

**Medium Term Plan: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?**

<b>SACRE Objectives</b>		<b>New vocabulary</b>
A1 – Identify groups we belong to. B1 – Describe how Hindus celebrate Diwali. C1 - Consider how celebrating Diwali may create a sense of belonging.		<ul style="list-style-type: none"> <li>• Diwali - Festival of Lights at the end of one year to mark the beginning of the next in the Hindu calendar.</li> <li>• Ramayana - The Hindu epic tale which relates the story of Rama and Sita.</li> <li>• Rama - The incarnation of the Lord and hero of the Ramayana.</li> <li>• Sita - The divine consort of Rama.</li> <li>• Lakshmi - The goddess of fortune, an aspect of Brahman.</li> <li>• Rangoli patterns - Patterns created on the floor in living rooms or courtyards using materials such as coloured rice, dry flour, coloured sand or flower petals.</li> <li>• Diva lamp - Oil lamp usually made from clay, with a cotton wick dipped in ghee or vegetable oils.</li> <li>• Puja tray - Puja means worship. Puja tray contains items used in worship namely a bell, a pot of water, a diva lamp, an incense burner, a pot of kum powder, and a spoon. Puja involves offering light, incense, flowers and food to the deities (the gods). During Puja the worshippers will chant mantras, which are prayers and verses from the Hindu holy books.</li> <li>• Mandir - Hindu place of worship (Temple).</li> </ul>
<b>Social, Moral &amp; cultural opportunities</b>	<b>Religion</b>	
Spiritual Social	Hinduism	
<b>British Values</b>		<b>End Point Assessment Statements:</b>
Individual Liberty Tolerance Mutual Respect Rule of Law		<ul style="list-style-type: none"> <li>• I can describe the ways that Hindus celebrate Diwali</li> <li>• I can explain how Diwali celebrations bring a sense of belonging to a Hindu child.</li> <li>• I can explain 3 important actions that I could take to support a group I belong to</li> </ul>

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Learning Question</b>	What does it mean to belong to a group?	Why do Hindus celebrate Diwali?	How do Hindus celebrate Diwali?	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	How can we show that we belong to our class?
<b>Concept</b>	Personal resonance with or reflection	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question	Evaluation/critical thinking in relation to the enquiry question
<b>Conceptual Knowledge</b>	I can explain 3 important actions that I could take to support a group I belong to	I can describe the ways that Hindus celebrate Diwali	I can describe the ways that Hindus celebrate Diwali	I can explain how Diwali celebrations bring a sense of belonging to a Hindu child.	I can explain 3 important actions that I could take to support a group I belong to
<b>Lesson Type</b>	Engagement	Investigation	Investigation	Evaluation	Expression
<b>Review/ Revisit</b>		Flashback: In tables discuss: How do we celebrate? Birthdays? Christmas? Easter? What do Jewish people celebrate? How? Take feedback and jot notes on a flipchart	Revisit celebrations, The story of Rama & Sita and Diwali	Revisit the way that Hindu's celebrate Diwali	Revisit the first lesson on belonging and the last lesson on how Hindu children feel that they belong
<b>Read</b>	I Belong <a href="https://www.youtube.com/watch?v=qDX8EQEINnk">https://www.youtube.com/watch?v=qDX8EQEINnk</a>	The story of Rama & Sita Discuss the story drawing out the them of Good vs Evil. Explain that this triumph of good over evil is celebrated in Hinduism because Hindus believe that they should try to bring as much good to the world as possible.	Dipal's Diwali <a href="https://www.youtube.com/watch?v=9aSkESrxS4">https://www.youtube.com/watch?v=9aSkESrxS4</a>	Shubh Diwali <a href="https://www.youtube.com/watch?v=3TTfOHdOlaE">https://www.youtube.com/watch?v=3TTfOHdOlaE</a>	Give each pair the people profiles for four children from <a href="https://www.coramlifeeducation.org.uk/downloads/People_Profiles-Information_sheets-V3.pdf">https://www.coramlifeeducation.org.uk/downloads/People_Profiles-Information_sheets-V3.pdf</a> to read
<b>Teach</b>	<b>What does belonging mean to you? (Primary)</b> <a href="https://www.coramlifeeducation.org.uk/belonging/be-longing--lesson-to-support-inclusion-in-school-single-session-version-for-upper-ks2-eng-p67-sco">https://www.coramlifeeducation.org.uk/belonging/be-longing--lesson-to-support-inclusion-in-school-single-session-version-for-upper-ks2-eng-p67-sco</a> Watch the first part of the film and pause it after the answers have been given to the question 'What does it mean to belong?' (0 – 1.14) Discuss – did the children in the film think of similar words? Was there anything they said that anyone here related to?	Introduce Hinduism <a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-inside-hindu-temple/zbf2t39">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-inside-hindu-temple/zbf2t39</a> Introduce Diwali <a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-diwali-festival-of-light/z668qp3">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-diwali-festival-of-light/z668qp3</a>  The goddess Lakshmi is worshipped to bring prosperity. Discuss how Hindu's celebrate Diwali. Compare with the notes made at the start of the lesson. Identify similarities and differences. What happens at home/temple during Diwali? Who makes these things during Diwali? Who do they make them with? Why? How do they feel when they are involved in these preparations/ celebrations?	Introduce puja and the puja tray <a href="https://www.bbc.co.uk/programmes/p0114z20">https://www.bbc.co.uk/programmes/p0114z20</a>  Discuss how during this time there is a strong sense of belonging both to their families and the Hindu community. Puja is <b>a form of ritual prayer and of showing reverence to the Gods</b> . Most practicing Hindus perform puja twice a day, and then on all special occasions and holidays. Puja can be performed individually or collectively, in silence or voiced prayer or chant.  Listen to diwali music <a href="https://www.youtube.com/watch?v=RbEPkRQ3uH8">https://www.youtube.com/watch?v=RbEPkRQ3uH8</a>	Introduce key question: would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child	Explain that the children have all moved to different countries. Explain that some young people who travel from their own country to this country don't feel they belong anywhere when they arrive. Introduce and watch the 2nd part of the film. 'Describe a first day in a new place' (1.15 – 3.15) Ask children to discuss in pairs how some young people in the film felt when they were in a new place for the first time. Record their ideas on a class list or white board.  Watch the 3rd part of the film 'Has there been a time when you didn't feel like you belonged?' (3.16 – 5.48)  As a class discuss some of the things the people did to 'fit in and belong'. Recognise that while they may have wanted or felt able to do these things, not everyone can and that we have a very important role to do things to help people who are new feel that they belong.

