrut/ UNCRC)	✓	✓	✓

Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors

WORKING TOWARDS (Level 2)	I can discuss why I would choose to follow an instruction not to eat certain foods. I can tell you about some of the things Jews can and can't eat if they keep Kosher. I can ask questions about aspects of the Seder meal or Kashrut laws to find out why they are important.
WORKING AT Year 4 expectation (Level 3)	I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why. I can describe some of the things Jews do to show respect to God. I can start to identify how it would feel to keep Kashrut.
WORKING BEYOND (Level 4)	I can explain how I might feel if I were not allowed to eat certain foods. I can also explain why I may choose to eat or not eat certain foods. I can identify and describe some of the ways Jews try to do as God asks and start to explain why they feel it is important to do so. I can give you my opinion as to whether these ways are important to Jews.

Resources needed for this Enquiry

Song: 'Food Glorious Food'

www.bbc.co.uk/education/clips/zqwmpv4: Kosher foods

www.bbc.co.uk/education/clips/z9th34j The four questions of passover

www.bbc.co.uk/education/clips/zqyv9j6 Shopping for passover

www.bbc.co.uk/education/clips/z68dxnb The story of the passover

Teacher reflection on this unit

WWW (What went well)	EBI (Even better if)

Year 4

Spring 1

Theme:
Buddha's Teachings

Key Question:
Could the Buddha's teachings make
the world a better place?

Religion:
Buddhism





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.

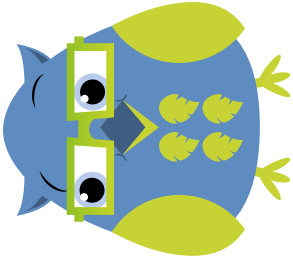


Key Stage 2

Medium Term Planning

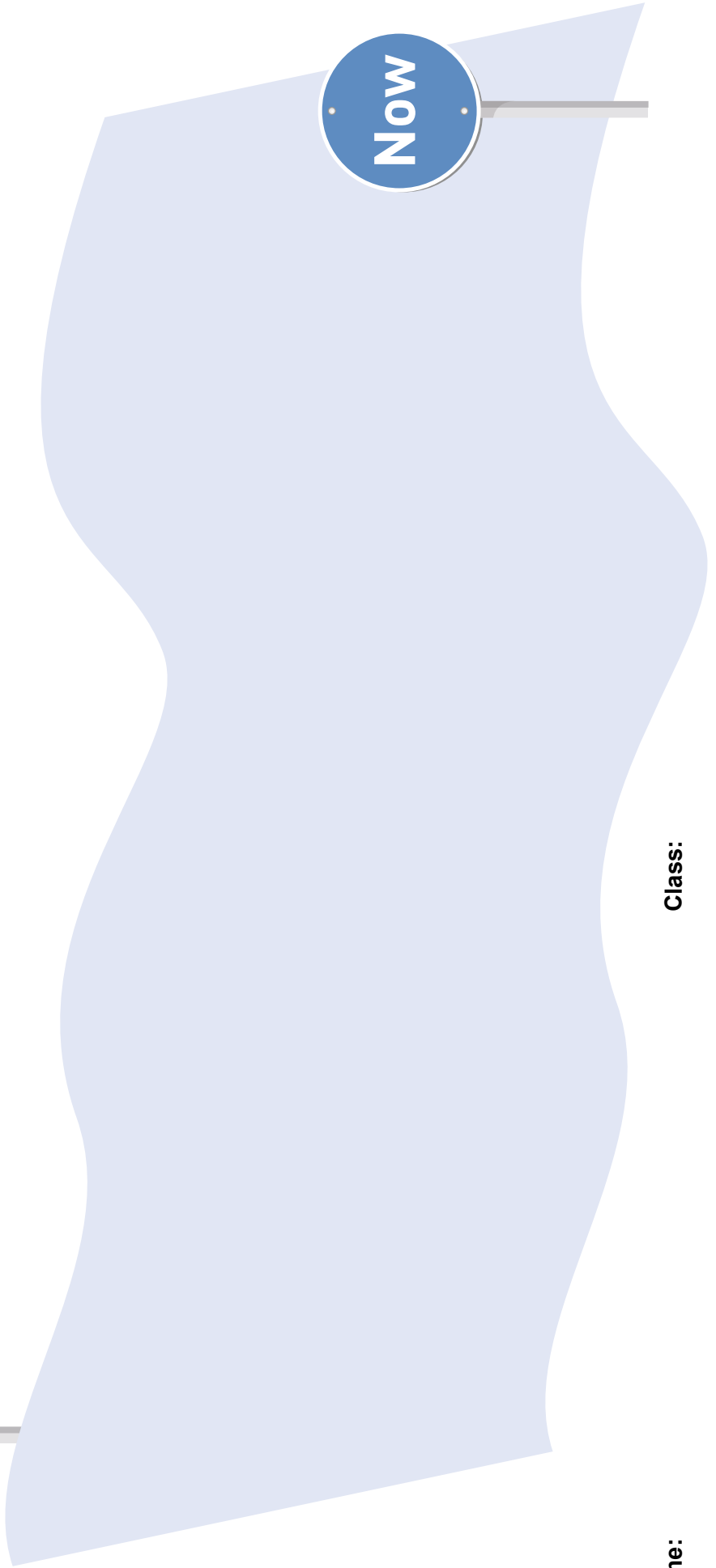
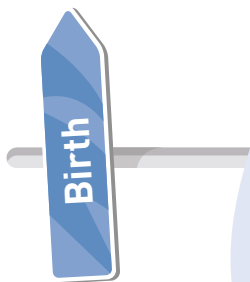
Year: 4		Term: Spring 1
Theme: Buddha's Teachings		Religion: Buddhism
Key question for this enquiry: Could the Buddha's teachings make the world a better place?		
Learning Objectives: We are learning about the teachings of the Buddha and exploring what he taught about change.		
Teaching and Learning Activities		
<p>Step 4 Expression (1 lesson)</p> <p>Play: Earth Song by Michael Jackson (and video?) Invite the children to reflect on the lyrics, and discuss why the earth may be 'crying'. Children take one of these reasons and offer ways we could help the earth stop crying... Illustrate by making mobiles and/or by writing pledges to the earth saying what you will try to do to help it stop crying. Or use Activity Sheet 3 to think about the future.</p> <p>↑</p> <p>Step 3 Evaluation (1 lesson)</p> <p>This lesson gives children the opportunity to show their learning and understanding of the Buddha's teachings on change and on greed and suffering. Recap with the children on the investigation lessons before inviting them to complete the Activity Sheet.</p> <p>↑</p>		<p>Step 1 Engagement (1 lesson)</p> <p>Ask children what they think Egbert Owl 🦉 likes best about being an owl. Is the owl's world wonderful? Play: Wonderful world by Louis Armstrong (song) What do children learn from the lyrics? Sort pictures to illustrate their ideas as to how/when the world is a wonderful place. Make their own collages/poems showing their perspectives on how/when the world seems a wonderful place to them, in their own lives. Do they share any ideas in common with peers? Do human beings have the capacity to see and experience wonderful aspects of the world? Draw out what makes these occasions/aspects wonderful... beauty/love/relationship etc. 🦉 Does everyone experience the world/life as wonderful? Can children think of any people who may not be in this situation right now? Make a list and analyse what might be causing the suffering/ unpleasant or life-threatening experiences. Could use newspapers to find pictures. Have these people ever seen the wonderful side of the world/ of life? What may have made this change? How can we explain this? How could compassion help?</p>
<p>Step 2 Investigation (3 lessons)</p> <p>Recap on the Life of the Buddha from the earlier unit, focus on the part leading up to and after his enlightenment. What did he learn while he was meditating under the Bodhi tree? Buddhists believe that Siddharta taught many truths. We will focus on just two of them: a) the belief that everything changes and people don't want it to and b) that suffering is caused by selfishness. a) Set the children the challenge of making a list of 3 things that never change... discuss and analyse to see if this is true as Buddhists believe that everything changes all the time, even a chair is changing as it has a person sitting on it one minute and not the next, dust on it one minute and not the next if you polish it. Do animals change? Life-cycles to illustrate. 🦉 Do human beings change? Has anything about you stayed the same as you have grown from baby to a year 4? Use the road map (Activity Sheet 1) to think through what has changed in your life/how you may have changed because of these experiences e.g. new brothers/sisters, moving house, changing schools - talk this through with a work partner - share with the class (volunteers). Did any of these changes cause suffering at the time? How? Why? Open up the idea that some of these changes may have caused you to feel unhappy at the time because you wanted things to stay the same, but because they changed it made you unhappy/uncomfortable. Can children give examples of this and relate to it? When would you have been happier if things had stayed the same? Did the changes turn out OK? The Buddha said people need to accept that everything changes - it is a natural part of life and should be embraced rather than feared - what do we think about this? Use www.buddhanet.net/e-learning to for stories that illustrate the Buddha's teaching on this. You may like to use the Kisa and the mustard seed story - available on www.clear-vision.org/Files/Kisa.pdf b) There is suffering, suffering is caused by greed and selfishness, greed and selfishness can be stopped, to do this follow the Noble Eightfold Path. Intro Questions - What is greed? What is selfishness? Class feedback - How might somebody be greedy? - make a list or role play example of people being greedy for rest to guess. In groups think about ways that being greedy might cause themselves or somebody else to suffer. How might somebody be selfish? Make a list or role play or freeze frame for others to guess (could use playdough to model examples of selfishness.) - How might this cause suffering to themselves and to others? What did the Buddha teach about not being greedy or selfish? Use www.buddhanet.net/e-learning Do children have any questions for Egbert Owl? 🦉 Teach children Buddhist stories which illustrate the Buddha's teaching. You may like to use the story of 'Buddha and the Angry Elephant' in www.buddhanet.net/e-learning/buddhism/pbs2_unit06.htm The Buddha taught that to live a good life without being selfish or greedy would make the world a better place. To help people know what to do and not to do he gave them the 8-fold path. See www.buddhanet.net/ Choose one of the steps e.g. right speech, and have children make speech bubbles showing right (positive) speech to use with each other i.e. kind and complimentary words and phrases. What difference would using these positive words make to you/ to others? 🦉 Would the Buddha's teaching about right speech make the world a better place if most /all people tried their best to do this? Repeat the process with other steps from the 8-fold path if time. Make a paper chain of right actions or right speech etc. and display as a reminder</p>		<p>BRIDGE: COMPASSION</p> <p>↓</p>

Evidence in Discovery RE Journals: Activity Sheets.



