

Framfield and Blackboys Schools Partnership RE Scheme of work				
Class 1	Focus	Resources	Focus	Resources
Term 1	Harvest - Whole school Focus topic AT1 I,ii AT2 5 I,ii 6 Belief in one God, the creator The Jewish/Christian story of creation	QCA RA Video: In the beginning	Harvest - Whole School Focus Topic Jewish Harvest Sukkot The Parish Church visit	Art - label the picture/drawing of the church.
Term 2	My Friends and Family Christmas - Preparing for Christmas: Advent AT1 1: 1,11,111,1v Christmas story: Shepherds and angels	EYFS: My Friends and Family EYFS Resources: Preparing for Christmas and Badger Bk 1 R: 11,12, 13, 41	I'm Special Christmas: A Special Baby - The Christingle and Gifts Christmas Story Wise Men gifts and journeys	EYFS: I'm Special - myself EYFS Resources A Special Baby QCA 1c RE Resources: Xmas Story
Term 3	AT1 2: III.Ceremonies: Special times for Christians eg. weddings, baptisms. Visit the Church	QCA 2c	AT2 6 i,ii AT2 5:i,ii Promises: The importance of different kinds of commitment made within the Christian family.	Story of Noah - Video In the Beginning. Story in French
Term4	Easter - AT1 1: 1,11,111,1v The story Jesus: focus symbol of the cross: Jesus rises from the tomb.	Stories linked to the meaning of Easter eg Badger's Parting Gift.	Easter AT1 2: I ii iii The Easter story with focus on: Palm Sunday Jesus rides into Jerusalem	Matthew 21 1-11 Mark 11 1-11 Luke 19 28-44 John 12 12-19
Term 5	<u>Jesus the Friend</u> AT1, AT2 iStory of Zacchaneus	Badger: bk 1 8 - 13 QCA RB	Jesus the Healer - stories of healing miracles. AT1 iii,ivAT2 5 iii 6 I,ii	

	Parable of the Lost Sheep Story of St Francis - friend to animals	Parables Teaching Pack 1 and 2 Saints for kids DVD		
Term 6	The Bible: Old Testament stories: Moses in the Bullrushes. Old Testament Super-Heroes - David and Goliath Joseph etc.		AT1 2:I,ii,iii 3: I,ii,iii Shabat (sabbath) the day of rest in the Jewish home and of worship in the synagogue.	

Class 2	Focus	Resources	Focus	Resources
Term 1	Harvest : Creation: My World AT1 I,ii,iii,iv 2:iii 3:iii		Harvest Caring for our world. Story of St Francis - friend of animals. AT1 I,ii,iii,iv 2:iii 3:iii	
Term 2	AT2 6: i,ii The role of the Vicar The role of the vicar. What are some of the different aspects of his work? What does his faith mean to him? Other people who are involved in the christian community in our village, what do they do? Why is it important to them? Christmas Story: the birth and angels :	Badger Bk 2 year 1 29 - 31 QCA 2d	Christian Signs and Symbols - where can then be found and what do they mean. People in the Christian Community - role models. Christmas: Advent Ring AT2 4:I,ii Journey of the Holy Family to Bethlehem	Story of the Kings

	stories linked to Christmas eg Baboushka AT2 4:I,ii	Story of the Shepherds		
Term 3	. Jesus the Leader and Teacher Jesus' use of stones. Parables of the friend who comes asking for bread in the middle of the night. Parable of the Pharisee and the tax collector at prayer	QCA 2b	Jesus the Leader: Calling the disciples Calling of the fishermen and Matthew, tax collector. Significant stories.	
Term4	Further parables Easter Story focus: The empty Tomb AT2 5: i,iii,6:I,ii	Luke 23 54 - 56	AT2 5: i, 6:i,ii Jesus the Forgiver The Prodigal Son Easter story: focus: Jesus' words of forgiveness at the crucifixion Good Friday AT2 5: i,iii,6:I,ii	Mark 15 - 21 - 32 15 33- 41 15 42-47
Term 5	<u>Judaism</u> AT2 5: i,iii AT1 1:I,ii Examining the Torah. What it looks like, what it is made of, where it is kept, how it is handled and used some of the stones from the Torah eg. Abraham and Moses. AT1 1:ii,iii,iv	Abraham Friend of God - Video. QCA 3E Photopack book Badger Book 2 year 1 21-28 QCA: 2a	AT1 3: I,ii,iii Church Building: Our Church. The internal and external features including setting, history and present community (the people). How is it similar to/different from other buildings we know? What is its atmosphere like?	Badger Bk 2 year 1 29 - 31 QCA 2d
Term 6	Shabbat Pesach AT2 5: ii,iii 6: ii Story of St Catherine	Saints for Kids DVD	<u>Judaism</u> AT1 1:i,ii,ii,iv Some stories from the	Animated World Faiths DVD Moses and the Passover.