<b>Practice</b>	<p>I small groups make a list of what groups young people their age feel they belong to e.g. family, school, football or gym club etc. Ask each group to share one of the groups they have on their list.</p> <p>Discuss the idea of belonging to a group – shared identity, shared beliefs, shared name, logo, rules etc</p>	<p>Show the children some Rangoli patterns and diva lamps</p> <p>Ask the children to design a rangoli pattern</p>	<p>Children draw and label a puja tray</p>	<p>Show the children the top of the Activity sheet with the picture of some Hindu children during Divali and in pairs ask them to think what should go in the thoughts/feelings bubbles about their thoughts and feelings during Divali.</p>	<p>In their pairs, ask the children to focus on their People Profile card. Imagine it is the first day for that person at a new school/college and they need help to find the dining hall. Think about:</p> <p>a) What their person could do to find out.</p> <p>b) What others who know the school could do to help.</p> <p>Feedback ideas as a class, with the teacher recording them on the white board. Try to include things that might be in school – maps; signs – as well as asking for help. Think about what both sets of people could say and how they might say it – consider body language; listening skills.</p>
<b>Apply</b>	<p>Put an envelope on each table with a shared belief in it (eg dogs should have good homes, children should play sport every day, people should be kind to one another, everyone should recycle, children should eat healthily).</p> <p>The children must:</p> <p>Decide on a group name</p> <p>Decide on a shared identity/goal</p> <p>Design a badge or logo</p> <p>Agree the three most important things for their new group to do</p>	<p>Give out the salt dough or air drying clay. Children make simple thumb pots.</p>	<p>Decorate the dried divali pots with rangoli patterns</p>	<p>IN their books answer the questions:</p> <p>Why would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child/or not?</p> <p>Would this feel the same if a Hindu celebrated Divali away from his/her home community?</p>	<p>In their pairs role play the scenario using the ideas gathered as a class and ensure the children swap and play both roles. Ensure there are clear signals to mark the start and end of the role plays so that the children can de-role from the characters effectively. This could be a bell/clap/tambourine.</p> <p>Some pupils may feel uncomfortable about taking part in role play. If this is the case with any pupils in your group, an alternative activity can be provided. eg they could instead think about the kind of conversation that might happen between the two people – what each might say – and write ‘speech bubbles’ for both characters, in the form of a storyboard or cartoon.</p> <p>If any pairs are willing, they could share their role plays or storyboards with the class.</p>
<b>Reflect</b>	<p>Do children gain a sense of belonging because they are united in a mission? Can they agree on what is right and wrong? How does it feel to bring good to the world? How would you celebrate together? Would you feel a sense of belonging?</p>	<p>Did you enjoy taking part in the activities? How did you feel? How might it feel different for a Hindu child?</p>	<p>What gives the sense of belonging? Shared activities? Shared beliefs?</p>	<p>In pairs discuss how they would finish the sentence</p> <p>If I celebrated Divali I would feel...</p>	<p>Discuss their sense of belonging and identity, sharing what they have in common, their goals for the year, etc. Can they have a class logo/ badge/song/mission? Can they have a class playtime when they share favourite games and all join in if they choose to?</p>

**Medium Term Plan: Has Christmas lost its true meaning?**

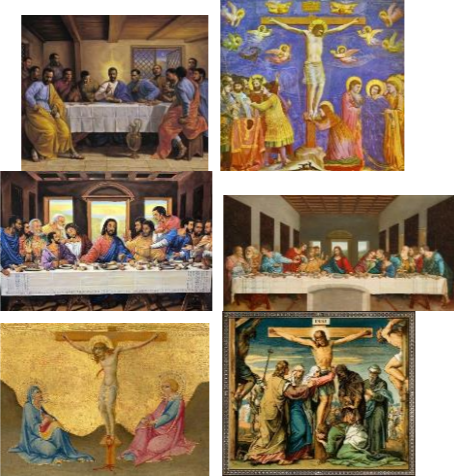
<b>SACRE Objectives</b>		<b>Previous Vocabulary</b>	<b>New vocabulary</b>
A2 – Explain what Christmas means to me and the significance of gifts during this time. B2 – Explain why Christians believe God gave Jesus to the world. C2 – Recognise what Christmas means to different groups of people.		Advent - The period beginning on the 4th Sunday before Christmas. Literal translation is “coming” so this is a time of preparation.	Incarnation - The Christian belief that God took human form in Jesus Christ.
<b>Social, Moral &amp; cultural opportunities</b>		<b>Religion</b>	
Spiritual Cultural		Christianity	
<b>British Values</b>	<b>Previous Learning End Point Assessment statements:</b>		<b>End Point Assessment Statements:</b>
Tolerance Mutual Respect	<ul style="list-style-type: none"> <li>I can retell the Christmas story, remembering what gifts were given to Jesus</li> <li>I can explain the Christian belief that God gave Jesus to the world to rescue/save it</li> <li>I can explain how Jesus coming to the world shows Christians how they could love/help people and the world</li> <li>I can talk about a gift that is special to me</li> <li>I can think of a gift Christians might choose for Jesus and start to explain why He is special to them</li> </ul>		<ul style="list-style-type: none"> <li>I can explain what Christmas means to Christians</li> <li>I can explain what gift I would like to give to the world and what difference it would make</li> <li>I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.</li> </ul>