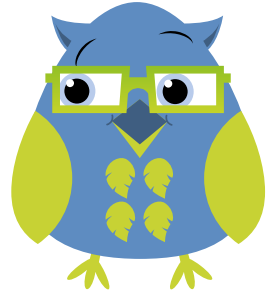
My Life Road Map so far...

Activity Sheet 1



Class:

Name:



Year 4: Spring 1- Buddhism

Enquiry: Could the Buddha's teachings make the world a better place?

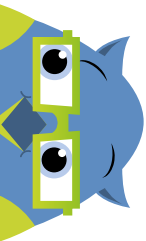
Name:

Class:

Draw a picture of one of the Buddha's stories that taught people how to make the world a better place.

This story teaches people to...

Could the Buddha's teaching in this story make the world a better place? Explain



Name:

Class:



Year 4 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 4 Spring 1	Could the Buddha's teachings make the world a better place?	Comments
WORKING TOWARDS (Level 2)	I can talk about some situations which are wonderful or problematic. I can recall one of the Buddha's stories and start to say what it means. I can start to relate this story to making the world a better place.	
Year 4 expectation WORKING AT (Level 3)	I can suggest why there may be problems in the world and how people could help solve them. I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it. I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.	
WORKING BEYOND (Level 4)	I can start to consider the extent to which I can help make the world a better place. I can make links between one of the Buddha's stories and his teachings about what causes suffering. I can start to consider the extent to which the Buddha's teachings might help Buddhists make the world a better place.	

I am proud that I

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Exemplification

Year 4: Spring 1 - Buddhism

Enquiry: Could the Buddha's teachings make the world a better place?

These are examples of the style of answer for each expectation. The content could be different.

	WORKING TOWARDS
<p>I would hate the wonderful things in the world like orang-utans to become extinct because humans keep cutting down the rainforests.</p> <p>The Buddha told the story of the lady whose baby died and when she went looking for special medicine she found out that lots of people were sad because people in their families had died. She felt better that it wasn't just her who had this sadness.</p> <p>This story helps people see that all human beings are sad sometimes because everybody has people in their families who die, and we can help each other when we are sad.</p>	

Year 4 expectation	WORKING AT
<p>In the song it says "What about children dying, can't you hear them cry?" – I think it is talking about the starving in Africa. I think everybody should give something to the charities that help them and stop wasting food.</p> <p>The story the Buddha told about the angry drunk elephant seemed a bit of a funny story to me at first because I have never seen a drunk elephant, and then I understood he was teaching people that some people are not nice and wanted to kill him, but when he showed kindness and compassion to the elephant it calmed down and he lived. I think this means Buddhists should show kindness and compassion and be calm, even if they are scared.</p> <p>An example of being kind and calm even if you are scared could be..if a big kid is bullying you you could try to be calm and get help from a teacher rather than fighting back with fists or bad words. This could make the world a better place, if it worked and the bully stopped.</p>	

	WORKING BEYOND
<p>I'm not sure that I can do much on my own but if we all thought like that then nothing would happen so I can only do what I can which could be not to litter, or to recycle or to save up my pocket money and send some to charity. I always help Children in Need. Last year my sister and I made cookies and sold them to the neighbours.</p> <p>The Buddha's story about Kisa and her baby is really sad as the baby dies and Kisa goes everywhere to find a special medicine to make him well again. I think everybody would be sad and suffer if someone they loved died but the Buddha is saying that knowing it happens to everybody and is a normal thing can help people cope with it.</p> <p>I think if Buddhists followed the Buddha's teachings as well as they could it would mean they tried to be kind and thoughtful and calm, even when they are scared. This might make the world a better place as at least the Buddhists would not be fighting and angry with each other. I am not sure it would make the whole world a better place as there are many people who are not Buddhists and many of them are fighting in wars or are mean to people.</p>	

Year 4: Spring 1 - Buddhism

Enquiry: Could the Buddha's teachings make the world a better place?

SMSC

Spiritual	Moral	Social	Cultural
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British Values

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
		✓	✓	✓

Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors

WORKING TOWARDS (Level 2)	I can talk about some situations which are wonderful or problematic. I can recall one of the Buddha's stories and start to say what it means. I can start to relate this story to making the world a better place.
WORKING AT Year 4 expectation (Level 3)	I can suggest why there may be problems in the world and how people could help solve them. I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it. I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.
WORKING BEYOND (Level 4)	I can start to consider the extent to which I can help make the world a better place. I can make links between one of the Buddha's stories and his teachings about what causes suffering. I can start to consider the extent to which the Buddha's teachings might help Buddhists make the world a better place.

Resources needed for this Enquiry

Stories (Kisa and the mustard seed, The angry elephant)
www.buddhanet.net
www.clearvision.org
 Music: Earth Song by Michael Jackson and Wonderful World by Louis Armstrong
 Life Road maps a) so far b) future

Teacher reflection on this unit

WWW (What went well)	EBI (Even better if)
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Year 4

Spring 2

Theme:
Easter

Key Question:
Is forgiveness always possible for
Christians?

Religion:
Christianity
Concept: Salvation





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

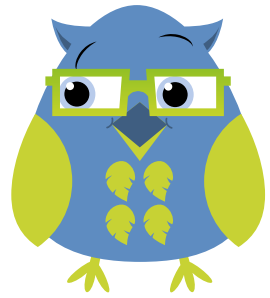
Medium Term Planning

Year: 4		Term: Spring 2
Theme: Easter		Religion: Christianity Concept: Salvation
Key question for this enquiry: Is forgiveness always possible for Christians?		
Learning Objectives: We are learning to understand how Jesus' life, death and resurrection teaches Christians about forgiveness.		
Teaching and Learning Activities		
<p>Step 4 Expression (1 lesson)</p> <p>Children express their understanding of forgiveness by writing a poem (possibly a Haiku) or through drawing /painting a picture, or by using modroc or playdoh to sculpt something that represents what forgiveness means to them.</p> <p>Share with class if want to.</p>		<p>Step 1 Engagement (1 lesson)</p> <p>Egbert Owl tells a story about when he forgave someone for hurting him. Establish the meaning of the word "forgiveness". In small groups, children make up x6 scenarios in which somebody does something wrong/hurtful to someone else. Then they discuss each scenario and decide whether the person should be forgiven for what they did, and if so, how hard would it be to forgive them? Groups swap their cards with a different group. Repeat the decision-making re forgiveness and then the groups compare their decisions and reasons for these. Would they be able to forgive someone if they did the same thing again...and again... How many times before they would stop forgiving? Can they think of any occasions/situations when a person would not deserve forgiveness or when it would be too hard/impossible to forgive someone? When have they forgiven someone and when have they been forgiven? How does it feel?</p> <p>Work out the calculation $70 \times 7 =$. Children to look for why this is important in the next few lessons.</p>
<p>Step 3 Evaluation (1 lesson)</p> <p>Use Activity Sheet to draw 2 pictures of:</p> <ol style="list-style-type: none"> Jesus showing forgiveness Christians today showing forgiveness <p>Answer the questions that follow.</p>		BRIDGE: FORGIVENESS
<p>Step 2 Investigation (3 lessons)</p> <p>Egbert Owl asks children to tell him who Jesus is/was. Children to brainstorm their knowledge and perceptions of Jesus so far. Do they think he had enemies? Explore why Jesus had enemies and was arrested. Pupils could imagine themselves as someone who let Jesus down - either Judas or Peter. They could develop a piece of drama where they explain their actions or feelings.</p> <p>The last Supper www.bbc.co.uk/education/clips/z8vcd2p and The last Supper (animation) www.bbc.co.uk/education/clips/zrfgkqt What was Jesus' response to the people who let him down? Did he forgive them? Introduce children to some Biblical texts that show the Christian understanding of forgiveness (Could also use animation/film). Discuss situations when it might be difficult to forgive and ask: Is it always possible to forgive? Did Jesus always forgive? The Lord's Prayer Love for enemies, Luke 6:27-36 Teaching about anger, Matthew 5:21-26 Forgive 70x7 Matthew 18:21-22 Teaching about revenge Matthew 5:38-42, The unforgiving servant Matthew 18:21-35, The criminal next to Jesus Luke 23:39-43 Jesus on the cross Luke 23:34 Jesus forgave the people who killed him. Is that possible? Christians believe that Jesus' death offered them forgiveness for their 'sins'. Egbert Owl asks children if they have any questions about this for him. Christians believe Jesus' death was a sacrifice to offer them forgiveness for their 'sins'. See www.request.org.uk What do Christians believe about forgiveness? Could do this by giving each group a simple version of a text and asking them to make up a short scenario when this might apply. Did Jesus always forgive people? Jesus overturns the traders' tables in the Temple Mark 11:15-17 Do we know if he forgave the traders? What do we think? Why did he do this? Talk to a Christian visitor about their views on forgiveness and ask them the key question: Is forgiveness always possible for Christians? Conclude that whilst forgiving people can sometimes feel very difficult or impossible, Christians believe that Jesus' death offers them forgiveness from God and that with his help they can do their best to forgive other people. They believe that Jesus' death took away their 'sins' and offered forgiveness and salvation.</p>		
Evidence in Discovery RE Journals: Activity Sheets.		