			Torah. Story of Joseph	

Class 3	Focus	Resources	Focus	Resources
Term 1	<p>AT13: i,ii,ii,iv</p> <p><i>Judaism</i> Festival of Sukkot (Harvest) concentrating symbolism and inner meaning. Jewish homes and synagogues at other time of the year eg Rosh Hashanah, Yom Kippur AT 1 3:ii,iii. Iv Visit a synagogue. Find out special features of the building.</p>		<p>Harvest celebrations in other religions.</p> <p>Harvest around the worldAT1 1:iii Find out about the Bible (O.T. and N.T.) in order to be aware that it contains many different kinds of writing and some understanding of how it grew. Story of Mary Jones</p>	The Bible - Badger Activities YR3.
Term 2	<p>AT1 3 1ii,iii AT2 5: ii,iii</p> <p>Christianity as a world wide religion. Find our how different festivals are celebrate in the orthodox Christian Tradition. Look at Christmas traditions around the world.</p>	<p>Compare Christmas stories - what have they got in common</p>	<p>AT1 2: i,ii,iii 3:iv</p> <p>Light as a Christian Symbol. Christmas around the World Signs and Symbols - Christian 'seasons', Advent, preparing for Christmas anticipation Christmas Journeys : Journey of the Holy Family; the Wise men.</p>	<p>Badger Activities YR3 AT2 3:iv</p> <p>Journey diary</p>
Term 3	<p>Jesus the Challenger: Use this topic to</p>	<p>Badger Activities yr 3</p>	<p>Judaism and the Old Testament</p>	<p>Animated World Faiths</p>

	<p>read the Bible and understand how to find your way around the Bible AT2 5:ii,iii,6:I,ii,iii,iv</p> <p>Jesus as a person who put people before rules eg. the Sabbath laws, dietary laws.</p> <p>He challenged ideas about what really constitutes a devout life eg. making a show of prayer?</p> <p>Challenge to the money-changer in the temple.</p> <p>Religions in your neighbourhood - Challenge to ingrained prejudices eg. between Jews and Samaritans (Parable of the Good Samaritan).</p> <p>Jesus -</p>	<p>Badger KS2 yr 5 20 QCA 3c Badger activities yr 4</p>	<p>Stories: Plagues of Egypt, Passover and Exodus Moses : The Exodus Include David and Joseph.</p>	<p>DVD Moses and the Passover</p>
Term4	<p>AT2 5:ii,iii 6:ii, iii</p> <p>Christian 'seasons', Lent, preparing for Easter solemnity..</p> <p>The events of 'Holy Week' and their significance for Christians today.</p> <p>Focus: Jesus cleanses the Temple</p>	<p>Christian beliefs and actions</p> <p>Badger Activities Bk3: p72-92</p> <p>QCA 5d</p> <p>Mark 11 27 - 33</p> <p>Mark 12 13-17</p> <p>Mark 12 41-44</p> <p>Mark 13 1-2</p>	<p><i>AT 1 2:iii Jesus the Teacher</i></p> <p>Use this topic to read the Bible and understand how to find your way around the Bible AT2 5:ii,iii,6:I,ii,iii,iv</p> <p>Jesus' use of questions and parables.</p> <p>Discuss parable as a story form, including modern parables eg. Herbert & Harry Parable of the Rich Fool. What did Jesus teach about things which are of true worth? What did he mean by the 'Kingdom of God' and riches in heaven?</p> <p>Story of Easter: Garden of Gethsemane - prayer, denial and sacrifice.</p>	<p>Mark 14 27 -52</p>

