




Cycle B

RE MEDIUM TERM PLAN – Y3&4

Theology	Philosophy	Social sciences
		

Overview

In Lower Key Stage 2 pupils explore Christianity and Judaism and Hinduism in some depth, plus one other non-religious worldview, (Humanism).

Learning in **Cycle A Y3&4** builds from prior knowledge, skills and understanding developed in KS1, particularly Unit 1.3 'Worship.' Children will explore actions and rituals associated with festivals, celebrations and times of remembering. Consider how symbols and artefacts may be used to express what is remembered. They will investigate the lives of key figures who may be described as founders of their faiths, such as Jesus, St Paul, Muhammad (pbuh), Guru Nanak, Baha'u'llah, Abraham. Children will consider some key beliefs and how faith members follow the teachings of those founders. They will make links with a local place of worship and contrast with a place of worship from a different faith. Through engaging in a range of experiences, such as workshops and visits, children will understand what makes a place sacred and to whom; how the place is used to mark the milestones of life.

Learning in **Cycle B Y3&4** provides an opportunity for pupils to find out more about their locality and their local community, to explore the diversity of religion found within and to study a religious community in depth. They will meet with different people and members of different faiths to investigate their beliefs and values and the impact on community life, and encouraged to ask questions about living in a multicultural society. Children will begin to recognise how religion has motivated people to dedicate themselves to worthwhile causes and the actions they have taken. They will understand some of the global challenges for mankind in caring for the world and be able to explain the concept of stewardship for different faiths. Throughout each unit of learning, there will be multiple opportunities to adopt a cross-curricular approach to teaching and learning, particularly in terms of researching local history, geography and the concept of citizenship.

Cycle B Year 3&4
Unit 4.1: Communities
Key Question: Where is religion?



About this unit:

Considered through a **social sciences** lens, this unit provides opportunity for pupils to find out more about their locality and their local community, to explore the diversity of religion found within, and to study a religious community in depth. It will be helpful to meet with different people, and members of different faiths, to investigate the impact of their beliefs and values on community life. It may be appropriate to make links to learning about local history and geography. Questions should be asked about living in a multicultural society.

Prior learning:

This unit builds upon work covered in Unit 1.1 *Belonging* and Unit 3.2 *Founders of faith*; make links to previous learning about British values.

Key vocabulary:

religion, identity, values, multicultural, diversity

End points:

How do religious values provide rules for living?

- give examples of beliefs and values from different faiths
- describe the impact of religious beliefs, values and rules on the life of a believer

These contribute to the following End of Key Stage statements:

- consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect

By the end of this unit pupils should know about the religions and other worldviews represented in the locality; they have a knowledge of at least one religion *in depth* and its contribution to their community.


Also see the 'KS2 Christmas 1' unit which may follow.


Cycle B: Y3&4 MTP
Autumn
Unit 4.1: Communities



Key Question: Where is religion?


First, children look at the word belonging. They consider groups they belong to and how members of faith families have a sense of belonging including artefacts, rituals and rites of passage.

Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
People of God, religion, community, spiritual, unity	written/oral expression	Session 1 What does 'belonging' mean? 	What does it mean to belong to a group? Draw on children's own experiences and discuss the groups children belong to. (This will be developed further in session 2.) How do we know someone belongs to a group or faith? Discuss different faiths and worldviews within the class and the local community.	Children develop understanding of different faiths including artefacts, symbols etc. Use a carousel type activity to find information, explore artefacts and pose questions. Resources about different faiths and include world views. Include symbols, sacred book, place of worship as well as where faith began.	Nobody Stands Nowhere What is Christianity? What is Buddhism? What is Hinduism? What is Islam? What is Judaism? What is Sikhism? What is Humanism?
People of God, religion, community,	significance written/oral expression	Session 2 Why do people belong to groups?	Where do people get their sense of identity? What clothing is worn? What symbols are used?	Children create personal montage of significant moments in their own lives and explain the meaning of symbols and the rituals involved.	The Greatest haka ever? Ava Brownie Promise


spiritual, unity			<p>Link to previous session and consider personal experiences in the children's lives and what symbols may be associated with these special times using questions as discussion points.</p> <p>Collect photographs and/or watch videos of people involved in routines and rituals, secular and non-secular – New Zealand Rugby All Blacks Haka Haka – click here</p> <p>Consider rituals involved at home, school and in groups they belong to e.g., Brownie Promise ceremony – make the promise, the badge, turning around three times with a rhyme before making the promise and being welcomed into 'Brownies'.</p>	<p>Children reflect using visualisation. What does it feel like at the rite of passage and how do the symbols/artefacts give them a sense of belonging?</p> <p>Children create a thought bubble to write a personal reflection. RE book or class reflection book.</p> <p>Possibility of using odd one out activity for similar faiths and non-secular communities.</p>	<p>Information for Rainbows, Brownies and Guides</p> <p>Volunteering with Scouts</p>
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Next, children explore how members of faith families put their beliefs into practice, how it gives them a sense of belonging and where they get their values from.

Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
People of God,	similarity and difference	Session 3	Building on previous sessions.	Dive deeper, question further	What does it mean to be Jewish?

religion, community, spiritual, unity	written/oral expression	Where do people get their sense of identity? 	<p>Where is faith in the local community?</p> <p>Consider what a value is.</p> <p>Where do people get their values from?</p> <p>Consider why it is important for members of faith to have values.</p>	<p>Invite a faith member to talk about where their values come from and respond to pupil's questions about putting belief into practice.</p>	<p>What does it mean to be a Sikh?</p> <p>What does it mean to be a Christian?</p> <p>What does it mean to be a Muslim?</p> <p>What does it mean to be a Hindu?</p>
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Children continue to explore how faith families put their beliefs into practice by considering and exploring the promises people make and the rituals and symbolism involved in celebrating and supporting marriage within faith communities.



Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
People of God, religion, community, spiritual, unity	cause and consequence significance written/oral expression	<p>Session 4</p> <p>What big promises do people of faith families make?</p> 	<p>Explore information about weddings – click here</p> <p>Find out about promises in religious celebrations.</p> <p>As well as the promises made, how do the symbols show 'belonging' and unity?</p> <p>What 'big promises' and commitments are made during marriage ceremonies?</p> <p>Consider the difference between a wedding (the occasion) and a marriage (the relationship).</p> <p>Explore the symbolism with the Christian marriage ceremony e.g., exchanging</p>	<p>Children use 'jigsaw' type activity to share group ideas about weddings. Share similarities and differences.</p> <p>Use creative expression to design a marriage ceremony using a 'circle' poster to create a 'ring' of never-ending love. Include key artefacts and their meaning to express their ideas and understanding. Use different media.</p> <p>What symbols could you add and what would they mean?</p> <p>Possibility of creating a 'Recipe for a good marriage'. Rank their ideas and explain reasons.</p>	<p>What happens at a Christian wedding</p>

			rings, joining of hands etc. how making and keeping promises show commitment.	Use teacher led visualisation before children reflect about their feelings if they were a member of that faith family and were sharing promises. Explain why.	
People of God, religion, community, spiritual, unity	similarity and difference cause and consequence significance written/oral expression	Session 5 <i>What big promises do people of faith families make?</i> 	Find out about another ritual - faith wedding(s) Hindu & Humanist Explore the rules the faith is based on. Use talk partners to generate questions they want to find answers to. How do the rules compare with the previous faith the children have explored? How do the promises help them achieve any of the rules of the faith? How is the wedding of this faith family the same as a Christian wedding? How is it different from the Christian wedding? Who are the promises made to?	Children generate questions that will need to be answered for inclusion in the invitation. Children create a wedding invitation explaining the ritual and why they are important parts of a faith wedding. For example: where the wedding will take place and where the promises are made. Discuss the significance of the promises. Possibly: Hindu, Judaism, Humanist. Include symbolism.	A Hindu wedding ceremony A Humanist wedding ceremony

Finally, children explore key values and rules that faith communities follow using holy books and stories told. Consider how these influence beliefs and provide rules for living.

Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
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People of God, religion, community, spiritual, unity	similarity and difference written/oral expression	Session 6 <i>What rules are followed?</i> 	Consider whether we need rules. Where do people get rules from? Consider secular and non-secular rules. Key Content: 10 commandments – identify the values from these rules How do they provide a code for living? Listen to stories from the Bible that shows forgiveness – possible text Luke 15: 11-32. Discuss the values from the story. Consider the question – Is the love of a parent unconditional? How might ‘unconditional love’ influence people? Link to promises or vows made in marriages. How do the key values of a faith member provide a code for living?	Explore rules in holy books (Christian and 1 or 2 other faiths). When do people need to forgive or be forgiven? Explore faith stories from the Bible using visualisation. Consider the question: How might these rules and the promises have made help members of a faith family in their marriage? Possibility of creating a ‘Recipe for a good marriage’. Rank their ideas and explain reasons.	Words of St Paul - 1 Corinthians 13:4-8 - Love is patient, love is kind
People of God, religion, community, spiritual, unity	consequence significance written/oral expression	Session 7 <i>How do non-religious people develop their beliefs?</i>	Building from the previous session. Do all people belong to a faith family? Look at key beliefs of a world view within Hull and East Riding e.g., Humanism.	Explore the rules in varying worldviews and display for further discussion. What is similar or different to the rules of other faith families explored?	Nobody Stands Nowhere Understanding Humanism

			<p>Consider shared values and promises. Explore the rules observed within a world view and the rituals of marriage.</p>	<p>Dive deeper, question further What freedom of choice does a believer have?</p> <p>Use drama and discussion with different scenarios to discuss how it would be difficult or easy to keep the rules of the world view. Children record ideas.</p>	
<p>People of God, religion, community, spiritual, unity</p>	<p>written/oral expression</p>	<p>Session 8</p> <p><i>Does religion make a difference?</i></p> 	<p>What rules do we live by? Link to home, school, clubs and faiths.</p> <p>Dive deeper, question further What is the contribution of religions to the community? Does religion make a difference? What freedom of choice does a believer have? What difference does it make for a member of a Christian faith family getting married in a church and why it would be important to them?</p>	<p>Child led discussion working in whole class and small groups.</p> <p>Dive deeper, question further Children reflect and provide explanations for their views. How would you feel if you were a member of one of the faith families explored and were getting married in a place of worship? How would you feel if you were a member of one of the faith families explored and were not getting married in a place of worship?</p> <p>Possibility of using debate type activity.</p> <p>Provide opportunity to reflect including using class reflection book with sentence starters:</p> <ul style="list-style-type: none"> ● This has changed how I think about ... because ... 	