Teacher note: Salvation/Gospel

Jesus' death and resurrection effect the rescue (or salvation) of humans. Christians say he opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered and the relationship between God and humans is restored.

From 'Understanding Christianity' Church of England



Year 4: Spring 2 - Christianity

Enquiry: Is forgiveness always possible for Christians?

Name:

Class:

Draw 2 pictures: one shows a time when Jesus showed forgiveness and the other one shows an example of when Christians today might need to forgive someone.

Jesus forgiving...

Christians today forgiving...

What did Jesus teach about forgiveness?

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Is this possible?

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Is forgiveness always possible for Christians?

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What would Jesus tell Christians if they said forgiving someone was too difficult?

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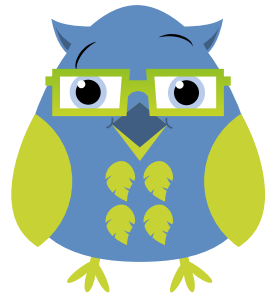
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Year 4 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 4 Spring 2	Is forgiveness always possible for Christians?	Comments
WORKING TOWARDS (Level 2)	I can talk about how easy it is to forgive some people some times, or how difficult it might be. I can recall a Christian story about forgiveness and say what it tells people about how to treat each other. I can talk about when a Christian may find it easy or difficult to forgive someone.	
Year 4 expectation WORKING AT (Level 3)	I can talk about what sort of help I might need to show forgiveness. I can describe what a Christian might learn about forgiveness from a Biblical text. I can show an understanding of how Christians believe God can help them show forgiveness.	
WORKING BEYOND (Level 4)	I can give my opinion as to why showing forgiveness may be important. I can explain how Christians might try to put into practice Jesus' teachings about forgiveness. I can give examples of when Jesus showed forgiveness and explain why I think He asked people to follow His example.	

I am proud that I

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Exemplification

Year 4: Spring 2 - Christianity

Enquiry: Is forgiveness always possible for Christians?

These are examples of the style of answer for each expectation. The content could be different.

WORKING TOWARDS

I wonder if I could forgive somebody if they did something nasty to my family like killed one of them.

Jesus forgave Judas for telling the Jewish leaders who He was so that they could kill Him. This story tells Christians that they should forgive people even if they do something really bad and betray them.

I wonder if a Christian would forgive a soldier for killing their son in a war.

Year 4 expectation

WORKING AT

I suppose that if somebody was really sorry for something that they did and changed the way they acted I might be able to forgive something really big. I might need help to stay calm.

In the Bible, Peter asks Jesus how many times he should keep forgiving somebody. Jesus said you should forgive them 70x7 times. I think this is telling Christians that they should forgive people over and over again, that they shouldn't stop forgiving.

I'd like to ask Jesus or a Christian if they would be able to forgive somebody who hurt a member of their family and whether it would be different if they kept doing the bad thing over and over again. Maybe forgiving once would be easier than over and over again.

WORKING BEYOND

I know that forgiveness is a good thing to offer people if you can and that we should always try to forgive because it means we can start afresh and possibly not lose a friendship.

Jesus teaches that people should always forgive anyone and that if anyone slaps someone on the cheek they should turn the other cheek to them. I think that Christians might try to follow these teachings by not retaliating when someone is horrible to them. It might mean don't just ignore them but forgive them as well, and God will help them to do that.

Jesus says that we should forgive even if it is 70x7 times so I suppose no matter how many times somebody upsets us we should forgive them. Jesus forgave the people who crucified Him, and Judas who betrayed Him. That's epic. I think Jesus was trying to make the world more harmonious by getting people to be calmer and more forgiving.

Year 4: Spring 2 - Christianity

Enquiry: Is forgiveness always possible for Christians?

SMSC				
Spiritual	Moral	Social	Cultural	
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓ (Jesus allowed himself to be condemned under the law of his land)	✓ (Jesus willingly gave his up)	✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 2)	I can talk about how easy it is to forgive some people some times, or how difficult it might be. I can recall a Christian story about forgiveness and say what it tells people about how to treat each other. I can talk about when a Christian may find it easy or difficult to forgive someone.			
WORKING AT Year 4 expectation (Level 3)	I can talk about what sort of help I might need to show forgiveness. I can describe what a Christian might learn about forgiveness from a Biblical text. I can show an understanding of how Christians believe God can help them show forgiveness.			
WORKING BEYOND (Level 4)	I can give my opinion as to why showing forgiveness may be important. I can explain how Christians might try to put into practice Jesus' teachings about forgiveness. I can give examples of when Jesus showed forgiveness and explain why I think He asked people to follow His example.			
Resources needed for this Enquiry				
The last Supper www.bbc.co.uk/education/clips/z8vcd2p and The last Supper (animation) www.bbc.co.uk/education/clips/zrfgkqt Biblical story: New Testament - The Lord's Prayer, Love for enemies (Luke 6), Anger (Matthew 18), Revenge (Matthew 5), Unforgiving Servant (Matthew 8), Barabbas (Luke 3) www.request.org.uk : Traders in the Temple (Mark 1)				
Teacher reflection on this unit				
WWW (What went well)		EBI (Even better if)		

Year 4

Summer 1

Theme:
Beliefs and Practices

Key Question:
What is the best way for a Jew to
show commitment to God?

Religion:
Judaism





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

Year: 4		Term: Summer 1
Theme: Beliefs and Practices		Religion: Judaism
Key question for this enquiry: What is the best way for a Jew to show commitment to God?		
Learning Objectives: We are learning to understand how Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.		
Teaching and Learning Activities		
<p>Step 4 Expression (1 lesson)</p> <p>Egbert Owl invites children to make a similar pie chart relating to the things/beliefs/people in the children's lives they are most committed to. Colour in sections to show relative importance and around the outside write how they try to show these commitments. Children's commitments may or may not include religion/God.</p> <p>Display as a class wheel of commitments</p>		<p>Step 1 Engagement (1 lesson)</p> <p>Egbert Owl gives the children a quiz asking them: At what age are you old enough to... e.g. own a pet/get married/go to the shop on your own/ride your bike to school with your friends/make a cup of tea, etc.</p> <p>Discuss in talking partners and feed back to class. Notice the differences in opinions.</p> <p>Children make a timeline of their lives so far, marking all the milestone moments when they became old enough to... e.g. start nursery/start school, etc. This is about taking responsibility.</p> <p>Then ask when are you old enough to decide on your religion? Write up their answers and display next lesson (Bar/Bat Mitzvah).</p>
<p>Step 3 Evaluation (1 lesson)</p> <p>Make a class list of all the ways children can think of that Jews show their commitment to God and discuss why they do this? (Covenant)</p> <p>Activity Sheet: Give children a circle divided into 6 sections (like a pie). First they choose the 6 ways they think are the most effective ways for Jews to show their commitment to God and label each section with one of these ways. (Could draw or write.)</p> <p>Children could use the pictures from Spring 1 Judaism enquiry as prompts here.</p> <p>Then they colour in the sections proportionately to show which they think is the most important way (colour whole slice), next most important (colour less of slice but still a lot, etc. so that they visually represent the most/least important ways. Fill in as if you were a Jew making these decisions.</p> <p>Children may colour all sections fully or equally to show their thinking that all these ways are just as valid and that there is no best way.</p> <p>Write underneath your thinking for colouring the way you have.</p>		<p>BRIDGE: RESPONSIBILITY</p> <p>Step 2 Investigation (3 lessons)</p> <p>What is the best way for Jews to show commitment to God?</p> <p>What do we know already about how Jews show their commitment to God?</p> <p>Covenant: Ten Commandments/leading good life. Shabbat/Seder/Kashrut/synagogue/worship/Torah/Festivals/homelife, etc.</p> <p>www.bbc.co.uk/education/clips/zdb9jxs Judaism at home</p> <p>www.bbc.co.uk/education/clips/zwkq6sg Meet a Jewish family</p> <p>What else can we learn about ways Jews show their commitment to God?</p> <p>Traditions of Bar Mitzvah</p> <p>www.bbc.co.uk/education/clips/zm7tfg8</p> <p>Preparing for Bat Mitzvah</p> <p>www.bbc.co.uk/education/clips/zqnc82p</p> <p>Teach about the Bar/Bat Mitzvah ceremonies and why these are important to young Jews. How do they show commitment to God? Taking responsibility for your own beliefs, religion and behaviour.</p> <p>Other rites of passage also show how at every stage of a Jew's life there is a ceremony, showing that every aspect of life has God involved</p> <p>www.bbc.co.uk/education/clips/z9s4dmn Meet a young Jewish boy (reference to Circumcision but not explained).</p> <p>Mitzvah - doing good and helping others.</p> <p>Mitzvah Day (3rd Sunday in November)</p> <p>www.mitzvahday.org.uk</p> <p>There are 613 rules/suggested ways this can be done</p> <p>www.jewfaq.org.uk/613.htm</p> <p>Qu: How does it help them in their commitment to their faith?</p> <p>Doing good in the world could be a way of showing commitment to God.</p> <p>Do the children have any questions for Egbert Owl?</p> <p>www.wjr.org.uk World Jewish Relief is just one example of a Jewish charity putting belief into practice.</p> <p>Looking after the environment could be a way of showing commitment to God who, they believe, created the world.</p> <p>Tree planting ceremony Tu B'Shevat www.beliefnet.com</p> <p>Prayer and worship at home and at the synagogue are important ways Jews show commitment to God.</p> <p>www.bbc.co.uk/education/clips/zqkq6sg The Shema.</p>

Evidence in Discovery RE Journals: Activity Sheets.