Term 5	<p>AT2 4:I,ii 6:I,ii,iii Find out about a different Christian community (visit if possible) eg. Salvation Army.,</p> <p>AT1 3:I, ii, AT2: ii, iii, Compare and contrast features such as building, style of worship, symbols, leadership, community involvement.</p>	QCA 4D	<p>AT2 4:I,ii 5: I,ii,iii</p> <p><i>The meaning of symbols and aspects of Hindu belief in God; one God who takes many forms.</i></p>	<p><i>Animated World Faith programmes 5 and 7</i> Puja set</p> <p>www.hindukids.org</p>
Term 6	<p>The 2 Commandments given by Jesus: Love God and love your neighbour as yourself. Why do people pray: creation of a class book of prayers.</p>	<p>Badger Activities YR3 Badger KS2 yr 5 20 QCA 3c Badger Activities YR4.</p>	<p>AT13: I,ii,ii,iv Shrines, special places and worship in Hindu homes. AT11:iv 2:iii 3:iii,iv Divali - the story of Rama and Sita wtc</p>	<p><i>Animated World Faith programmes 5 and 7</i> www.hindukids.org</p>

Class 4	Focus	Resources	Focus	Resources
Term 1	<p>AT1 1:I,ii,iii,iv AT2 6: I,ii,iii,iv</p> <p><i>Jesus the Healer & Miracle Worker</i> Some healings and miracles of Jesus eg. the healing of the paralysed man, the calming of the storm. What do these stories tell us about what the gospel writers believed about Jesus?</p>		<p>Islam AT1 1:i,ii,iii,iv</p> <p><i>Why is Mohammed important to Muslims? Belief in one God Allah Tawhid - the Oneness of Allah.</i> The 99 names of Allah (His attributes) AT2 3:i,ii,iii,iv Islamic art, especially pattern and</p>	<p>Story of Mohammed QCA 5a Islam - Muslim beliefs and practice Badger Activities Bk3: 4-42 QCA 6d</p>

			<p>calligraphy and its significance for Tawhid. AT1 1:iii, iv AT3:ii,iii,iv AT2 4:ii, 5:ii,iii</p> <p><i>The Quran (the word of Allah recited) and its significance in the everyday life of the Muslim.</i> AT2 6: I,ii,iii,iv AT1 3:i, ii</p> <p>The 'Five Pillars' of Islam obedience and submission. Ramadan and Eid-ul-fitr. Pilgrimage to Mecca.</p>	<p>QCA 5b Badger activities bk4 26 - 43 QCA 6b QCA 5b 6d</p>
Term 2	<p>Jesus the Light of the World (painting) Christmas: compare Matthew and Luke's account of the birth of Jesus.</p>	<p>Understand the symbolism of the picture - label. Table of comparison</p>	<p>The Mosque - what it is like and what it is used for AT1 1:iii,iv, 3:iv Look at how the Nativity is depicted in christian art from a range of cultures. Biblical texts.</p>	<p>Discuss the styles and express a preference. Talk about the feeling and symbolism of the paintings.</p>
Term 3	<p>OT An Act of Faith: Characters who demonstrate how their faith in God influenced their lives eg Jonah, Elyah Some other texts eg. The Lord's</p> <p>Some well-known prayers and lives of saints eg. Prayer of St. Francis - God be in my head.</p>		<p>AT1 1:I,ii,iii,iv 3:iii, iv Prayer, Psalms with contrasting moods.</p> <p><i>Prayer and Worship The Eucharist, its significance (eg. remembrance, repentance, thanksgiving celebration of the christian community) and different ways in which it is celebrated and traditions of different denominations.</i></p>	<p>www.Virtualjerusalem.com www.Jewfaq.org Badger Activities YR3..</p>