	Revisit of knowledge short Afl lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Learning Question</b>	What do I already know about Christmas?	What does Christmas mean to me?	What is the true meaning of Christmas for Christians?	What is the true meaning of Christmas for Christians?	What is the true meaning of Christmas to Christians?	If you could give the world one gift at Christmas to make it a better place, what would it be?
<b>Concept</b>		Personal resonance with or reflection on	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question	Evaluation/critical thinking in relation to the enquiry question
<b>Conceptual Knowledge</b>		I can explain what Christmas means to me	I can explain what Christmas means to Christians	I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.	I can explain what the meaning of Christmas is to different people	I can explain what gift I would like to give to the world and what difference it would make
<b>Lesson Type</b>		Engagement	Investigation	Investigation	Evaluation	Expression
<b>Review/ Revisit</b>	Revisit previous end points. One page spread assessment using enquiry questions from previous units on Christmas	Relay Robin: retell the Christmas story	Relay Robin: The gifts that were given to Jesus	Christmas Quiz <a href="https://www.twinkl.co.uk/resource/t-t-7975-christmas-quiz-powerpoint">https://www.twinkl.co.uk/resource/t-t-7975-christmas-quiz-powerpoint</a>	Christmas quiz: <a href="https://request.org.uk/resource/festivals/christmas/christmas-quiz/">https://request.org.uk/resource/festivals/christmas/christmas-quiz/</a>	Round Robin: Describe a gift that is special to you
<b>Read</b>		The Lyrics to Stevie Wonder’s song ‘What Christmas Means to me’ <a href="#">Lyrics</a>	Christmas around the world <a href="https://www.youtube.com/watch?v=gDeFX_1LRM">https://www.youtube.com/watch?v=gDeFX_1LRM</a>	Read the Christmas story. Reinforce the significance of shepherds, wise men, star, gifts, etc.	Read Christmas by John Betjeman <a href="https://owlcation.com/humanities/The-Poem-Christmas-by-John-Betjeman-1906-1984">https://owlcation.com/humanities/The-Poem-Christmas-by-John-Betjeman-1906-1984</a>	The Christmas Truce <a href="https://www.youtube.com/watch?v=Fk-LjY16zdM">https://www.youtube.com/watch?v=Fk-LjY16zdM</a>
<b>Teach</b>		Play ‘Pass the parcel’ (the parcel wrapped in Christmas paper); and every time the music stops the child with parcel says something about their experience of Christmas or of the Christmas holidays.  What does having ‘meaning’ mean?	From the ‘Big Christmas Gift Box’, choose a child to pull out a mystery item. (Items could include: Advent candle, Christmas pudding, Advent calendar with Nativity scene, Christmas carol sheet, Christmas card, Christmas tree fairy, etc.)  Each group takes its mystery item back to their table and explores: What is it? How is it used at Christmas, and what it might mean to Christians?	<a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-KS2-christmas/z4xcjhw">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-KS2-christmas/z4xcjhw</a>  Discuss the video. Identify similarities and differences in the way that Christians and non-Christians celebrate Christmas	Use the analysis on the web page to help discuss the meaning with the children	Discuss the story. Was this a good Christmas gift to the soldiers? Why?
<b>Practice</b>		Children freeze-frame their Christmas experiences or their experiences during the Christian holidays if they do not celebrate Christmas.	Explore what Christmas means to Christians from the starting points of the items.	Make a class Christmas tree with decorations to show all the non-Christian aspects of Christmas (that might be meaningful to the children) e.g. gifts, cards, meals, family etc.	Children to sort religious and non-religious words, pictures and objects. e.g. Santa, birth of Jesus. Could do this using Christmas cards or advent calendars. Some cards may be in both piles, e.g. Christmas presents.	In pairs discuss what Christmas gifts the children would give to the world to make it a better place.
<b>Apply</b>		Children write two sentences. Christmas means.....to me. Christmas is/isn’t meaningful to me because ...	Children write two sentences Christmas means ... to Christians. Christmas is meaningful to Christians because...	Make a second Christmas tree with decorations to show ways in which Christmas is meaningful to Christians. (Include birthday card for Jesus, thank yous to Jesus for saving/helping the world, star, gold, frankincense etc. anything to illustrate Christian meaning which is that Jesus is the incarnation of God on earth i.e. God sent Jesus to the earth to save/rescue people from their ‘sin’ and show them how to gain salvation.)	Children to revisit their activity from the engagement lesson and see which of their ideas are related to Christianity and to do with the first nativity.	Children to draw their gift to the world Write a poem to express their wishes for the world.
<b>Reflect</b>		What does Christmas MEAN to us? Why is Christmas MEANINGFUL to me or not?	Conclude: to Christians, Christmas is very important because they are celebrating God’s son, Jesus, coming to earth to help people. (The Incarnation)	Mix pair share: what is the most meaningful part of Christmas to them.	Do I think Christmas has lost its true meaning?	Mix, pair, share: Share their gift idea and poem.