Year 4: Summer 1 - Judaism

Enquiry: What is the best way for a Jew to show commitment to God?

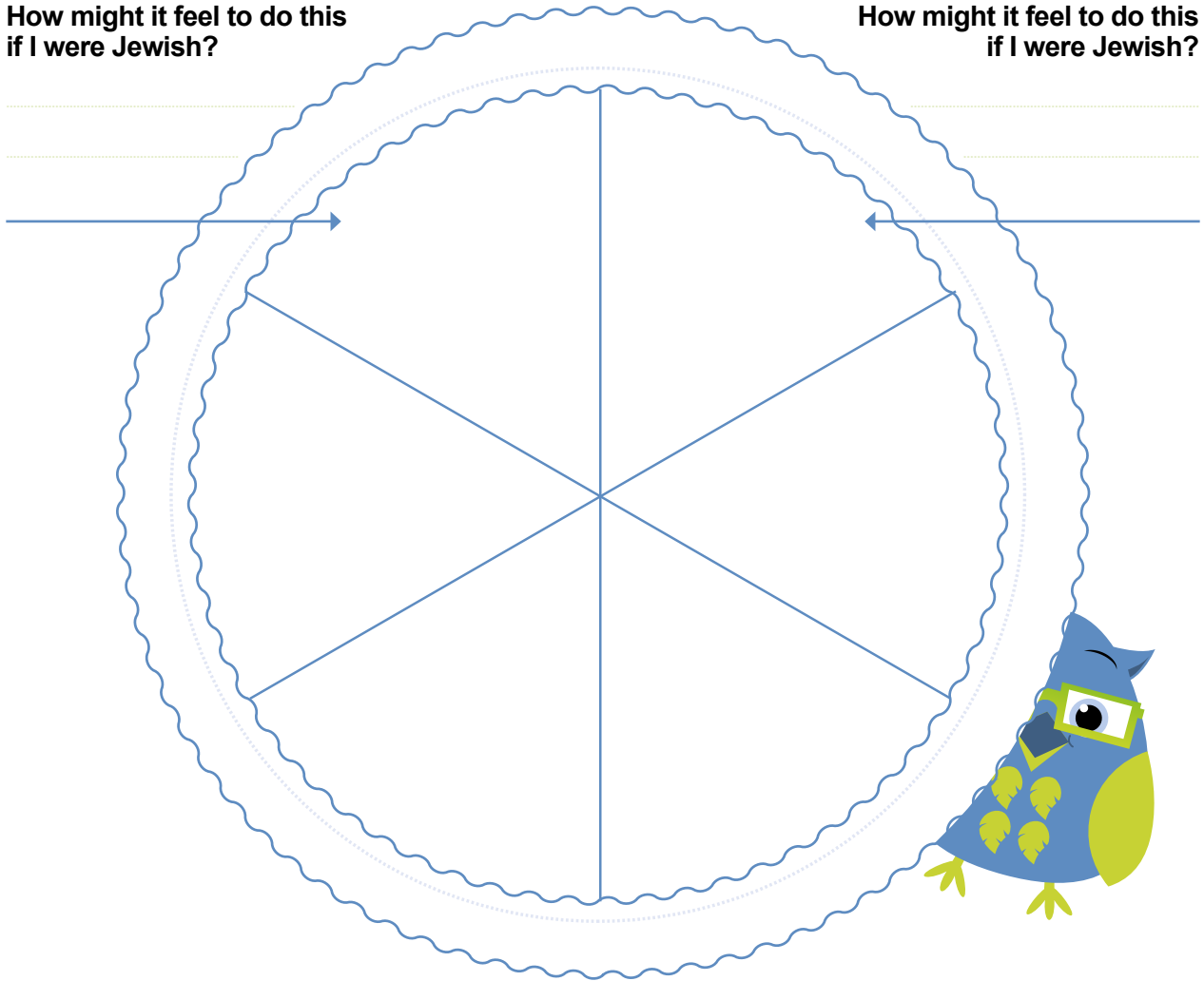
Name:

Class:

Choose the 6 ways you think are the most effective ways for Jews to show their commitment to God. Label/draw in each section to show one of these ways.

How might it feel to do this if I were Jewish?

How might it feel to do this if I were Jewish?



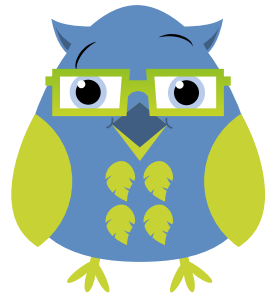
Imagine you are a Jew deciding which is the best way to show commitment to God.

Colour in the sections to show which you think is the most important way.

For example;

- colour in the whole section if you think that is the most important way
- for the next most important way, colour less of the section in but still a lot
- colour all the sections equally if you think that they are all equal and there is no one best way

Explain why you have coloured the pie the way you have.



Year 4 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 4 Summer 1	What is the best way for a Jew to show commitment to God?	Comments
WORKING TOWARDS (Level 2)	I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life. I can describe one of the ways Jews show commitment to God. I can talk about something that is important to Jews and can express understanding as to how it might feel to do this if I were Jewish.	
Year 4 expectation WORKING AT (Level 3)	I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me. I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways. I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.	
WORKING BEYOND (Level 4)	I can discuss a range of things I am committed to and rank them in priority order. I can explain how I show commitment to these things. I can describe how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others. I can start to explain which ways might be the best ways for Jews to show their commitment to God and offer a reason.	

I am proud that I

My TINT Box

To improve next time I will

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Exemplification

Year 4: Summer 1 - Judaism

Enquiry: What is the best way for a Jew to show commitment to God?

These are examples of the style of answer for each expectation. The content could be different.

WORKING TOWARDS
<p>I can ride my bike now I am older. I couldn't ride it when I was at nursery because I was too little. I am committed to practising football penalties so I make the school team.</p> <p>Jews show commitment to God by going to the synagogue to worship God. The men wear prayer shawls and everybody covers their head, to show respect.</p> <p>I think it might be fun to go to the synagogue because, if I were Jewish, this would please my parents as well as God. It might be tricky sometimes though, if I had to miss football.</p>

Year 4 expectation	WORKING AT
<p>I think you need to be a teenager to do some things like drive or leave school because you have to be very grown up and responsible. I am committed to playing the piano, playing rugby and Cubs. Playing rugby is the most important because I want to play for England so I practise every lunchtime. My mum makes me practise the piano but I don't really want to!</p> <p>There are lots of ways that Jews can show commitment to God. They pray and worship at home and follow the Torah. They have rules about food and resting on a Saturday. Some Jews choose to look after nature, as this is God's creation and this is really important to them. Other Jews place more importance on going to the synagogue. It's up to them.</p> <p>I think God would probably be most pleased if Jews helped other people and looked after the environment, because then the world would be a better place for everybody.</p>	

WORKING BEYOND
<p>I have made family and friends my most important because people are more important than anything else. School is next because I know I need good results to get a good job when I am older, and then Karate, Brownies and playing games come last because they are just about me enjoying myself which is nice but I don't have to be very committed. I haven't put anything about religion because I'm not committed to one.</p> <p>When a Jewish boy reaches the age of 13 he can have a Bar-Mitzvah and a girl can have a Bat Mitzvah. This means that they have become an adult in their religion. They read from the Torah. Every Friday night they have special prayers and a special meal. They rest on a Saturday which is the Sabbath day, because this is the day that God rested after creating the world. Jews also show commitment to God by going to the synagogue. Different Jews will find different things more important than others because everyone is different and people show commitment in different ways.</p> <p>I think having a Bar-Mitzvah would be one of the best ways to show commitment to God because you are doing this when you are 13 and not waiting until later. This is pretty committed and tells everyone your beliefs in public.</p>

Year 4: Summer 1 - Judaism

Enquiry: What is the best way for a Jew to show commitment to God?

SMSC			
Spiritual	Moral	Social	Cultural

British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓ (The Covenant/Torah)	✓	✓	✓

Skills and attitudes focus for this enquiry			
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors	
WORKING TOWARDS (Level 2)	I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life. I can describe one of the ways Jews show commitment to God. I can talk about something that is important to Jews and can express understanding as to how it might feel to do this if I were Jewish.
WORKING AT Year 4 expectation (Level 3)	I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me. I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways. I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.
WORKING BEYOND (Level 4)	I can discuss a range of things I am committed to and rank them in priority order. I can explain how I show commitment to these things. I can describe how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others. I can start to explain which ways might be the best ways for Jews to show their commitment to God and offer a reason.

Resources needed for this Enquiry
www.bbc.co.uk/education/clips/zdb9jxs : Judaism at Home www.bbc.co.uk/education/clips/zwkq6sg : Meet a Jewish Family www.bbc.co.uk/education/clips/zm7tf8 : Traditions of Bar Mitzvah www.bbc.co.uk/education/clips/z9s4dmn : Meet a young Jewish boy www.bbc.co.uk/education/clips/z834wmn : The synagogue www.bbc.co.uk/education/clips/zqkq6sg : The Shema www.bbc.co.uk/education/clips/zqnc82p : Bat Mitzvah www.jewfaq.org/613.html : Doing good and helping others www.wjr.org.uk : Doing good in the world could be a way of showing a commitment to God

Teacher reflection on this unit	
WWW (What went well)	EBI (Even better if)

Year 4

Summer 2

Theme:
Beliefs in Practice

Key Question:
What is the best way for a Buddhist
to lead a good life?