Term4	<p>AT2 5:I,ii,iii Journey to the Cross Jesus the Sufferer ES Temptations in the wilderness, rejection by people from his home area, betrayal by a friend, loneliness and mental anguish in the Garden of Gethsemane, the pain of crucifixion. What do christians believe about God and human suffering? Easter story and Holy week and the Stations of the Cross 3:iii, iv</p>		<p>AT1 1:I,ii,iii,iv AT2 6: I,ii,iii,iv AT2 4:ii, 5:ii,iii Easter story: distinctive christian beliefs about Jesus eg. that he died, came back to life and is the Son of God (in comparison for example with Muslim belief in Jesus as a great prophet of Allah) Focus on the Last Supper.</p>	<p>Look at the Leonardo Picture and discuss. Connect with Eucharist.</p>
Term 5	<p>Pentecost - the birthday of the Christian Church. The Trinity - God, 3 in 1.</p>		<p>Heroes of Faith: AT1 iv AT 2 6: iv Learn about some key figures in Christianity eg saints, contemporary Christians: Mother Teresa, Maximillian Kolbe Ernest Gordon Corrie Ten Boom</p>	
Term 6	<p>AT1 1: iv AT2 6:iv Learn about some key figures in the history of Christianity :Paul, other saints, The early Church - Postcards from Paul - The journeys and life of St Paul</p>		<p>Ernest Gordon Corrie Tem Oom</p>	

Subject	Resource
General: Powerpoints, worksheets etc all religions	www.primaryresources.co.uk
General:	www.teachingideas.co.uk
General:	www.resourcedownloads.co.uk
Hinduism and Islam	www.tes.co.uk
Christianity (worksheets, videos and lesson ideas	www.request.org.uk
General:	www.REonline
	www.news.bbc.co.uk/cbbcnews
General	Resources section of intranet.
Judaism	<p>Jewish</p> <p>Eastbourne Hebrew Congregation</p> <p>Synagogue, 22 Susans Road, Eastbourne, BN21 3TJ, 01323 484135</p> <p>Eastbourne Progressive Jewish Congregation (EPJC)</p> <p>www.epjcong.org.uk,</p> <p>Jaybirds 39 Mountbatten Drive Langney Point, Eastbourne, BN23 6AX,</p>

	<p>Andrew Jay</p> <p>(chairman/lay reader), 01323 725650, Fax 01323 417645 (meet in Friends Meeting House</p> <p>on 2nd and 4th Friday of each month) (Visits charged at £75-£100 depending on distance</p> <p>and length of visit)</p> <p>Rabbi Vivian Silverman</p> <p>01273 206335</p>
Islam	<p>Muslim</p> <p>Imam Sajid</p> <p>imamsajid@gmail.com</p> <p>8 Caburn Road, Hove BN3 6EF</p> <p>Tariq Jung</p> <p>Brighton & Hove Muslim Forum</p> <p>Islam</p> <p>Islamic Information Centre (IIC)</p> <p>tyrajbee@googlemail.com</p> <p>Introduction of Islam to non-Muslims.</p>

	38 Little Ridge Avenue, St Leonards on Sea, TN37 7LS, 01424 755355 / 812727
Buddhism	<p>Buddhist</p> <p>Hastings and Rother Buddhist Meditation Group</p> <p>p.eas7er@googlemail.com Peter Easter, Flat 2, 4 St Mary's Terrace, Hastings, TN34 3LS,</p> <p>01424 460707 (works so speaking difficult, no community building to visit)</p> <p>Maitreya Buddhist Centre</p> <p>www.meditateinbexhill.co.uk, info@meditateinbexhill.co.uk</p> <p>13 Sea Road, Bexhill, TN40 1EE, 01424 733761</p> <p>Bodhisattva Buddhist Centre</p> <p>info@meditateinbrighton.com</p> <p>Kelsang Mondrul, 3 Lansdowne Road, Hove BN3 1DN</p>

THE LIFE AND TEACHING OF JESUS

A developmental approach for KS1/2

The aim is for children to build up a meaningful picture of Jesus and to understand Christian beliefs about him.

(NB. The stories about or told by Jesus mentioned here can of course be used more than once across the key stages in different ways).

Reception

Jesus the Friend

What kind of friend was Jesus?