**Medium Term Plan: What is 'good' about Good Friday?**

<b>SACRE Objectives</b>		<b>Previous Vocabulary</b>	<b>New vocabulary</b>
A4 – Understand how a person may rescue or help others. B4 – Understand why Christians believe Jesus' death was important. C4 – Reflect on whether I agree with Christian beliefs about Jesus' death.		<ul style="list-style-type: none"> <li>Easter Egg - Symbol of new life.</li> <li>Hot cross bun - Symbolic of the shape of the stone across the front of Jesus' tomb. Cross representing crucifixion.</li> <li>Resurrection - The Christian belief of the rising from the dead of Jesus on the third day after crucifixion. Celebrated on Easter Sunday.</li> <li>Palm Sunday - The Sunday before Easter: it commemorates Jesus' triumphal entry into Jerusalem.</li> <li>Palm cross - A cross made out of a palm, given to Christians who go to church on Palm Sunday.</li> <li>Jesus - The central figure of Christian devotion. The second person of the Trinity.</li> </ul>	<ul style="list-style-type: none"> <li>The Last Supper - The Passover meal that Jesus shared with his 12 disciples: commemorated on the Thursday before Easter. This meal is commemorated in Communion or Eucharist.</li> <li>Cross - The shape of wood that Jesus was nailed to when he was crucified on Good Friday.</li> <li>Tomb - The cave where Jesus was laid after his crucifixion. It was dug out of the ground with a stone rolled in front of it.</li> <li>Bread and Wine - Eaten and drunk at the Last Supper: Jesus told his disciples it was to symbolise his body and blood and that they should repeat these actions in memory of him. This has become Communion or Eucharist.</li> <li>Maundy Thursday - Thursday before Easter Sunday, traditionally when the Last Supper and Jesus' arrest in the Garden of Gethsemane are remembered.</li> <li>Good Friday - Day after Maundy Thursday: day to commemorate Jesus' crucifixion.</li> <li>Disciples - Jesus' 12 special friends and followers who shared the Last Supper with him.</li> <li>Judas - Disciple who led guards to Jesus and caused his arrest.</li> </ul>
<b>Social, Moral &amp; cultural opportunities</b>	<b>Religion</b>		
Spiritual Moral	Christianity		
<b>British Values</b>	<b>Previous Learning End Point Assessment statements:</b>		<b>End Point Assessment Statements:</b>
Tolerance Mutual Respect	<ul style="list-style-type: none"> <li>I can recall what Christians believe happened on Easter Sunday.</li> <li>I can tell you what I believe happens to you when you die and tell you how I remember people close to me.</li> <li>I can start to explain how certain beliefs affect decision-making</li> </ul>		<ul style="list-style-type: none"> <li>I can recall key events in the Easter story</li> <li>I understand why Jesus' crucifixion symbolises hope for Christians.</li> <li>I can suggest how a person may help/rescue others who are in a difficult situation</li> </ul>

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Learning Question</b>	How can you help someone in a difficult situation?	What happened in the Easter story?	Is there a link between communion and the Last Supper?	What was good about Good Friday?	How can I show love and gratitude to people who are special to me?
<b>Concept</b>	Personal resonance with or reflection on	Knowledge and understanding	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question
<b>Conceptual Knowledge</b>	I can suggest how a person may help/rescue others who are in a difficult situation	I can recall key events in the Easter story	I understand the link between the last supper and communion	I understand why Jesus' crucifixion symbolises hope for Christians.	I understand the feeling of gratitude
<b>Lesson Type</b>	Engagement	Investigation	Investigation	Evaluation	Expression
<b>Review/ Revisit</b>		Round Robin – What can I remember about the Easter story?			Who was Good Friday good for? Who was it not good for? Do Christians today think it was good for them?
<b>Read</b>	Read some different scenarios with a partner and choose one to discuss	Read the Easter story up to and including The Last Supper	Read the story of the Last Supper	Read the Easter Story from the Garden of Gethsemane to Easter Sunday	

<p><b>Teach</b></p>	<p>Read a scenario together on the board and discuss how you could help someone in a difficult situation.</p>	<p>Start the lesson by children eating a little square of bread and sipping blackcurrant squash but give no explanation yet.</p>  <p>Look at the artist impressions of the crucifixion and the Last Supper. Re read the Easter story up to and including The Last Supper. Qu: If He knew what was going to happen why didn't He leave that night? Why did He not run away? Discuss the significance of the bread and wine and why Jesus used the bread to symbolise his body and the wine his blood. Talk about how these words are a sign that Jesus knew what was coming, i.e. that he was going to die soon. Tell next part of the story up to and including Jesus' crucifixion. Does anyone know what we call the day that Jesus died? What was good about Good Friday? Who was it NOT good for? What is good about Good Friday? Good Friday and Easter eggs <a href="http://www.bbc.co.uk/education/clips/zjgkq6f">www.bbc.co.uk/education/clips/zjgkq6f</a>.</p>	<p><a href="https://www.bbc.co.uk/teach/class-clips-video/what-is-holy-communion/zjft39">https://www.bbc.co.uk/teach/class-clips-video/what-is-holy-communion/zjft39</a> Watch the clip and ask the children to make links between Holy Communion and the Last Supper.</p> <p>Explore further, from a Christian perspective, how Jesus' death was part of God's plan to show people they can be forgiven and start afresh.</p> <p>Just before Jesus died he said "Father forgive them". What did people need forgiving for? Discuss as a table Explain that Christians believe God made a beautiful world, but when people started forgetting how to be good to each other and how to look after the planet, He sent Jesus to make things better, to save the day, to redeem the situation. This meant forgiving people for what they had done wrong.</p>	<p>Revisit key question - What was good about Good Friday? Christians believe that Jesus willingly died to save them/rescue them and came back to life again to prove they will also have life in Heaven when they die. So from something sad and painful came something amazing.</p> <p>Think back to Engagement lesson. Christians believe Jesus 'saved the day' by rescuing the situation and helping people turn over a new leaf and get better at loving each other.</p>	<p>Share a person who is special to you. Explain why they are special. Explain how you show gratitude to them</p>
<p><b>Practice</b></p>	<p>In pairs re read their scenario. Decide how they could help to solve the difficult situation.</p>	<p>Create sequencing cards which depict the story so far. Label each day, e.g. Palm Sunday, Maundy Thursday.</p>	<p>Make the next set of sequencing cards</p>	<p>Make the next set of sequencing cards</p>	<p>In tables. Choose one person who is special to them and explain why they are special. Discuss ways that they could show gratitude to this person</p>
<p><b>Apply</b></p>	<p>Share the problem solving wheel and ask the children to create a helping other people wheel.</p>	<p>In books start to create timeline of Holy Week</p>	<p>Add to the timeline</p>	<p>Finish the timeline</p>	<p>Children draw a heart outline and write in it some of the things they can do to show their love and gratitude to people who are special to them.</p>
<p><b>Reflect</b></p>	<p>Share the wheel with a partner and amend or add ideas. Reflect on how the wheel could be used in schools</p>	<p>One stray – visit another group and give feedback on their sequencing cards Children given time to edit and improve their timeline</p>	<p>One stray – visit another group and give feedback on their sequencing cards Children given time to edit and improve their timeline</p>	<p>Who was Good Friday good for? Who was it not good for? Do Christians today think it was good for them?</p>	<p>Mix pair share. Share their hearts</p>