				<ul style="list-style-type: none"> • I feel differently about ... now, because ... • This has made me ask the question ... 	

Website Links

Session 1	Nobody Stands Nowhere: https://www.youtube.com/watch?v=AFRxFK-FJdos What is Christianity? https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/zvfnkmn What is Buddhism?: https://www.bbc.co.uk/bitesize/topics/zh4mrj6/articles/zdbvjhv What is Hinduism?: https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p What is Islam?: https://www.bbc.co.uk/bitesize/topics/zpdtbkb/articles/zrxxgwx What is Judaism?: https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zh77vk7 What is Sikhism?: https://www.bbc.co.uk/bitesize/topics/zsjpyrd/articles/zkjpkmn What is Humanism?: https://www.bbc.co.uk/bitesize/topics/znk647h/articles/zmqpkmn
Session 2	The Greatest haka ever? https://www.youtube.com/watch?v=yiKFYTFJ_kw Ava Brownie Promise: https://www.youtube.com/watch?v=qxZ4dep9cFE Information for Rainbows, Brownies and Guides: https://www.girlguiding.org.uk/making-guiding-happen/how-were-being-our-best/were-going-on-a-journey/information-for-rainbows-brownies-and-guides/ Volunteering with Scouts: https://www.scouts.org.uk/volunteer/volunteering-with-scouts/
Session 3	What does it mean to be Jewish?: https://www.bbc.co.uk/programmes/b05p6t8v What does it mean to be a Sikh?: https://www.bbc.co.uk/programmes/b05p6t8s What does it mean to be a Christian?: https://www.bbc.co.uk/programmes/b05p6sp4 What does it mean to be a Muslim?: https://www.bbc.co.uk/programmes/b05p6sp2 What does it mean to be a Hindu?: https://www.bbc.co.uk/programmes/b05p6tby
Session 4	What happens at a Christian wedding?: http://request.org.uk/teachers/teaching-resources/life-resources/weddings-life/marriage/
Session 5	A Hindu wedding ceremony: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-nikki-hemal-marriage-hindu-wedding-ceremony/zmqrkmn

	A Humanist wedding ceremony: https://understandinghumanism.org.uk/uhtHEME/celebrations-and-ceremonies/
Session 6	Words of St Paul - 1 Corinthians 13:4-8 - Love is patient, love is kind: https://www.youtube.com/watch?v=8F9_A7XIU6k
Session 7	Nobody Stands Nowhere: https://www.youtube.com/watch?v=AFRxKF-Jdos Understanding Humanism: https://understandinghumanism.org.uk
Session 8	
Session 9	



Cycle B Lower Key Stage 2 Christmas Overview



Key Question: What are the special symbols of the Christmas story?

About this unit

Considered through **theological** and a **social sciences** lens, this is a supplementary unit designed to help teachers ensure progression when exploring the festival of Christmas across Key Stage 2. It gives opportunity to explore and develop the concepts of Incarnation, God and Gospel.

The focus for **Cycle 1** is on Mary, mother of Jesus and for **Cycle 2** the focus is on the symbolism of light. It may be useful to consider festivals of light from other faiths alongside Christmas.

Prior learning

This unit builds on learning about festivals of light in KS1.

Key vocabulary:

nativity, festival, celebration, Messiah, annunciation, Epiphany, wise men

End points:

What is the significance of religious festivals and rituals?

- identify the stories celebrated at festivals from different faiths
- explain the meaning behind the celebration of festivals and rituals from different faiths

How do people express their beliefs?

These contribute to the following End of Key Stage statement:

- make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals

- identify symbols and artefacts which are important for at least two different faiths
- explain how artefacts and symbols express the beliefs of faith members
- recognise different forms of religious and spiritual expression

- describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today

By the end of the unit, children will be able to talk about the nativity story from Mary's point of view and from the perspective of one of the wise men. They will be able to explain how and why Christians believe Jesus to be the 'Light of the World.'



Cycle B: Y3&4 MTP


Christmas



MTP



Key Question: What are the special symbols of the Christmas story?

In Y4, children will consider light as an important symbol and connect this to light as an important symbol of Christmas. Children will discuss why Christians describe Jesus as the 'light of the world' and explore how light is used in festivals.

Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
incarnation, God, gospel	written/oral expression	Session 1 What is a symbol? 	What is a symbol? Find out what children understand about symbols and symbolism. Have ready a selection of different religious and non-religious symbols. How many do the children recognise and understand.	Watch the video: Symbols and Symbolism Visit a local place of worship and take photos of different symbols in this environment. Display findings on a working wall and/or create a short video clip of children explaining what they have found out. Design your own symbol. Dive deeper, question further Ask: Why is light an important symbol? Possible starting points: consider the way light is used to express feelings (i.e., 'a beaming smile',	Christian symbols Symbols and Symbolism

				s/he lights up the room, s/he's a guiding light, 'then I saw the light')	
incarnation, God, gospel	similarity and difference significance written/oral expression	Session 2 <i>How is light used in festivals?</i> 	Talk about and discuss the significance of light in Christianity and other faiths. Watch the suggested videos as a starting point. How is light used in Hannukah? How is light used at Diwali? How is light used at Christmas?	Create a collage of different forms of light from different religions. For Hannukah: make a representation of a Menorah – click here OR click here For Diwali: make a representation of an oil lamp – click here For Christmas: make a representation of an Advent wreath – click here	The Jewish Story of Hanukkah The Story of Hanukkah The Hindu Story of Rama and Sita What is Diwali?
incarnation, God, gospel	significance written/oral expression	Session 3 <i>Why is light an important symbol of Christmas?</i> 	Watch the video: Light of the world assembly – click here	Use the candle template from the Light of the world assembly resources and write how you plan to help others this Christmas. Use them to display on a prayer table, in a class prayer journal or RE working wall.	Light of the world assembly
incarnation, God, gospel	cause and consequence significance written/oral expression	Session 4 <i>Why is Jesus the 'light of the world' for Christians?</i>	Dive deeper, question further What is meant by Jesus as the 'light of the world'? What does this mean for Christians today?	Make a Christingle and talk about the symbolism.	The Light of the World How to make a Christingle



Website links

YEAR 3&4

Session 1	Symbols and Symbolism: https://www.youtube.com/watch?v=qxzPi-8saj4 Christian Symbols: https://study.com/academy/lesson/christian-symbols-meanings-lesson-for-kids.html
Session 2	The Jewish Story of Hanukkah: https://www.youtube.com/watch?v=zsXQfCeMHs8 The Story of Hanukkah: https://www.youtube.com/watch?v=nnYE9FFZkaQ The Hindu story of Rama and Sita: https://www.youtube.com/watch?v=uRpNNF4fB4g&list=RDCMUC4KN50fal7f45fx2DqG7ttg&index=5 What is Diwali?: https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zipp92p How to make a paper plate Menorah: https://www.youtube.com/watch?v=TakbR38cEjI DIY Kids Menorah for Hanukkah: https://www.youtube.com/watch?v=xpFgeTv5cCA How to make an Diwali lamp: https://www.wikihow.com/Make-a-Diwali-Lamp#:~:text=%20Steps%20Download%20Article%20%201%20Roll%20the,press%20down%20around%20the%20rim%20edge...%20More%20 How to make an Advent wreath: https://www.pinterest.co.uk/pin/372109987941620877/
Session 3	Light of the world assembly: https://cafod.org.uk/Education/Primary-teaching-resources/Primary-school-assemblies/Light-of-the-world-primary
Session 4	The Light of the World: https://www.youtube.com/watch?v=mceLmRVudyc How to make a Christingle: https://www.youtube.com/watch?v=JYtuwrYGV5s

List those children working above or below the expected standard:

Above the expected standard:

Below the expected standard:

Cycle B: Y3&4 MTP
Unit 4.2: People who inspire us
Key Question: What makes a saint?



About this unit:

Considered through a **social sciences** lens, this unit explores the concept of commitment through a social sciences lens and provides opportunity to explore lives of people who have been inspired by religion to perform heroic deeds or dedicate their lives to a cause. Within the unit there are opportunities to also explore local saints and heroes, making links with aspects of history and citizenship.

Prior learning:

This unit builds on prior learning in Unit 2.1 *Lead us not into Temptation*. Recall the names and actions of saints and talk about what makes a saint or a hero.

Key vocabulary:

saint, inspiration, sacrifice, a *cause*, altruism, justice and freedom

End points:

How is commitment demonstrated in the lives and work of significant people of faith?

- explain why significant people of faith acted according to their commitments
- explain how people are inspired by actions of significant people of faith

These contribute to the following End of Key Stage statements:

- demonstrate understanding of how people express their identity and their spirituality through symbols and actions

What motivates faith believers to get involved in different causes?

- explain the values that motivate people of faith to respond to a cause
- give reasons why people may choose to make sacrifices to improve the lives of others

- articulate the responses of different religious and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair

By the end of the unit, children will recognise how religion has motivated people to dedicate themselves to worthwhile causes and the actions they have taken.


Also see the KS2 Easter unit which may follow.



Cycle B: Y3&4 MTP
Spring
Unit 4.2: People who inspire us




Key Question: What makes a saint?

First, children consider the qualities and processes that make a saint, how saints are recognised in the local area, why they are significant and how symbols are used to remember saints.


Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
commitment , spiritual, belief, right and wrong	written/oral expression	<p>Session 1</p> <p><i>What is a saint?</i></p> 	<p>This unit builds on prior learning in Unit 2.1: Lead us not into temptation. Drawing on children's prior knowledge, recall the names and actions of saints and talk about what makes a saint or a hero.</p> <p>Dive deeper, question further</p> <p>'All heroes are saints' Do you agree or disagree? Discuss with your talk partner and share. This will be referred to again later in the unit, keep answers.</p> <p>Is there a difference between a saint and a hero?</p>	<p>Devise 'success criteria' for a saint. Children discuss in groups and create pyramid ranking using post it notes. Move about until happy and record in books.</p> <p>Challenge – explain the reasons why they have made the top three choices.</p> <p>Use class 'success criteria' to create a job description for a saint.</p>	<p>S is for Saints</p> <p>What is a saint?</p> <p>How does someone become a saint?</p> <p>How do you become a saint?</p> <p>What does it take to be a saint, anyway?</p> <p>Saint</p>


			<p>Which saints can pupils name?</p> <p>What are the characteristics of a saint?</p>		
commitment , spiritual, belief, right and wrong	cause and consequence significance written/oral expression	<p>Session 2</p> <p><i>How does a person become a saint?</i></p> 	<p>Recall from previous lesson – What is a saint?</p> <p>Discuss – Is simply living a good and kind life enough or should they have done something exceptional?</p> <p>Children investigate the key points and timescale for a person to become a saint.</p>	<p>Children express new understanding.</p> <p>Use class ‘success criteria’ and what they have found out in their enquiry to create a flow diagram or timeline for a person to become a saint.</p>	
commitment , spiritual, belief, right and wrong	cause and consequence significance written/oral expression	<p>Session 3</p> <p><i>Where are saints’ names found in the local community?</i></p> 	<p>Recall previous learning. Where are saints’ names found in the local community?</p> <p>How are local or national saints remembered? Why? What inspired them to commit themselves to a cause? Can the children answer this?</p>	<p>Children develop understanding by working in groups using selection of local google and/or digi-maps to find as many names linked to saints.</p> <p>Examples shown from the Newington area:</p> <p>Slide 1 St. Georges Road, St. George’s Primary School, St. Matthew Street, St. John’s Church</p> <p>Slide 2 St James Street</p> <p>Slide 3 St. Barnabas Court, St. Andrews Retail Park</p>	

				<p>Slide 4 All Saints Street, St. Hilda Street</p> <p>Slide 5 St. Stephens Church, St. Stephens Shopping Centre, Our Lady of Lourdes, and St. Peter Chanel</p> <p>Also, to include St. Francis of Assisi Catholic Church/St. Mary's College</p> <p>Differentiation: WTS match names on the differentiated maps.</p> <p>WB Match patron saints with images.</p>	
commitment, spiritual, belief, right and wrong	significance written/oral expression chronology	<p>Session 4</p> <p><i>How are local or national saints remembered?</i></p> 	<p>Share story of St. Andrew that includes how St. Andrew is not only the patron saint of Scotland but that he is also known as the patron saint of fisherman, fishmongers and rope makers.</p> <p>How is St. Andrew's name used locally?</p> <p>You may want to watch this video which provides a simple overview: Animated story of St. Andrew</p> <p>Dive deeper, question further</p> <p>Why do you think this name has been chosen?</p>	<p>Pupils create their own symbols using different media to represent St. Andrew and the fishing community in the local area. Where would they place it, why? Explain why they have used that symbol/colour e.g., blue could be for the sea/colour of the Scottish flag. How would it inspire people?</p>	<p>Animated story of St. Andrew</p> <p>The Catholic Church</p>

			<p>Watch this short BBC clip: The Catholic Church which explores how saints are remembered using artwork and sculptures and display images of local area. E.g., fishing memorial, fishing murals, fishermen from Hull and an image of an anchor and rope (this list is not exhaustive).</p>		
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Next, children explore people of faith and how they put their beliefs into practise by the commitment they show to their faith.


Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
commitment , spiritual, belief, right and wrong	similarity and difference written/oral expression	<p>Session 5</p> <p><i>Are all saints Christian?</i></p> 	<p>Recall previous learning. What makes a saint?</p> <p>Ask: Are all saints Christian? What title is given to the 'saints' of other faiths? Compare practice and belief in two major faiths, such as Judaism and Islam.</p> <p>Judaism Jews do not have saints in the Catholic sense of being a person who has performed a miracle. What</p>	<p>Use 'Jigsawing' type activity in mixed ability groups.</p> <p>Provide children with appropriate research texts. Each group research different faiths:</p> <ul style="list-style-type: none"> • Judaism • Islam • Hinduism <p>After initial research, a member of each group moves to another to share the new information.</p> <p>Share new information as a class discussion.</p>	<p>Why don't Jews have saints?</p> <p>Spiritual Gurus and Saints of Hinduism, India and the World</p> <p>Hinduism for Kids</p>