Religion:
Buddhism





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

Year: 4		Term: Summer 1
Theme: Beliefs into Practice		Religion: Buddhism
Key question for this enquiry: What is the best way for a Buddhist to lead a good life?		
Learning Objectives: We are learning how Buddha's teachings make a difference to how Buddhists choose to live.		
Teaching and Learning Activities		
<p>Step 1 Engagement (1 lesson)</p> <p> What do owls eat? What choices would an owl make to stay healthy? This lesson explores what influences us to make choices and why we believe some choices are good and some are not so good. What do we mean by 'good'?</p> <p>Give children pictures of food and ask them to make the healthy choices... why might it be a good thing to make healthy food choices? Why would this be good for you and for other people? Stay healthy, more energy, play and learn more, enjoy life more...not poorly so much so don't need doctors' time etc. What does making a 'good choice' mean in this situation? How do we know what 'good' means? Have we been 'taught' this?</p> <p>Give children scenarios relevant to them and invite them to act out the consequences of 2 different choices and the class then decides which choice would be best for the children involved in the scenario and why, and which choice would not be so 'good' for other people/animals involved e.g. you are in the playground with your friends and the new boy comes to ask if he can join your game...what choices could you make and what would the consequences be for you and the other people involved?</p> <p>(You could use Jigsaw the Movie www.jigsawpshe.com)</p> <p>Discuss what helps us make the choices we make. Kindness/not harming anyone/right and wrong/rules/feelings/consequences...How do we know what makes a 'good' choice? Can we make a list of 8 things that would help the class feel safe and happy e.g. kind words etc?</p>		
BRIDGE: COMPASSION ↓		
<p>Step 2 Investigation (3 lessons)</p> <p>1. Teach children about the Noble Eightfold Path. (www.buddhanet.net)</p> <p>(Right Viewpoint, Right Awareness, Right Speech, Right Concentration, Right Action, Right Thought, Right Effort and Right Living).</p> <p>The Buddha said there are 8 things people can choose to do to help them lead good lives which would make the world better for everybody and everything. The 8-fold path helps people know which decisions/choices are good i.e. decisions that will be thoughtful and bring no harm to any living thing.</p> <p>(Compare to the class list of 8 things from last lesson and the reasons given)</p> <p>Children to work in small groups - Give them the Noble Eightfold Path Activity Sheet 1 and invite them to work out what each one means and write their thoughts in each of the 8 boxes i.e. their definition of right speech etc Share ideas with each other. Choose 1 or 2 of the aspects of the path e.g. right action and ask children to either draw or freeze-frame examples of 'right action' which would not bring harm to any living thing. Explain that this is the main aim underneath the Buddha's teaching of the 8-fold path.</p> <p>Repeat the exercise over 2 further lessons unpacking a number of the 'folds', children questioning and making decisions as to what constitutes right action/awareness/speech/concentration, and giving examples. Leave out right livelihood/living (job) as covered in assessment task in lesson 5 (Activity Sheet 2).</p> <p>Choose a range of activities and media through which to explore the 8-fold path e.g. painting/drama/mime/quiz game/stories/forum theatre.</p> <p>Children make a concertina book by folding and back-folding strip of paper so has 8 sections... can they illustrate each of the 8 folds of the 8-fold path with one right... which would be a good choice as it would not harm any living thing?</p> <p>Repeat this covering all of the 8 steps, or allocate steps to different groups so the class covers them all.</p> <p> How difficult is it each day to make sure you never harm anyone or anything?</p> <p>Show children BBC learning clip: Buddhist beliefs 1/2 www.bbc.co.uk/education/clips/zmhkq6f</p> <p>This is high end Key Stage 2 and may need a bit of explaining.</p> <p>Buddhists try to follow the 8-fold path by...living in the right way. Look at the 'Ask a Buddhist' clips on Clear vision.</p> <p>www.clear-vision.org/Schools/Ask-a-Buddhist.aspx</p>		

Key Stage 2

Medium Term Planning

Teaching and Learning Activities cont.

Step 3 Evaluation (1 lesson)

In this lesson there is an opportunity to demonstrate an understanding of the 8-fold path and the Buddha's teaching that underpins it by focusing on 'Right Living (job)'.

Children complete Activity Sheet 2, sorting the job cards and explaining the underpinning rationale for their decisions, before offering their own thoughts on the 8-fold path and the best way for a Buddhist to live a good life.

Activity Sheet 3 is also an option.


Step 4 Expression (1 lesson)

Play the song: Follow the yellow brick road from 'The Wizard of Oz'

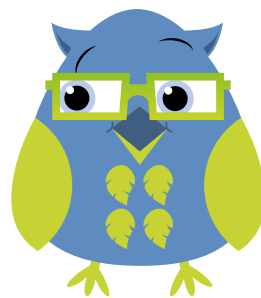
Imagine the yellow brick road is your version of the Buddha's 8-fold path..the guidelines to live by to make the world a better place where no living thing is harmed...

If you had a magic wand and could make everyone in the world follow YOUR yellow brick road what guidance (good choices) would you want people to live by so that no harm comes to any living thing, and what would the land at the end of the yellow brick road look like if everybody made these good choices?

Models, sculptures, paintings, drawings, poems etc to express these thoughts.

Show Egbert . Make an Egbert Owl Gallery of children's work.

Evidence in Discovery RE Journals: Activity Sheets



Year 4: Summer 1 - Buddhism

Enquiry: What is the best way for a Buddhist to lead a good life?

The Noble Eightfold Path

You should look at life in the right way (i.e. being positive)	You should be sensitive to the needs of others - think about those around you	You should talk to people properly, with respect
You should focus your mind on what needs to be done - especially solving problems - Concentrate by using meditation	THE NOBLE EIGHTFOLD PATH	You should act in a way that doesn't hurt any living thing
You should think about others, not just yourself	You should do the best that you can	Your job must help, not harm other people or animals

Right Action	Right Thought	Right Concentration
Right Living	THE NOBLE EIGHTFOLD PATH	Right Effort
Right Viewpoint	Right Awareness	Right Speech

Put the correct meanings in the correct boxes

Year 4: Summer 1 - Buddhism

Enquiry: What is the best way for a Buddhist to lead a good life?

Stick the job cards in the boxes to show which ones might be the best jobs for Buddhists to choose to help them lead good lives. Rank order the job cards in the Diamond 9 boxes.

Name:

Class:



I think this is the best way for a Buddhist to lead a good life because...

This picture shows...



This picture shows...



I think this is not such a good way for Buddhists to lead a good life because...

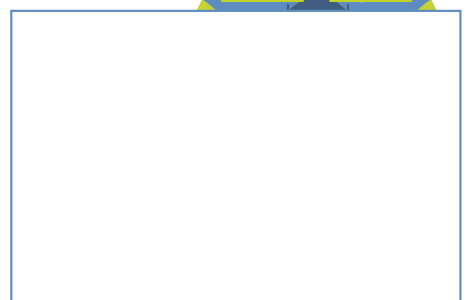
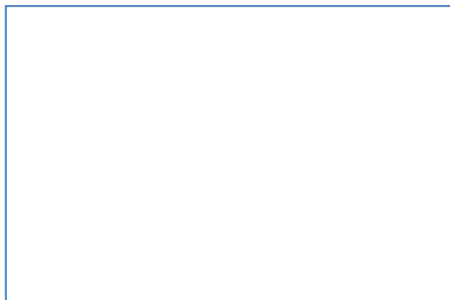
Activity Sheet 2 Cards

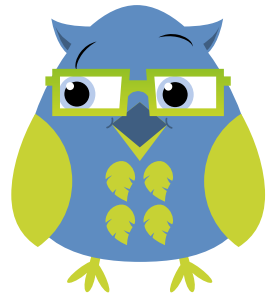


Year 4: Summer 1 - Buddhism

Enquiry: What is the best way for a Buddhist to lead a good life?

(Copy and cut out so each child has a set of these cards)





Year 4: Summer 1 - Buddhism

Enquiry: What is the best way for a Buddhist to lead a good life?

What are the steps of the 8-fold path?

I am a Buddhist and I think the best way for me to lead a good life is...

.....

.....

.....

.....

Do you think there is a best way for a Buddhist to lead a good life? Why/why not?

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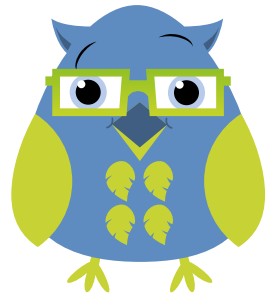
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Year 4 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 4 Summer 1	What is the best way for a Buddhist to lead a good life?	Comments
WORKING TOWARDS (Level 2)	I can explain why I make some choices and say why I think some of these are 'good' choices. I can tell you some of the teachings of the 8-fold path and start to say what they mean to Buddhists. I can give simple reasoning as to why the teaching of the 8-fold path might be helpful to Buddhists trying to make good choices.	
Year 4 expectation WORKING AT (Level 3)	I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice. I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives. I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.	
WORKING BEYOND (Level 4)	I can start to identify the values and reasons that guide me to make my decisions. I can make links between the Buddha's teachings about causing no harm and the 8-fold path and can explain what the world might look like if many people tried to do this. I can start to think about which aspects of the 8-fold path might be the hardest to stick to if I was trying to make good choices and which aspect might be the most important to Buddhists.	

I am proud that I

My TINT Box

To improve next time I will

.....

.....

.....

Exemplification

Year 4: Summer 1 - Buddhism

Enquiry: What is the best way for a Buddhist to lead a good life?

These are examples of the style of answer for each expectation. The content could be different.