**Medium Term Plan: Could Jesus heal people? Were these miracles or is there some other explanation?**

<b>SACRE Objectives</b>		<b>Previous Vocabulary</b>	<b>New vocabulary</b>
A3 – Understand what miracles are and discuss some possible miracles in the world. B3 – Explain Christian viewpoints about one of Jesus’ healing miracles. C3 – Evaluate the possibility of miracles occurring and how these may be explained by Christians.		<ul style="list-style-type: none"> <li>Zacchaeus - An unpopular tax-collector whom Jesus befriended.</li> <li>Mary, Martha and Lazarus - Siblings who were friends of Jesus. Christians believe Jesus brought Lazarus back from the dead.</li> </ul>	Miracle - An event not explicable by natural or scientific laws.
<b>Social, Moral &amp; cultural opportunities</b>	<b>Religion</b>		
Spiritual	Christianity		
<b>British Values</b>	<b>Previous Learning End Point Assessment statements:</b>		<b>End Point Assessment Statements:</b>
Tolerance Mutual Respect	<ul style="list-style-type: none"> <li>I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.</li> <li>I can talk about times when I have been a good friend</li> <li>I can tell you some ways Christians try to follow Jesus’ example of being kind.</li> </ul>		<ul style="list-style-type: none"> <li>I can explain two different ways that a Christian might interpret one of Jesus’ healing miracles</li> <li>I can explain what a miracle is</li> <li>I can explain a miracle that I would like to see happen today</li> </ul>

	Revisit of knowledge short Afl lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Learning Question</b>	What Bible stories have we already explored?	What is a miracle?	Did Jesus Heal people like the Blind Man?	Could Jesus heal people, like the paralysed man?	Were these miracles or is there some other explanation?	What miracle would I like to see happen today?
<b>Concept</b>		Personal resonance with or reflection on	Knowledge and understanding	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question
<b>Conceptual Knowledge</b>		I can explain what a miracle is	I can explain what a miracle is	I can explain two different ways that a Christian might interpret one of Jesus’ healing miracles	I can explain two different ways that a Christian might interpret one of Jesus’ healing miracles	I can explain a miracle that I would like to see happen today
<b>Lesson Type</b>		Engagement	Investigation	Investigation	Evaluation	Expression
<b>Review/ Revisit</b>	Good Samaritan Calming the Storm	Revisit the Bible stories and what they teach us	Choose one of the Bible stories previous studied and retell to your partner	Relay Robin: retell the story of the Blind Man	Relay Robin: retell the story of the Paralysed Man	Christianity Quiz <a href="https://www.educationquizzes.com/ks2/religious-education/christianity-01/">https://www.educationquizzes.com/ks2/religious-education/christianity-01/</a>
<b>Read</b>	Zacchaeus Mary & Martha  What did these stories teach us?	Read the story: ‘Bear Feels Sick’ by Karma Wilson	Read: The Blind Man (John 9: 1-12) Ask children their thoughts on how the blind man could be healed/made better? Tell the children the rest of the story. How could this have happened? Was Jesus a doctor? Did he have any medicine/ equipment with him?	Read the story of the Paralysed Man (Mark 2: 1-12) Ask children their thoughts on how the blind man could be healed/made better? Tell the children the rest of the story. How could this have happened? Was Jesus a doctor? Did he have any medicine/ equipment with him?	Choose one story to re read with a partner	Read A Little Miracle by R J Furness
<b>Teach</b>		Discuss what happened to Bear and how he felt better Was it a miracle? How do our bodies get better when we are poorly? Assess children’s perception of ‘miracle’	Did it really happen then? Class to vote on it.	Did it really happen then? Class to vote on it. Revisit the definition of a miracle. Show the children a newspaper article about an amazing event. Discuss if it was a miracle <a href="#">a10215_miracle-cat (1).pdf</a>	As a class retell one of the stories and revisit children’s opinions and those of Christians	Revisit the definition of a miracle. Inside outside circle: what Christians believe about miracles What the children believe and why
<b>Practice</b>		In groups discuss what happens and how it feels when we get poorly/sick. If you are poorly what do you do? Who looks after you? How do you get better? Do you go to the doctor/need medicine? Sometimes we can help ourselves - how? Does frame of mind help?	Mix, pair, share: if it didn’t happen, why is it in the Bible? What does this say about Jesus? If it did happen what does this say about Jesus? Christians believe Jesus is God in a human body so has the power of God and can do anything including healing people. Jesus is the Incarnation of God, Christians believe. Introduce the idea of a miracle and explain what this means...something that happens outside the usual rules of nature/expectations. Compare to their definition from the last lesson	In groups discuss the question: Do stories have to be true (i.e. actually happened) to be meaningful? Were Jesus’ miracles just stories to make people think Jesus was special/God on earth, or that we should help people who are sick? Was it possible that Jesus did make people better even though He wasn’t a doctor? *Reinforce Christians’ believe Jesus was the Incarnation of God.	In groups discuss: Could Jesus heal people? Were these miracles, or is there some other explanation? What other explanations could there be?	In pairs discuss: If you could perform one miracle for the world, what would it be? What would the world look like afterwards?
<b>Apply</b>		Children record how they can try to make themselves better if they are ill.	Children amend their definition from the last lesson	Write their answers to the questions in their books	Children to write under the following headings <ul style="list-style-type: none"> <li>Beginning of the story</li> <li>‘What do Christians believe happened next? Why do Christians believe it was possible for Jesus to perform miracles?’</li> <li>What do you think happened next?</li> </ul>	Write and draw a description of your miracle and what the world would like afterwards.