			<p>Judaism reveres are giants of the spirit whose lives have been devoted to living for God and His Torah.</p> <p>Islam Islam – wali - A wali the Arabic word which has been variously translated "master", "authority", "custodian", "protector", is most commonly used by Muslims to indicate an Islamic saint, otherwise referred to by the more literal "friend of God".</p> <p>Ask: I wonder if there are any saints in Hinduism ...</p>	<p>Children use Class Reflection/RE books to reflect on new learning of similarities/differences: Christian saints share values from the faith, because</p>	
commitment , spiritual, belief, right and wrong	cause and consequence significance written/oral expression	<p>Session 6</p> <p><i>What can we learn about commitment from the lives of significant people of faith?</i></p> 	<p>Recall previous learning what criteria do they believe makes a saint?</p> <p>Introduce pupils to one or two people of faith who have shown great commitment to a cause.</p> <p>St. Francis/St. Teresa (Mother Teresa)</p>	<p>Use hot seating to share what the children have found out and to find out why they acted as they did. Model examples of questions to ask so that the children show understanding of influences and inspiration.</p> <p>Freeze-frame a life-changing moment for a key religious person; discuss its impact. (Evidence is reflection)</p> <p>Possibility of using conscience alley especially to discuss the way St.</p>	

			<p>St. Francis – why do you think he is shown with an animal?</p> <p>Plenary: identify learning questions.</p>	<p>Francis of Assisi treated the beggar and whether it was right or not. Share understanding.</p> <p>Activity idea:</p> <p>Split the class into two and order ten values for St. Francis. One half look at the beginning of his life and the other half look at when he changed his life. Children should find that the values that were important to St. Francis at the beginning of his life and were at the top of the pyramid, are at the bottom when he changed his lifestyle.</p> <p>Encourage children to think about reflection questions – use talk partners and share – e.g., Mother Teresa: How do you think education helps to lessen poverty? How do you think Mother Teresa felt leaving school and working on the streets?</p> <p>(Record children’s answers as evidence.)</p> <p>What inspired St. Francis/St. Teresa to act how they did? (Explored in more detail later.)</p>	
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Finally, children continue to explore heroes and saints and consider what influences and inspires people to commit to a cause and consider how their actions can change lives for the better.

Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
commitment , spiritual, belief, right and wrong	similarity and difference cause and consequence significance written/oral expression	Session 7 (Shorter session) <i>Who might be the saints and heroes of the local community?</i> 	Recall – what is a saint? How are saints remembered in the local area? Display statement: All heroes are saints? – agree/disagree. What is a hero? Children work in small groups to discuss who local heroes are and why. Possible suggestions - although not exhaustive: <ul style="list-style-type: none"> ● Thomas Ferens ● Alfred Gelder ● Lilli Billocka ● Amy Johnson ● Jean Bishop (The Bee Lady) 	Children record individual names of local heroes on sheets of paper. Make a class list of as many heroes as children can and they group them on a flip chart according to the qualities they think they show. Encourage discussion. <ul style="list-style-type: none"> ● What are the qualities? ● Why do you think that? ● Do they show other qualities? This should provoke discussion and changes. Use photographic evidence and/or use on working walls. Opportunity to create fact file about a local hero. For example: Hull's Bee Lady <ul style="list-style-type: none"> ● Who is it? ● What did they do? ● Did their actions link to their faith? 	Hull Bee Lady

				<ul style="list-style-type: none"> How did it? <p>Refer to the discussion statement used at the beginning of the unit and for this session.</p> <p>Have children's opinions changed?</p>	
commitment , spiritual, belief, right and wrong	cause and consequence written/oral expression	<p>Session 8</p> <p><i>What inspires some people to commit their lives to an altruistic cause?</i></p> <p><i>Do you have to be religious to commit to a cause?</i></p> 	<p>Dive deeper, question further</p> <p>Recall previous learning. Consider what inspires people to commit to a cause.</p> <p>Do you have to be religious to commit to a cause?</p> <p>Children encouraged to discuss their answers.</p> <p>What are the success criteria for saints/local heroes?</p> <p>What is similar?</p> <p>What is different?</p>	<p>Children create a table to compare facts/actions/legacy.</p> <p>E.g., St. Teresa and Thomas Ferens/Alfred Gelder.</p> <p>What is the main difference?</p> <p>Children begin to reflect on how their legacies continue to influence people today.</p> <p>(Develop further in the next session).</p> <p>Opportunity for some children to use the sentence starts to reflect using the class reflections book.</p>	Hull Bee Lady
commitment , spiritual, belief, right and wrong	cause and consequence significance written/oral expression	<p>Session 9</p> <p><i>What impact may a person's actions have</i></p>	<p>Dive deeper, question further</p> <p>Express thoughts about the actions of some people that change lives for the better and influence others.</p>	<p>Children discuss questions in small groups and discuss as a whole class.</p> <p>Use Prayer of St. Francis – share thoughts about its teaching; what impact did his teachings have in his</p>	Prayer of St. Francis