	WORKING TOWARDS
<p>My choice to do more exercise rather than stay in and play Xbox is good because it doesn't harm anyone else. I think the world would be a better place if people promised never to hurt a wild animal or destroy its habitat.</p> <p>The 8-fold path tells Buddhists they must try to make good choices about how they speak to people, for example they should try to be polite. They should also try to make good choices about their actions so they help people and don't hurt or ignore people, for example they could include new people in their games so they don't feel left out.</p> <p>I think it could be helpful to Buddhists to have the 8-fold path as this is an easy way to remember what to do and what not to do. They keep a picture of the path in their minds and it is like their Golden Rules.</p>	

Year 4 expectation	WORKING AT
<p>I decided that I should go to bed on time because it will help me concentrate better at school and be healthier and if I don't my mum gets stressed. If people followed my ideas of always thinking of other peoples' feelings and not harming any animals at all then they could reach the place I made in my model which is a beautiful castle where everyone is safe.</p> <p>Trying to make good choices about what job you do could be tricky as there are so many choices, so having the 8-fold path which explains how you must do work that doesn't harm anyone or anything would be helpful as it give you a guideline. Also some decisions are hard to make because there are different consequences so maybe the 8-fold path saying about right action could put a Buddhist on the right track.</p> <p>Some aspects of the path may be hard to stick to as your friends might pressurise you into doing something that is not right action. For example, a Buddhist might want to be a vegetarian so he doesn't harm any animals but his friends might want him to go the Kentucky Fried Chicken with them. He wouldn't want to upset his friends but he wouldn't want to eat chicken either so he would be a bit stuck, especially as they don't sell anything veggie in KFC except chips and they are not even healthy, so there is another dilemma.</p>	

	WORKING BEYOND
<p>I have chosen kindness to children, because some children have a really bad life, giving money to homeless charities, because then people would not have to beg on the street, sharing food so that the poor people don't starve. My final place is a huge playground so that everybody can play together.</p> <p>I think the Buddha was trying to give people some guidelines as to how to make good choices so the world could be a kinder place, with people making an effort to be thoughtful about what they say and do so they bring good and not harm to the world. If people were more thoughtful about this instead of being selfish and not caring about others the world would be more peaceful and considerate, maybe people would stop being mean and even stop fighting each other. Maybe this would lead to less wars and killing.</p> <p>I think right living might be easy to sort out as the job you do is a big decision that you would take time to think about properly for years as you would have to plan your GCSEs and everything so you could do the job of your choice. I think it would be harder to keep to the right speech one as it is so easy to just let things slip out of your mouth without really thinking too much about the affect of it on other people. It is easy to get involved in gossip as everybody does it so I think this might be harder.</p> <p>I am not sure how Buddhists would decide which step of the path is most important because it will only make a big difference in the world if they try to follow all 8 steps. If I had to choose I would say Right Effort is most important as if you put proper effort into everything you do it should mean you think about the consequences of your speech and action etc.</p>	

Year 4: Summer 1 - Buddhism

Enquiry: What is the best way for a Buddhist to lead a good life?

SMSC

Spiritual	Moral	Social	Cultural
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British Values

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
		✓	✓	✓

Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors

WORKING TOWARDS (Level 2)	I can explain why I make some choices and say why I think some of these are 'good' choices. I can tell you some of the teachings of the 8-fold path and start to say what they mean to Buddhists. I can give simple reasoning as to why the teaching of the 8-fold path might be helpful to Buddhists trying to make good choices.
WORKING AT Year 4 expectation (Level 3)	I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice. I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives. I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.
WORKING BEYOND (Level 4)	I can start to identify the values and reasons that guide me to make my decisions. I can make links between the Buddha's teachings about causing no harm and the 8-fold path and can explain what the world might look like if many people tried to do this. I can start to think about which aspects of the 8-fold path might be the hardest to stick to if I as trying to make good choices and which aspect might be the most important to Buddhists.

Resources needed for this Enquiry

www.jigsawpshe.com
www.buddhanet.net
www.bbc.co.uk/learningzone/clips/buddhist-beliefs-pt-1-2/8349.html
www.clear-vision.org/schools/ask-a-buddhist.aspx

Teacher reflection on this unit

WWW (What went well)	EBI (Even better if)
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Year 4

Summer 2

Theme:

Prayer and Worship

Key Question:

Do people need to go to church to show they are Christians?

Religion:

Christianity





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning


Year: 4		Term: Summer 2
Theme: Prayer and Worship		Religion: Christianity
Key question for this enquiry: Do people need to go to church to show they are Christians?		
Learning Objectives: We are learning to understand how important going to church is to show someone is a Christian.		
Teaching and Learning Activities		
<p>Step 1 Engagement (1 lesson)</p> <p>Circle Time: My special place and how I feel when I'm there. Use Egbert Owl as the 'talking object'. Maybe have a visual display of scenes, places, buildings, countryside, football stadium, city, etc. and ask the children what feelings these places bring up for them. Do you have to go there often for it to be special?</p> <p>Talk to the children about why some places may be more special than others and how someone's special place may not be special to somebody else. On the flipchart, have two pre-drawn circles, one within the other. In the inside circle scribe the children's special places and in the outside circle write some of the feelings words associated with these places.</p> <p>Qu: Where might a Jew's special place be? Where might a Sikh's/Hindu's special place be? Where might a Muslim's special place be? Where might a Christian's special place be? Answers could be home, nature, etc. not necessarily church or places of worship.</p>		
BRIDGE: MEANINGFUL PLACES ↓		
<p>Step 2 Investigation (3 lessons) (select from following content)</p> <p>Recap that religions have their own special places where people can go to worship. Show the children various places of worship on the Smartboard and, if possible, look at the similarities and differences.</p> <p>Using the picture of the church, ask the children who would go there to worship?</p> <p>Qu: Have you ever been to a church before? What did you go there for? What did you see when you were there? Show pictures of empty churches and also full of people when different services are taking place (wedding, worship etc.). (May use clips from e.g. Songs of Praise).</p> <p>Qu: Why do Christians go to church? Do all Christians go to church?</p> <p>There are 6 Christian baptism clips – the homepage is www.bbc.co.uk/education/topics/ztkxpv4/resources/1</p> <p>Look at John the Baptist as an important figure in the Bible. John the Baptist was Jesus' cousin and understood Jesus' special purpose on earth, hence baptising him in the River Jordan.</p> <p>Matthew 3: 5-6 "People went out to him from Jerusalem and all Judea and the whole region of the Jordan. Confessing their sins, they were baptized by him in the Jordan River."</p> <p>Matthew 3: 13-15 Jesus came from Galilee to be baptized by John in the River Jordan.</p> <p>Qu: What are your views on adults being baptised? What about children who are too young to make their own decisions about their religion? Who made the choice for the child? Why did the parents make the choice for their child? Look at the different types of baptism and ask if Jesus was happy to be baptised in the river, why is it important for Christians to be baptised in a church? Does this show they are Christians? Could Egbert Owl be baptised? Why/why not? Could he make a decision about his religious beliefs?</p> <p>Eucharist/Holy Communion</p> <p>www.bbc.co.uk/education/clips/zwcd2hv</p> <p>Christians choose to have a special meal (it isn't really a meal, it is just a reminder of a meal) to do just what Jesus did; break bread to remember his body (death), and drink juice/wine to remember his blood. At the end of the Lord's Supper Christians have remembered that Jesus died for them and forgave them and loves them. Explain to the children that often Communion happens in church. But just as easily it can happen with a group of Christians who love Jesus and just want to thank him for giving his life for them. So is it important for Christians to celebrate Communion in church? Do Christians need to do this to show they are Christians? Where else could Christians celebrate Communion?</p> <p>Worship</p> <p>Qu: What happens during worship? Do all churches perform worship in the same way?</p> <p>Why do some Christians attend church?</p> <p>Children to explore different styles of worship in a Christian church e.g. www.bbc.co.uk/education/clips/zy6sb9q (modern Evangelical Christian church) and possibly a clip of Quakers worshipping, looking at the contrast of worship, with one being joyous and lively, the other being silent and contemplative.</p> <p>Why do people go to church? Possible visit to a church to speak to the Vicar and look for symbols and their meanings within the building. Can use the 'Crossing the Bridges' materials freely downloadable from the Discovery RE website.</p> <p>Discuss the reasons explored so far and some of the children's own thoughts about why Christians may choose to go to church. e.g. they feel closer to God, it helps a sense of belonging to the Christian faith, they learn about Jesus' teachings, etc.</p> <p>How Christians try to lead their lives from day to day.</p> <p>Discuss with the children that it is not only during rites of passage that Christians feel they are following Jesus' teachings, but also by putting their faith into action and living their lives a particular way e.g. Matthew 22:37-40 "Jesus said, love the Lord your God with all your heart, and with all your soul, and with all your mind. This is the first and great commandment. And the second is, love your neighbour as yourself."</p> <p>Qu: How might Christians live their lives being mindful of these commandments?</p> <p>What might it look like? Children to think of examples.</p> <p>Jesus' teachings about worship</p> <p>Lamp under a bowl, Mark 4:21-25 - Jesus said to let your light shine, don't hide it.</p> <p>Matthew Ch 6: 5-7 "When you pray, don't be like the hypocrites who love to pray publicly on street corners and in the synagogues where everyone can see them. I tell you the truth, that is all the reward they will ever get. But when you pray, go away by yourself, shut the door behind you, and pray to your Father in private." Talk about these conflicting teachings and what the children think Jesus was saying in each. What do they tell Christians about the importance of going to church?</p>		

Key Stage 2

Medium Term Planning

Teaching and Learning Activities cont.

Step 3 Evaluation (1 lesson)

 Introduce key question: Do people need to go to church to show they are Christians?

Children to think of the reasons why Christians might choose to go to church and their reasons for doing so, and reasons why other Christians may choose not to go to church at all.

Lesson in two parts (or possibly 2 lessons)

1st part: Activity Sheet 1

Children to be told that the local church is being closed for a short period of time. Children to write a letter arguing that it should remain open and why? Include a Christian perspective.

2nd part: Activity Sheet 2

Children to be told that despite their best efforts the church still needs to be closed for important building work as it is currently unsafe. The question being, if the church is closed, how will Christians be able to show they are Christians, and should they be public about their beliefs anyway?

Children complete the second Activity Sheet.