<b>Reflect</b>		What is a miracle? What is not a miracle? In pairs write a definition	Christians believe that Jesus had a special ability to heal people. Does anyone today have this ability? Do miracles happen today?	Inside outside circle: Share their answer to one question then move and share the answer to the next question	Share written work with learning partner and discuss the difference between their views and that of Christians/	Mix, Pair Share – children share their miracle. Whole class feedback children say which miracle they liked and why
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**Medium Term Plan: How can Brahman be everywhere and in everything?**

SACRE Objectives		Previous Vocabulary	New vocabulary
A5 – Explain some of the different roles and characteristics that make up an individual. B5 – Describe Hindu beliefs about gods and Brahman. C5 – Reflect and discuss my thoughts about Hindu beliefs about Gods.		<ul style="list-style-type: none"> <li>• Diwali - Festival of Lights at the end of one year to mark the beginning of the next in the Hindu calendar.</li> <li>• Ramayana - The Hindu epic tale which relates the story of Rama and Sita.</li> <li>• Rama - The incarnation of the Lord and hero of the Ramayana.</li> <li>• Sita - The divine consort of Rama.</li> <li>• Lakshmi - The goddess of fortune, an aspect of Brahman.</li> <li>• Rangoli patterns - Patterns created on the floor in living rooms or courtyards using materials such as coloured rice, dry flour, coloured sand or flower petals.</li> <li>• Diva lamp - Oil lamp usually made from clay, with a cotton wick dipped in ghee or vegetable oils.</li> <li>• Puja tray - Puja means worship. Puja tray contains items used in worship namely a bell, a pot of water, a diva lamp, an incense burner, a pot of kum powder, and a spoon. Puja involves offering light, incense, flowers and food to the deities (the gods). During Puja the worshippers will chant mantras, which are prayers and verses from the Hindu holy books.</li> <li>• Mandir - Hindu place of worship (Temple).</li> </ul>	<ul style="list-style-type: none"> <li>• Brahman - The ultimate reality or all-pervading reality, from which everything emanates.</li> <li>• Trimurti - The three deities or aspects of Brahman - Brahma, Vishnu and Shiva - representing the three functions of creation, preservation and destruction.</li> <li>• Brahma - Hindu deity an aspect of Brahman, one of the Trimurti, in charge of creative power.</li> <li>• Shiva - Hindu deity an aspect of Brahman: name means “kindly” - the destroyer function.</li> <li>• Vishnu - Hindu deity an aspect of Brahman: member of the Trimurti – the preserver.</li> <li>• Ganesha - Hindu deity portrayed with an elephant’s head as a sign of strength, the deity who removes obstacles.</li> <li>• Lakshmi - The goddess of fortune, an aspect of Brahman.</li> <li>• Puja - Worship.</li> <li>• Omnipresent - Everywhere: Hindus believe Brahman is omnipresent/everywhere.</li> </ul>
Social, Moral & cultural opportunities	Religion		
Spiritual	Hinduism		
British Values	Previous Learning End Point Assessment statements:	End Point Assessment Statements:	
Tolerance Mutual Respect Rule of Law	<ul style="list-style-type: none"> <li>• I can describe the ways that Hindus celebrate Diwali</li> <li>• I can explain how Diwali celebrations bring a sense of belonging to a Hindu child.</li> <li>• I can explain 3 important actions that I could take to support a group I belong to</li> </ul>	<ul style="list-style-type: none"> <li>• I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives</li> <li>• I understand the Hindu belief that there is one God with many different aspects.</li> <li>• I can explain some of the different roles I play whilst still being me.</li> <li>• I can reflect on Hindu beliefs and express my thoughts, showing respect to Hindus</li> </ul>	