Story of Zacchaeus. How did Zacchaeus change through being noticed and befriended by Jesus?

Parable of the Lost Sheep (Luke 15), focussing on the shepherd as a person who noticed.

Do we always notice others?

Year 1

Jesus the Leader and Teacher

What kind of a leader was Jesus?

Jesus calls fishermen to follow him (Mark 1/Luke 5), and Levi (Matthew) the tax collector (Luke 5). What kind of people did he choose? What kind of people would we follow/not follow?

What kind of things were important to Jesus? Why did he use stories? Parable of the friend who comes asking for bread in the middle of the night (Luke 11). Parable of the Pharisee and the tax collector at prayer (Luke 18).

Year 2

Jesus the Forgiver

Refer back to Zacchaeus and Matthew the tax collector. How did Jesus seek out people in need of forgiveness?

The Prodigal Son.

Jesus' words of forgiveness at the crucifixion: 'Forgive them, Father. They don't know what they are doing' (Luke 23,34), and to one of the criminals crucified alongside him: 'I promise you that today you will be in paradise with me' (Luke 23, 43).

How important is forgiveness to us? Is it always easy to forgive? Is it always easy to accept forgiveness?

Year 3

Jesus the Challenger

Jesus as a person who put people before rules eg. the Sabbath laws (Mark 2, 23): 'The Sabbath was made for the good of man; man was not made for the Sabbath'. The healing of the man with the paralysed hand on the Sabbath (Mark 3). Dietary laws. Jesus said that it is what is in a person's heart and mind which determines whether he/she is pleasing to God. 'There is nothing that goes into a person from the outside which can make him ritually unclean. Rather, it is what comes out of a person that makes him unclean.' (Mark 7, 15)

Jesus challenged ideas about what really constitutes a devout life. The truly religious person does not make a show of good works and prayer. (Mat 6)

Jesus challenged the money-changers in the temple. (Mat 21, 12; Luke 19, 45)

Jesus challenged ingrained prejudices eg. between Jews and Samaritans. (Parable of the Good Samaritan).

The uncompromising and challenging character of Jesus aroused such hostility that many influential people wanted to kill him.

What kinds of things should we challenge?

Year 4

Jesus the Teacher

Jesus often taught by asking questions eg. he asked those asking if they should pay taxes to the Roman Emperor to look to see whose head was on the coin (Mat.22); he asked those wishing to stone the woman caught in adultery which of them had never committed any sin. He used parables, stories which do not give an answer but which require the listener to work out the meaning. Refer back to Lost Sheep, Prodigal Son, Good Samaritan. Discuss parable as a story form, including some modern parables eg. Herbert and Harry, Pamela Allen. Parable of the Rich Fool (Luke 12, 16). What did Jesus teach about things which are of true worth? What did he mean by the 'Kingdom of God' and 'riches in heaven'?

In the end, Jesus taught by his own example. What is the example which Jesus gives?

What does our example teach others?

Year 5

Jesus the Healer and Miracle Worker

Such incidents in the story of Jesus in the Bible demonstrate Christian beliefs that Jesus has God's power to perform mighty acts which defy attempts to explain them. There is always a symbolic level of meaning in the healings and miracles, eg. physical healing may be associated with spiritual healing (paralysed man, Mark 2), control over natural forces may be associated with God's power over the whole universe (calming of the storm, Mat 2, 23). Mystery is a key element in all these incidents. It is not possible for us to know exactly what took place on these occasions, but they express Christian belief that Jesus was more than a great human being, and was divine.

Feeding of the Five Thousand (John 6).

On one level this story shows Jesus' compassion; he fed the hungry crowd. What other levels of meaning are there? (eg. Jesus transformed the simple gift which the boy offered, showing how he works; even the disciples doubted that Jesus could do this, but they trusted and had faith; the sharing of the bread prefigures the Eucharist).

Year 6

Jesus the Sufferer

Jesus faced many difficult and painful situations in his life, including the temptations in the wilderness, rejection by people from his home area, betrayal by a friend, rejection by the crowds in favour of Barabbas, loneliness and mental anguish in the garden of Gethsemane, the agony of crucifixion.