Step 4 Expression (1 lesson)

Children make a presentation (possibly a powerpoint) in pairs reflecting as wide and varied a selection of places that are special to somebody, somewhere, and explain. An exercise in empathy and diversity.

Evidence in Discovery RE Journals: Activity Sheets.



Year 4: Summer 2 - Christianity

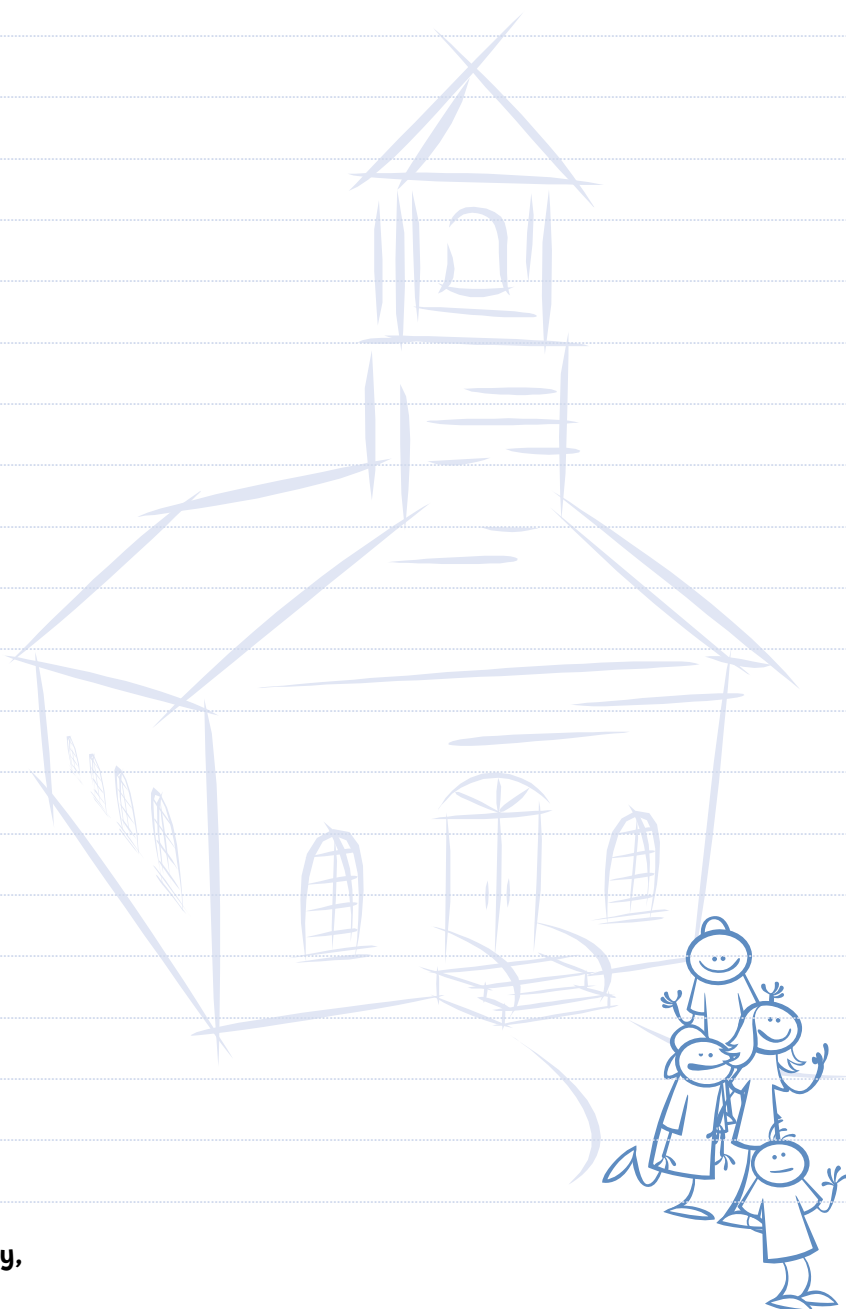
Enquiry: Do people need to go to church to show they are Christians?

Name:

Class:

The local church is being closed for a short period of time. Write a letter arguing that it should remain open, explaining why.

Dear Sir/Madam



Yours sincerely,

Year 4: Summer 2 - Christianity

Enquiry: Do people need to go to church to show they are Christians?

Imagine you have received a reply to your letter. It says that the church still needs to be closed for important building work as it is currently unsafe.

Write a response to explain how you think Christians will be able to show they are Christians while the church is closed.

What is your opinion? Should Christians be public or private about their beliefs?





Year 4 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 4 Summer 2	Do people need to go to church to show they are Christians?	Comments
WORKING TOWARDS (Level 2)	I can discuss my special place, tell you why it is special and how I feel when I am there. I can talk about some of the things that are important to Christians during worship and explain some of the symbolism, e.g. bread and wine in Holy Communion. I can respectfully question whether Christians need churches.	
Year 4 expectation WORKING AT (Level 3)	I can explain some of the feelings my special place gives me and suggest why that is. I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian's special place has on him/her.	
WORKING BEYOND (Level 4)	I can reflect on a range of special places and identify why they have the impact on me that they do. I can describe some ways that Christians can show their beliefs and recognise that some may choose to show their faith publicly and others may keep this more private so some may need churches more than others. I can say why I think the church may or may not be important to Christians.	

I am proud that I

.....

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My TINT Box

To improve next time I will

Exemplification

Year 4: Summer 2 - Christianity

Enquiry: Do people need to go to church to show they are Christians?

These are examples of the style of answer for each expectation. The content could be different.

	WORKING TOWARDS
<p>My special place is the woods down the bottom of my garden. I build a den there and pretend I am an explorer. I need to be there because it is not the same playing indoors. I like to use my imagination like this.</p> <p>Christians go to church to take part in Holy Communion. The bread is to remember Jesus' body and the wine is to remember His blood when He died so they need the church for this.</p> <p>I would like to ask why Christians need to have such fancy buildings as churches with stained glass and everything. Wouldn't a log cabin do? I don't think God would mind.</p>	

Year 4 expectation	WORKING AT
<p>My special place is at my Nan's house because she has a special bedroom just for me which makes me feel special. At home I have to share with my sister so it doesn't feel as nice as being at Nan's. Nowhere else feels like it because she brings me tea in bed in the mornings when I stay. I feel really loved and special.</p> <p>Some Christians worship at church in a lively way, singing songs. Other Christians worship at church in a more serious and quiet way, praying and reading the Bible. Other Christians do not go to church but they worship at home, on their own or with their family or a group of friends. So maybe some Christians wouldn't worry too much if the church was closed.</p> <p>I think it would be a real shame if the church was closed because it is a special place for Christians to worship God together, not all on their own. I don't think they would feel so close to God if they were not all together in their special place. Churches have been made special to feel different to other buildings.</p>	

	WORKING BEYOND
	<p>Of all the places my group chose, I like the playground the best because I feel free there to run and chase. I like the hall when we have assembly and it is quiet and still and then we celebrate things – it is a bit like being in a church.</p> <p>Christians can show their beliefs by going to church and worshipping with other Christians. They can also show their beliefs by taking part in Holy Communion, even by being baptised. Some Christians might prefer to be more private and might not take part in Holy Communion in front of other people but they might do it by themselves at home. Also, they might read the Bible and pray on their own at home.</p> <p>I think many Christians feel closer to God in church, but some Christians feel closer to God when they are on the beach so church is not so important to them. It seems to me that going to church is a personal choice for Christians and for people who are not Christians.</p>

Year 4: Summer 2 - Christianity

Enquiry: Do people need to go to church to show they are Christians?

SMSC

Spiritual	Moral	Social	Cultural
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British Values

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
		✓	✓	✓

Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors

WORKING TOWARDS (Level 2)	I can discuss my special place, tell you why it is special and how I feel when I am there. I can talk about some of the things that are important to Christians during worship and explain some of the symbolism, e.g. bread and wine in Holy Communion. I can respectfully question whether Christians need churches.
WORKING AT Year 4 expectation (Level 3)	I can explain some of the feelings my special place gives me and suggest why that is. I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian's special place has on him/her.
WORKING BEYOND (Level 4)	I can reflect on a range of special places and identify why they have the impact on me that they do. I can describe some ways that Christians can show their beliefs and recognise that some may choose to show their faith publicly and others may keep this more private so some may need churches more than others. I can say why I think the church may or may not be important to Christians.

Resources needed for this Enquiry

There are 6 Christian baptism clips – the homepage is www.bbc.co.uk/education/topics/ztkxpv4/resources/1
Bible stories (New Testament): John the Baptist (Matthew 3)
www.bbc.co.uk/education/clips/zwcd2hv: The Eucharist or Holy Communion
www.bbc.co.uk/education/clips/zy6sb9g: Worship in a Christian church
Bible stories (New Testament): Love your God (Matthew 22), Lamp under a bowl (Mark 4), Prayer (Matthew 6)

Teacher reflection on this unit

WWW (What went well)	EBI (Even better if)

Year 4

Optional Enquiry

Theme:

The Gospels

Key Question:

Why are there four Gospels and how are they relevant to Christians today?