	Revisit of knowledge short Afl lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Learning Question</b>		Who am I?	What is Brahman?	How can Brahman be everywhere and in everything? How would this affect your life if you were a Hindu?	Why are Gods and Goddesses important to Hindus?	Can I reflect and express my thoughts about Hinduism?
<b>Concept</b>		Personal resonance with or reflection	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question	Evaluation/critical thinking in relation to the enquiry question
<b>Conceptual Knowledge</b>		I can explain some of the different roles I play whilst still being me.	I understand the Hindu belief that there is one God with many different aspects.	I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives	I can reflect on Hindu beliefs and express my thoughts, showing respect to Hindus	I can reflect on Hindu beliefs and express my thoughts, showing respect to Hindus
<b>Lesson Type</b>		Engagement	Investigation	Investigation	Evaluation	Expression
<b>Review/ Revisit</b>	Revisit previous learning about Hinduism	<a href="https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p">https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p</a>	<a href="https://www.youtube.com/watch?v=X-yJM5jjhil">https://www.youtube.com/watch?v=X-yJM5jjhil</a>	<a href="https://www.youtube.com/watch?v=sT2jorwmtBk">https://www.youtube.com/watch?v=sT2jorwmtBk</a>	Hindu gods and goddesses powerpoint	Hindu gods and goddesses powerpoint
<b>Read</b>		Hinduism facts <a href="https://kids.britannica.com/kids/article/Hinduism/353249">https://kids.britannica.com/kids/article/Hinduism/353249</a>	Brahma facts <a href="https://kids.kiddle.co/Brahma">https://kids.kiddle.co/Brahma</a>	The story of Ganesha <a href="https://primarytexts.co.uk/wp-content/uploads/2020/10/9780857476319-Understanding-Myths-Legends-Birth-Lord-Ganesh-KS2.pdf">https://primarytexts.co.uk/wp-content/uploads/2020/10/9780857476319-Understanding-Myths-Legends-Birth-Lord-Ganesh-KS2.pdf</a>	The story of Lakshmi <a href="http://teach.files.bbc.co.uk/schoolradio/english/traditional_tales/lakshmi/traditional_stories_lakshmi_notes.pdf">http://teach.files.bbc.co.uk/schoolradio/english/traditional_tales/lakshmi/traditional_stories_lakshmi_notes.pdf</a>	Activity Sheet 2, read the poem from the Upanishads
<b>Teach</b>		Show the children your family tree. Discuss who are you and what do you mean to different people? E.g. daughter, sister, granddaughter, etc. Show the children a photo of yourself in different roles eg as a teacher, a parent, a sister, a friend, a member of a club (eg when you were younger).	Show children a box labelled ‘Brahman’ and explain that inside this box we can find out what Hindus believe about Brahman. Inside the box, have many different deities and, as each deity is revealed, explain to the children that this is what Brahman looks like. Qu: How can this be? How can Brahman look like so many different things?  Share Hindu Gods and Goddesses powerpoint  Make link with lesson before. Teach children that there is one God who Hindus see in many different forms: This God is called Brahman. Use the Activity Sheet cube net to record their learning about gods/goddesses.	Watch <a href="https://www.bbc.co.uk/programmes/p01140qs">https://www.bbc.co.uk/programmes/p01140qs</a>  Experiment - Take a glass of water. Add some salt - it will dissolve into the water and you won't be able to see it or remove it. Now taste the water and you will taste the salt in every drop of the water. In this analogy the water represents the world and the salt represents Brahman, though invisible Brahman is omnipresent (everywhere.)	Show children the tri-murti and explain how these are the main deities and explain what they represent. Brahma - creator Vishnu - preserver Shiva - destroyer.	Discuss the poem.



<b>Practice</b>		Children to have a photo of themselves replicated on the net of a cube and write on each photo, to show each role they have. Children to then put the net together to show the different sides of them.	Children to complete the gods and goddesses matching activity	In table discuss: How can Brahman be everywhere and in everything? How would this affect your life if you were a Hindu?	Children to design a god or goddess to represent e.g. kindness, wealth, friendship etc. (something important to them)	As a table discuss ideas for own poem.
<b>Apply</b>		What is it that stays the same? Reinforce that there is only one of them and whilst they are different things to different people, they are still themselves. All the sides are parts of the same YOU.	Children to use the net of the cubes to record their learning about the gods/goddesses	Writing activity: How can Brahman be everywhere and in everything? How would this affect your life if you were a Hindu?	Children to create a cube net for their god/goddess	Children write own poem in same format or could write a Haiku. Illustrate.
<b>Reflect</b>		What is it about you that is inside the box that makes you you?	Make a class mobile of their cubes and their Hindu god cubes.	Mix, pair, share: answers to the questions	Inside outside circle: share cubes – ask questions about each other's gods/goddesses	Mix, pair, share. Read one another's poems and offer feedback. Children given time to edit

**Medium Term Plan: Would visiting the River Ganges feel special to a non-Hindu?**

SACRE Objectives		Previous Vocabulary	New vocabulary
A6 – Explain the importance of water to society. B6 – Describe Hindu rituals at the River Ganges and significance of these to Hindus. C6 – Empathise with the feelings a Hindu may experience when at the River Ganges.		<ul style="list-style-type: none"> <li>Brahman - The ultimate reality or all-pervading reality, from which everything emanates.</li> <li>Trimurti - The three deities or aspects of Brahman - Brahma, Vishnu and Shiva - representing the three functions of creation, preservation and destruction.</li> <li>Brahma - Hindu deity an aspect of Brahman, one of the Trimurti, in charge of creative power.</li> <li>Shiva - Hindu deity an aspect of Brahman: name means “kindly”- the destroyer function.</li> <li>Vishnu - Hindu deity an aspect of Brahman: member of the Trimurti – the preserver.</li> <li>Ganesha - Hindu deity portrayed with an elephant’s head as a sign of strength, the deity who removes obstacles.</li> <li>Lakshmi - The goddess of fortune, an aspect of Brahman.</li> <li>Puja - Worship.</li> <li>Omnipresent - Everywhere: Hindus believe Brahman is omnipresent/everywhere.</li> </ul>	<ul style="list-style-type: none"> <li>Ganga - The Ganges: most sacred river in India.</li> <li>Varanasi - City in the Indian state of Uttar Pradesh, regarded as the spiritual capital of India.</li> <li>Brahman - The ultimate reality or all-pervading reality, from which everything emanates (so presenting the water of the Ganges).</li> <li>Pilgrimage - Journey of spiritual significance.</li> </ul>
Social, Moral & cultural opportunities	Religion		
Spiritual	Hinduism		
British Values	Previous Learning End Point Assessment statements:		End Point Assessment Statements:
Tolerance Mutual Respect Rule of Law	<ul style="list-style-type: none"> <li>I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives</li> <li>I understand the Hindu belief that there is one God with many different aspects.</li> <li>I can explain some of the different roles I play whilst still being me.</li> <li>I can reflect on Hindu beliefs and express my thoughts, showing respect to Hindus</li> </ul>		<ul style="list-style-type: none"> <li>I understand the significance of the River Ganges both for a Hindu and non- Hindu.</li> <li>I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges</li> <li>I can explain the importance of water</li> </ul>