		<p>on the lives of others?</p> 	<p>Why do you think that belonging to a faith was important to St. Teresa/St. Francis?</p> <p>What impact did it have on their lives (saints) and the lives of others?</p> <p>What impact did local 'heroes' such as Thomas Ferens, Alfred Gelder and Lilli Billoca have on the community?</p> <p>Consider looking at Make me a Channel of Your Peace (Prayer for St. Francis)</p>	<p>lifetime and what impact might his teachings have now.</p> <p>Reflection – What can we learn about commitment from the lives of significant people of faith?</p> <p>What impact may a person's actions have on the lives of others?</p>	
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Website links

Session 1	<p>S is for Saints: https://www.youtube.com/watch?v=b-eCwiM-JXw</p> <p>What is a saint? https://www.tes.com/teaching-resource/what-is-a-saint-11074846</p> <p>How does someone become a saint? https://www.bbc.co.uk/newsround/32772092</p> <p>How do you become a saint? https://www.youtube.com/watch?v=o5JA1LTWc7M</p> <p>What does it take to be a saint, anyway? https://www.stnicholascenter.org/for-kids/more-about/what-does-it-take</p> <p>Saint: https://kids.britannica.com/kids/article/saint/353738</p>
Session 2	
Session 3	
Session 4	<p>Animated story of St. Andrew: https://www.youtube.com/watch?v=AWdBKC7j6kU</p>

	The Catholic Church: https://www.bbc.co.uk/bitesize/clips/zkvcd2p
Session 5	Why don't Jews have saints? https://www.jwire.com.au/why-dont-jews-have-saints-ask-the-rabbi/ Spiritual Gurus and Saints of Hinduism, India and the World: https://www.hinduwebsite.com/saints.asp Hinduism for Kids: https://www.hindujagruti.org/hinduism-for-kids/category/children-stories/stories-of-saints
Session 6	
Session 7	Hull Bee Lady: https://www.bbc.co.uk/news/uk-england-humber-58823209
Session 8	Hull Bee Lady: https://www.bbc.co.uk/news/uk-england-humber-58823209
Session 9	Prayer of St. Francis: https://www.youtube.com/watch?v=ZI1Gst7pEqc



Cycle B: Lower Key Stage 2

Easter Overview



Key Question: What is the significance of the cross for Christians at Easter?

About this unit

Considered through a **theological** and a **social sciences** lens, this is a supplementary unit designed to help teachers ensure progression when exploring the festival of Easter across lower Key Stage 2. It gives opportunity to explore and develop the concepts of Salvation and Gospel. The focus for Cycle 1 is on how Christians remember the events of Holy Week, and in Cycle 2 the different ways in which the cross conveys the importance and message of Easter.

It may be useful to consider Spring festivals from other faiths alongside Easter.

Prior learning

This unit builds on learning about Spring festivals in KS1.

Key vocabulary:

Holy Week, Last Supper, Holy Communion, Maundy Thursday, Good Friday, crucifixion

End points:

What is the significance of religious festivals and rituals?

- identify the stories celebrated at festivals from different faiths
- explain the meaning behind the celebration of festivals and rituals from different faiths

How do people express their beliefs?

These contribute to the following End of Key Stage statement:

- make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals

- identify symbols and artefacts which are important for at least two different faiths
- explain how artefacts and symbols express the beliefs of faith members
- recognise different forms of religious and spiritual expression

- describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today

By the end of the unit, children will be able to talk about significant events in Holy Week. They will be able to explain how and why the cross conveys the message of Easter and consider how the crucifixion might offer salvation to Christians.





Cycle B: Y3&4
MTP
Easter



Key Question: What is the significance of the cross for Christians at Easter?

In Cycle 2 children will consider different ways in which the cross conveys the importance and message of Easter. Children will explore key events associated with Holy Week, comparing Jesus' entry into Jerusalem on Palm Sunday with washing the disciples' feet on Maundy Thursday before considering how the crucifixion might offer salvation to Christians.

Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
salvation, gospel	significance written/oral expression	Session 1 <i>What are the key events of Holy Week?</i> 	Drawing on prior knowledge, what do children know about Easter and the key events of Holy Week? Watch this video – click here Dive deeper, question further Why is the festival of Easter an important celebration for Christians?	Visit a local place of worship and take photos of different symbols and artefacts in this environment which link to Holy Week, such as: <ul style="list-style-type: none"> • The Stations of the cross • Bread and wine • Chalice • Crucifix • Stained glass windows – if relevant • Paintings depicting the Last Supper • Paschal Candle Display findings on a working wall and/or create a short video clip of children explaining what they have found out.	Christian symbols Symbols and Symbolism