Religion:

Christianity

Concept: Gospel





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

NB: This is an additional Christianity Enquiry for your use if you so choose

Year: 4		Term: Autumn 1
Theme: The Gospels		Religion: Christianity Concept: Gospel
Key question for this enquiry: Why are there four Gospels and how are they relevant to Christians today?		
Learning Objectives: We are learning to understand why the gospels are similar or different and how they could help a Christian live their life today.		
Teaching and Learning Activities		
<p>Step 1 Engagement (1 lesson)</p> <p>Make up a scenario to be acted out by some children in the class (or between teachers) e.g. child pretending to not have homework because a dog ate it and teacher pretending to tell them off. Split the class into 4 groups but ask 2 of them to sit on one side and 2 to sit on the other so that they can't see everything that is going on. Really ham up the acting ensuring it includes some large gestures with the hands and body (e.g. if child falls to floor pretending to weep) that everybody can see but also some quieter moments on the part of each actor so that only those closest to that person will be able to hear. Mumble a few lines each so that the children can't hear every word.</p> <p>Ask the groups to discuss and write down one version of what they saw and heard. Get each of the 4 groups to recount their version. Make a list on where they agree and disagree. Ensure children understand that nobody is deliberately lying, just that they could hear and see different views. Have the main points of the action been recounted by all 4 groups? Were some bits obvious through the body language? Where have you guessed because you couldn't hear? Ensure children see that all four recounts are about the same scenario, but all have been affected by both the position of the observer during it and the conversations that they had afterwards. Who gets asked "what did you do at school today?" when you get home? Ask children to consider that if something else amazing happened today at school or when they got home, they might not remember to tell their parents/carers about this lesson.</p> <p>Play Chinese Whispers. Could play the tray memory game. Tray full of miscellaneous small objects. Close eyes while one is taken away. Can you remember which object is missing? Include Egbert Owl 🦉 on tray. Learning: not easy to remember details.</p>		
BRIDGE: REMEMBERING WHAT IS IMPORTANT ↓		
<p>Step 2 Investigation (3 lessons)</p> <p>Show children a Bible, emphasising that it is the Christian holy text. Also show them a pile of books from around the classroom or school library to include a history book, a poetry book, a book of song words/music, Aesop's fables or equivalent that children may know, some story books and some biographies. Explain to the children that the Bible is not a book, it is a collection of books from a very long time ago which contains stories and information about the Jewish religion as well as about Jesus and the work of some of the first Christians after Jesus' death and resurrection. Some of the older parts have historical sections (e.g. Kings), there are songs and poetry in the Psalms, and morals and ways to live in Proverbs. Explain New Testament is the part that discusses Jesus' life. Focus on the biographies - these are stories of peoples' lives but they will all be different like in Lesson 1 depending on who saw that person, when in their lives, and which bits of their life they saw. (Children could say what they know about a famous person - may all have different information). Directly teach that the recounts of Jesus' life are called the 4 Gospels. These Gospels are called Matthew, Mark, Luke and John which suggests these men wrote these books. It is not that simple though. Jesus did have followers called these names but the Gospels were not written until many years after Jesus had died so these men would not have seen all the events written about in the Gospels. There were other sources of information used as well as eye witness accounts. They also were not written at the time things actually happened, like a newspaper would be. They would be told to people over and over again until somebody decided to write them down. Can also explain that there was a lot of written material so the church agreed to choose the ones that seemed the most consistent with history and each other to go in the Bible - hence these four. Note that not covering Easter here as covered separately, but worth pointing out to children that the events of Holy Week are in all four. Over the investigation lessons pick some of the events that are in more than one gospel and see how the author has described them. Use creative activities such as role play, hot-seating the different authors or characters described, or writing storyboards of them, to show the events and question what they teach Christians about how to live today. For each story say why you think the authors included it. 🦉 What does it show about Jesus that a Christian may want to consider and then try to follow today? Could be a way of behaving or a rite of passage.</p> <ul style="list-style-type: none"> • John baptizes Jesus: Matthew 3, Mark 1, John 1. (Rite of Baptism, all 3 members of Trinity together) • Jesus calms the storm: Matthew 8, Mark 4, Luke 8. (Recognition that Jesus was the incarnation of God because the wind and waves obeyed him, keeping calm, trusting God). • Feeding of the 5000: Matthew 14, Mark 6, Luke 9, John 6. Sharing (loving your neighbour), Jesus could perform miracles, (trusting God). <p>Record children's creative retellings through written evidence/photos/art - put in books and children could annotate with what a Christian may learn from the story.</p>		

Key Stage 2

Medium Term Planning

Teaching and Learning Activities cont

Step 3 Evaluation (1 lesson)

Recap direct teaching about the Gospels. Class discussion in which children choose their favourite event from the three covered and say why they have chosen it and what a Christian could learn from it. Use this to complete the Activity Sheet.



Step 4 Expression (1 lesson)

Think back to Step 1 Lesson 1. Did hearing other peoples' points of view help you "fill in the gaps" in your own version of the story? Consider how it might help us to listen to others before making decisions or jumping to conclusions. Think about situations that might happen in school - what do the stories we have covered help us think about how we could react? In groups, children make up a playground scenario and how it might be different if everyone's point of view was listened to. Reflect on how both the moral content of this investigation and the ability to realise there are different viewpoints may help us deal with these situations better in the future.

Evidence in Discovery RE Journals: Activity Sheet

Teacher note: Gospel

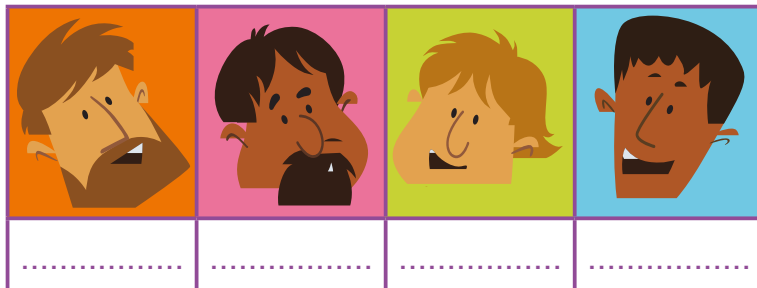
Christians believe Jesus' incarnation is 'good news' for all people. (Gospel means 'good news'.) His life, teaching and ministry embody what it is like to be on of the people of God, what it means to live in a relationship with God. Jesus' example and teaching emphasise loving one's neighbour - particularly the weak and vulnerable - as part of loving God. *From 'Understanding Christianity' Church of England*



Year 4: Autumn 1 - Christianity

Enquiry: Why are there four gospels and how are they relevant to Christians today?

What are the names given to the 4 Gospels?



The Gospels tell us about Jesus' life. Some parts of his life are in more than one Gospel because...

.....

.....

Some events may be missing from a Gospel because.....

.....

.....

Say why it might be useful to have four Gospels.

.....

.....

Draw one event from Jesus' life that is in more than one of the Gospels:

Explain what a Christian may learn about Jesus from a story in one of the Gospels.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

What actions might a Christian take today because of this story?

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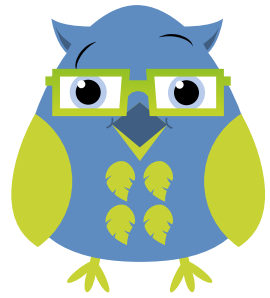
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Do you think the Gospels help Christians lead good lives today? Explain.

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Year 4 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 4 Optional	Why are there four Gospels and how are they relevant to Christians today?	Comments
WORKING TOWARDS (Level 2)	I can say something I feel is important in the story I have chosen. I can name all four Gospels and say why their accounts of Jesus' life might differ. I can name an event in the Gospels that might be really important to Christians today.	
Year 4 expectation WORKING AT (Level 3)	I can say something I have learnt from Jesus' actions that I would like to consider in my own life. I can describe an event that occurs in more than one Gospel and say what a Christian might learn from it. I can say whether or not I think it is important to have stories repeated in several Gospels, and why this might be relevant to Christians.	
WORKING BEYOND (Level 4)	I can explain how I learn from moral stories to help me become a better person. I can make links between accounts in the Gospels and recognise why these were included. I can reflect on the Christian belief that their lives should follow the example set by Jesus and say how the Gospels may influence this.	

I am proud that I

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My TINT Box

To improve next time I will

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Exemplification

Year 4: Autumn 1 - Christianity

Enquiry: Why are there four Gospels and how are they relevant to Christians today?

These are examples of the style of answer for each expectation. The content could be different.

WORKING TOWARDS

I think it was important that Jesus calmed the storm or else the disciples' boat might have sunk and He would have lost His friends.

The Gospels are called Matthew, Mark, Luke and John and they were writing at different times and would not all have been there to see all the events in Jesus' life.

When Jesus calmed the storm. It is important because the disciples realise that Jesus can make the weather and the sea do what he says. This tells us that Jesus was God's Son and had God's power.

Year 4 expectation

WORKING AT

I would like to try to remember that sharing is a good thing even if I don't think there will as much left for me as I would like.

From the feeding of the 5000, it shows that Jesus can work miracles so Christians should have faith.

I think it is important to have stories repeated in the Gospels because it lets us see the same event from different points of view.

WORKING BEYOND

I know that it is right to look after other people so I can try to do that. This would make me a better person.

In the gospels, they all tell the story of the feeding of the 5000. This shows that they all thought it was a miracle. Even though the details are slightly different, the main story is exactly the same in every one. They though people would learn a lot from this story.

Christians believe that Jesus can perform miracles that will help them help others who might be hungry so they might give to charities for people who are starving. Jesus' life influences Christians as they try to follow His example.

Year 4: Autumn 1 - Christianity

Enquiry: Why are there four gospels and how are they relevant to Christians today?

SMSC

Spiritual	Moral	Social	Cultural
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British Values

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
		✓	✓	✓

Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors

WORKING TOWARDS (Level 2)	I can say something I feel is important in the story I have chosen. I can name all four Gospels and say why their accounts of Jesus' life might differ. I can name an event in the Gospels that might be really important to Christians today.
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WORKING BEYOND (Level 4)	I can explain how I learn from moral stories to help me become a better person. I can make links between accounts in the Gospels and recognise why these were included. I can reflect on the Christian belief that their lives should follow the example set by Jesus and say how the Gospels may influence this.

Resources needed for this Enquiry

Bible
Scenario for Step 1
Task assessment sheets
Ideas for playground issues for Step 4

Teacher reflection on this unit

WWW (What went well)	EBI (Even better if)