	Revisit of knowledge short Afl lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Learning Question</b>		Is water important?	Why do Hindus visit the River Ganges?	Why do Non Hindus visit the River Ganges?	What is the difference between tourism and pilgrimage?	Is water important?
<b>Concept</b>		Personal resonance with or reflection on	Knowledge and understanding	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question
<b>Conceptual Knowledge</b>		I can explain why water is important	I understand the significance of the River Ganges both for a Hindu	I understand the significance of the River Ganges both for a Hindu and non- Hindu.	I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges	I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges
<b>Lesson Type</b>		Engagement	Investigation	Investigation	Evaluation	Expression
<b>Review/ Revisit</b>	Revisit previous learning about Hinduism		Previous learning on Brahman	<a href="https://www.youtube.com/watch?v=j4ISnFCnGmg">https://www.youtube.com/watch?v=j4ISnFCnGmg</a>		
<b>Read</b>		Read I am Water by M A Uzeza Rashid <a href="https://www.poemhunter.com/poem/i-am-water/">https://www.poemhunter.com/poem/i-am-water/</a>	The Great River Ganga powerpoint	<a href="https://www.oundleceprimary.org/numbersquash/wp-content/uploads/Home-Learning-Week-6-RE-The-River-Ganges.pdf">https://www.oundleceprimary.org/numbersquash/wp-content/uploads/Home-Learning-Week-6-RE-The-River-Ganges.pdf</a>	<a href="https://kids.britannica.com/kids/article/pilgrimage/353628">https://kids.britannica.com/kids/article/pilgrimage/353628</a>	<a href="https://kids.kiddle.co/Ganges">https://kids.kiddle.co/Ganges</a> Pollution & environmental concern
<b>Teach</b>		Teacher starts the lesson by thoroughly enjoying drinking a glass of water in front of the children. How do the children think that felt for the teacher? Is water important? Why is water important?	Explain how it is a very significant river for both residents and pilgrims. Look at the map of the river. What do Hindus do when they visit the river? <a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-pilgrimage-hinduism/z4ghf4j">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-pilgrimage-hinduism/z4ghf4j</a> Explain the concept that Hindus believe Brahman is in the water (a life source) helping them to get clean so they can be good people. (Refer back to Hinduism enquiry ‘How can Brahman be everywhere and in everything?’).	Establish Ganges is important and special to Hindus.  Discuss Why would non-Hindu people want to go there? Would they want to go there?  Use the information in this resource to help  <a href="https://www.inspireacademyashton.org.uk/wp-content/uploads/2021/07/RE-Pilgrimage-to-the-River-Ganges-.pdf">https://www.inspireacademyashton.org.uk/wp-content/uploads/2021/07/RE-Pilgrimage-to-the-River-Ganges-.pdf</a>	Would a non-Hindu find it special to visit the River Ganges? Why/why not? Show Venn diagram from this resource: <a href="https://www.lanliveryprimary.co.uk/Files/FormDocs/blogClasses/4256/30867_Lesson_Presentation_Hindu_Pilgrimages.pdf">https://www.lanliveryprimary.co.uk/Files/FormDocs/blogClasses/4256/30867_Lesson_Presentation_Hindu_Pilgrimages.pdf</a>  As a class decide where to place the words.	Children and teacher all enjoy drinking a glass of water each and express their feelings about how that feels eg refreshing/cleansing.  Watch <a href="https://www.analyse-school-performance.service.gov.uk/School/Details/143997?tab=ks2#ks2">https://www.analyse-school-performance.service.gov.uk/School/Details/143997?tab=ks2#ks2</a> How do the children feel about this? How do they think Hindus feel about this? Is this true of all rivers/oceans? Why?
<b>Practice</b>		In talking partners, make a list of at least 10 ways we use water on a daily basis. Share with class to make massive class list. Is water important? What do I use water for on a daily basis? Do I appreciate it? Children to think what their life would be like without water? Where does water come from? Show pictures of variety of rivers. Do we appreciate rivers? Where do rivers start and end?	Create a board game using the resources on <a href="https://www.gardensuburbjunior.co.uk/site/data/files/home%20learning/1C52A50D90DED4D6A2318E8EDD17F7CB.pdf">https://www.gardensuburbjunior.co.uk/site/data/files/home%20learning/1C52A50D90DED4D6A2318E8EDD17F7CB.pdf</a> As a table children write questions based upon what they have learned from the video clip	Round robin As a table: share facts about the River Ganges share reasons why Hindus and Non Hindus may want to visit	Relay Robin: One person to imagine being a Hindu the other a non Hindu. Each says one sentence about their trip to the River Ganges. Swap.	As a table discuss ways that pollution could be stopped.
<b>Apply</b>		Write water poems	Swap and play another table’s game	Design a poster to persuade Hindus and Non Hindus to visit.	Children to make x2 postcards to send from the River Ganges write postcard 1 as if they are a Hindu visiting the Ganges for the first time, and postcard 2 as a non-Hindu visiting the Ganges.	Design a poster/piece of art work/poem/piece of writing to explain the dangers of pollution and what we can do to stop it. Include why water is important to people.
<b>Reflect</b>		Inside outside circle. Share poems	Give feedback to the group about their game. What worked well. Any misconceptions etc	Would you like to visit the River Ganges? Why?	Read learning partners postcards Do they the same things about the 2 people’s experiences? Why/why not?	Create a collage of the work produced and share it with parents.