Refer back to Y5 discussion about the human and divine nature of Jesus. Christians believe that God understands and shares in human suffering. What is the meaning of the name 'Immanuel' in the story of the birth of Jesus (Mat 1.22) ? (God with us).

Is suffering an inevitable part of human life? How can we attempt to come to terms with this difficult problem?

strands / fields

of enquiry

Key Stage 1

1 Beliefs, teachings,

sources

I. Talk about beliefs (religious and non-religious).

II. Find out about the Bible and Torah; listen to some stories from them.

III. Find out about Moses and Jesus; listen to stories associated with them.

IV. Recognise the importance of Moses and Jesus for Jews and Christians.

2 Practices and ways

of life

I. Find out how Christians or Jews practice their faith within their community and in everyday life.

II. Find out why their practices are important to them and what difference it makes to their lives.

III. Find out about a ceremony to mark a special occasion in Christianity and/or Judaism.

3 Expressing
meaning

I. Find out about places of worship that have significance for Christians and Jews and what happens there.

II. Identify names of buildings, some key features and reasons for the features.

III. Consider colour, sounds, music, food, symbols and movement associated with a festival.

AT2- strands / fields
of enquiry

4 Identity, diversity
and belonging

I. Talk about times in life when there is cause for a celebration and share in a celebration.

II. Share other experiences of living in the world.

5 Meaning, purpose
and truth

I. Reflect on meaning of holy books and their stories for believers.

II. Share with others their experiences of living in the world, listen to other people's experiences. Consider beauty, pattern, shape, power, and other creatures in the natural world.

III. Explore questions that are important to them including thoughts about what people believe about God and about their own and other people's behaviour.

6 Values and
commitments

- I. Share their own beliefs about things which are important to them.
- II. Identify and discuss things which they value and find out what other people, including those with religious commitment, value in life

AT1-Strands / fields
of enquiry

Key Stage 2

1 Beliefs, teachings,
sources

- I. Talk about beliefs (religious and non-religious).
- II. Find out about key beliefs of Christianity and two other principal religions, making comparisons.
- III. Explore the Bible and two other sacred writings from the two other principal religions. Find out about their origin, some of the stories and other writings they contain, some teachings, the ways in which they are treated by believers and influence their lives.
- IV. Learn about the lives and teachings or the significance of key figures in Christianity and two other principal religions.

2 Practices and ways of
life

- I. Find out about the main features, pattern and meaning of key acts of worship or meditation within Christianity and two other principal religions.
- II. Find out about the preparations, activities and feelings involved in making a pilgrimage.
- III. Find out about the main features of religious festivals within Christianity and two other principal religions.

Including stories underlying them, reasons why they are celebrated, the ways they are celebrated and their significance for believers.

3 Expressing meaning I. Find out about the meaning and purpose of the internal and external features of a place of worship in Christianity and two other principal religions.

II. Investigate a ceremony in Christianity and two other principal religions which celebrates a landmark in life; find out about the rituals which take place and why.

III. Explore the different uses of written and spoken language used in religion.

IV. Explore how meaning can be communicated in verbal and non-verbal ways such as art, music, drama, film, consider the importance of symbolism.

AT2-Strands / fields of enquiry

4 Identity, diversity and belonging

I. Reflect on the meaning of 'dialogue' and discuss the importance of dialogue between people of different faith or beliefs, as well as between individuals or groups within the same faith/belief.

II. Explore things which are important to faith communities, noting similarities and differences.

5 Meaning, purpose and truth

I. Consider a range of creation stories including the Christian/Jewish account. Consider stewardship and creation.

II. Identify profound questions about life and the world.

III. Explore some religious responses to them.

6 Values and

commitments

I. Explore things which they value, explaining why they are important to them and listen to others' experiences.

II. Investigate some of the ways in which beliefs and values underpin our society.

III. Investigate ways in which Christianity and two other principal religions put into practice particular rules for living, reflecting on what commitment means for individuals and communities.

IV. Study the lives of people from Christianity and two other principal religions that exemplify a religious way of life and reflect on how their beliefs affect(ed) their actions.