Ide Sh De Ma	Autumn term 1 What can be learnt from the lives of significant people of faith? egin to recognise that Christians learn form special people at Christians places of worship dentify the people who are special to them how awareness of why these people are special and how this is expressed and responded to rescribe the impact of key figures in Christianity- Jesus and St. Paul Make links between these people and good leadership express insights into why this person might be an inspiration to other Christians		
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Ma	Make links between the concept of 'covenant' and agreements and relationships of their own placed by the secribe what inspires them in the people they follow or respect		
Inv Lo Inv Ta Ta Fir W Fir -N -Pe	Show photos or draw pictures or make a display of the people who are special to them. What have they learnt from them and how this is marked Invite a special person to talk about their role eg headteacher, governor Look at pictures of important people in Christianity Invite a priest/vicar to bring and show special objects which mark his/her role Talk about any life changing experiences of their own and read about the conversion and work of St. Paul Talk about what makes a good and inspiring leader and about the qualities Jesus showed Find out about the work of other key Christian figures eg. George Fox, Jonathan Edwards, Quaker families, Cliff Richards, Rev'd William Bowman Who do they admire and why? Find out about the life of one of the following Christians and write a book review about them -Mother Teresa -Pope John Paul - Nigel Benn Consider what makes a person inspiring to others		
Cross curricular links Lit	iteracy PSHE ICT History		
Skills and attitudes An	nalysis Interpretation		

Autumn term 2				
	CHRISTMAS coverage	CHRISTMAS JOURNEYS		
Learn: about the importance of Bethlehem for many Christians		Reflect: Upon a time when they have made a special journey.		
Learn: the story of Mary and Joseph's journey to Bethlehem, the shepherds' journey and the visit of the three Kings. Learn: to explore ways in which beliefs and religious ideas can be expressed through words and music, art and literature		Reflect: Understand why the story of the birth of Jesus is of central importance to Christians. Reflect: Upon the idea that although the people in the story lived in a very different world, their emotions would have been similar to those of people today and that fear and jealousy continue to cause problems		
	Spring	term 1		
HINDUISM	Recognise the significance of some these themes in their own I Describe some aspects of the life and teachings of Mohandas G Apply some aspects of Mohandas Gandhi's teachings to their o	Gandhi		
Suggested activities	Listen to the story of the celebration of Divali Ask questions about the story of Divali and its meaning Act out the story and look at the attribute of each character- who is good/bad? What makes them good/bad? Make a class room frieze telling the story, adding words to explain the important theme- good wins Talk about things in their own experience which corresponds to the themes in the story of Divali eg. what makes Rama and Sita good? How can we be more like them? Hear stories or watch video about Gandhi Write a report on Gandhi's life and main achievements Find out about the role of Gandhi in the non-violent independence movement Describe the impact of Gandhi's example and teachings Apply some quotes from Gandhi into their own lives			
Cross curricular links	Literacy- Drama, Explanation PSHE			
Skills and attitudes	Appreciation and Wonder			

	Spring	term 2
EASTER coverage Learn: how food is used as part of Christian worship. Learn: to explore the story of the Last Supper and the significance of bread and wine.		Food & Easter Reflect: Upon family meals which are important to them. Reflect: Upon how they feel about family meal times. Reflect: Upon the symbolism behind bread and wine.
	Summe	r term 1
ISLAM	Be aware that Muhammed is a special person for Muslims Know about the significance of Prophet Muhammad in Muslims Consider questions about the ideas of revelation, guidance and Suggest answers to the questions: -where do I find guidance in my life? -what traditions have an impact on me?	
Suggested activities	Read and listen to some simple stories of Muhammad and talk about the things which made people think he was special Talk about why Muslims don't make pictures of the Prophet Discuss what Muslim people today say about The Prophet Muhammad Identify key moments in the life of Prophet Muhammad Discuss and think whether people today can ever hear God's word or receive a message from an angel Think about the reasons why Islamic followers of the Prophet way, numbers many hundreds of millions today Talk about the first revelation of the holy Quran. Why does this story matter so much to the Muslims? Create a timeline for the beginning of Islam	
Cross curricular links	Literacy PSHE ICT Histo	
CI III I I I I I	Evaluation Expression Application	·
Skills and attitudes		

JUDAISM	Identify difficult questions that might arise from some Jewish stories		
	Respond sensitively to difficult questions relating to their own experiences and those eg. death of a pet		
	Retell a Jewish story which raises puzzling questions		
	Think of questions which puzzles me about something I have experienced		
	Identify and discuss some difficult issues relating to the Jewish faith during the Second World War		
	Begin to recognise that Jewish children learn from older members of the faith, including the family		
	Understand that some people are trained to teach others eg a Rabbi		
	Recognise some Jewish stories eg Joseph, Daniel, Queen Esther		
	Describe the impact of Abraham on Jewish people. Describe his life and legacy.		
	Describe the qualities they would look for in an inspiring leader or role model		
Suggested activities	Watch a video or hear some Jewish stories that raise puzzling questions. Use 'Godly play' to further their understanding		
	Hear secular stories which deal with sensitive issues they might have experienced eg The Goodbye boat and Badger's parting gift (deals with bereavement)		
	Write a creation story in their own words		
	Make Purim lights		
	Suggest meanings that might be found in Tehakh stories which raise difficult questions eg Two stories of creation		
	Ask questions about experiences of their own which are difficult and puzzling:		
	-why are there always wars?why do people claim the same land?		
	Talk about the questions they may have and think about the positive messages these stories have		
	Hear about Kashrut (Kosher) kitchen and play a matching game, matching pictures to Ksuhrat and not Kushrat		
	Look at pictures of a Rabbi teaching and learn some simple laws that children learn eg Do not tell lies, Care for others. Role play to put these laws into		
	actions		
	Watch a video of Jewish stories and talk about what they might mean to Jewish people		
	Think about some one who teaches them eg parent, grandparents, teacher, older sibling, draw and write some simple things they have learnt from		
	them		
Cross curricular links	Literacy- drama/writing PSHE History		
Skills and attitudes	Application Investigation		