				Invite a member of clergy or a follower of Christianity to explore how Christians remember and relive the events of Holy Week.	
salvation, gospel	cause and consequence significance written/oral expression	Session 2 <i>What happened at the Last Supper?</i> 	Tell the pupils the story of the Last Supper (from Matthew 26:17–25) or watch the video: The Last Supper. Stop the story before Judas betrays Jesus. How has the mood changed? What do they think Judas is going to do? Why?	Re-enact the events of the Last Supper: Set up your classroom without chairs; lead the pupils in to sit around a cloth on the floor. On the cloth have a series of foods that would have been shared at Passover (or pictures of them — see Resources for details). Have some real unleavened bread and red grape juice. (Idea adapted from Understanding Christianity .) Explore the link between the Jewish festival of Passover and the Last Supper. Invite a member of the Jewish faith to explain how Passover is celebrated today and the significance of each item on the Seder plate.	The Last Supper The Last Supper (animation)
salvation, gospel	cause and consequence significance written/oral expression	Session 3 <i>Why is Maundy Thursday significant for Christians?</i>	Ask: What happened on Maundy Thursday? Next, watch this short video clip – click here Suggested questions <ul style="list-style-type: none"> What are the key events of Holy 	Share different artistic depictions of the Last Supper – click here Look at the pictures and ask: How do they make you feel? What is the same/different? Why did the artist paint them in these places?	The Last Supper The Last Supper (animation) Maundy Thursday Explained



Week? Who was at the Last Supper?

- Why were they there?
- What is the symbolism of the bread and wine?
- What did Jesus say to his disciples?
- What is the meaning of Maundy?
- How do Christians celebrate Maundy Thursday?
- What is the tradition of Maundy money?

Discuss key points and list key words/phrases to display on the working wall. Thinking about Easter rituals, talk about and discuss the symbolic meaning of the washing of feet on Maundy Thursday.

Contrast Jesus' entry into Jerusalem on Palm Sunday and his actions on Maundy Thursday.

Remembering the events of the Last Supper is so important for most Christians that they take communion (mass or


Recreate a freeze of the Last Supper and display on the working wall.

Invite a Christian faith leader into school to discuss the symbols and actions Christians use to remember the Last Supper.

List actions or objects that have meaning in terms of Easter, such as: fire burning on Easter morning, touching the stone where Jesus fell, hot cross buns, Easter egg, the chicken born from the egg. What does each one stand for, or link to? Which reminders do these symbols provide of the stories of Jesus at the first Easter? What do they mean for Christians? (Ideas adapted from Understanding Christianity.)

Dive deeper, question further

If you were Peter, how would you feel/react at the Last Supper? What do you think Judas was thinking and feeling at the Last Supper?

			Eucharist) regularly. Show the pupils a film clip from BBC's 'My Life, My Religion', where Nathan explains what Holy Communion is – click here		
salvation, gospel	cause and consequence significance written/oral expression	Session 4 What is denial? 	Ask: Why did Peter pretend that he did not know Jesus? Watch one of the following videos: God's Story: Peter denies Jesus – click here The crucifixion and Peter's denial – click here Discuss: What is meant by denial? What is the opposite of denial? List synonyms and antonyms for denial.	Show the pupils an artwork portraying Peter's Denial – click here Ask: What part of the story is being shown? What is happening? How are people feeling? What are they thinking? How do you know? Recreate art depictions using props and costumes and photograph for a working wall. Re-enact each part of Peter's denial and record. Freeze frame key points in Peter's denial and take photos to display on a working wall. Dive deeper, question further Are denial and betrayal the same thing?	The crucifixion and Peter's denial Peter denies Jesus

Website links	
YEAR 3&4	
Session 1	Christian Symbols and Meanings: https://study.com/academy/lesson/christian-symbols-meanings-lesson-for-kids.html Symbols and Symbolism: https://www.youtube.com/watch?v=qxzPi-8saj4

Session 2	The Last Supper: https://www.bbc.co.uk/bitesize/clips/zkyr87h The Last Supper (animation): https://www.bbc.co.uk/bitesize/clips/zgsb9j6
Session 3	The Last Supper: https://www.bbc.co.uk/bitesize/clips/zkyr87h The Last Supper (animation): https://www.bbc.co.uk/bitesize/clips/zgsb9j6 Maundy Thursday Explained: https://www.youtube.com/watch?v=3fVVel8DXMg
Session 4	The Crucifixion and Peter's Denial: https://www.bbc.co.uk/bitesize/clips/zd34wmn Peter denies Jesus: https://www.youtube.com/watch?v=0nHrpQc9G6k

List those children working above or below the expected standard:

Above the expected standard:

Below the expected standard:



Cycle B: Y3&4 MTP
Unit 4.3: Our world
Key Question: Who cares?



About this unit:

Considered through a **philosophical** and a **theological** lens, this unit builds upon understanding and appreciating the natural world. It focuses on the uniqueness of the Earth as Our World – a planet that everyone has a duty to respect and conserve. Throughout this unit, children explore how various faiths explain some of life's big and difficult to answer questions about God, creation and humankind's responsibilities towards the Earth.

Prior learning:

This unit builds upon work covered in Unit 1.1 *Belonging* and Unit 3.2 *Founders of faith*; make links to previous learning about British values.

Key vocabulary:

stewardship, khalifah, environment, ecology, habitat, Climate Action, Eco Warriors, Friends of the Earth, Extinction Rebellion, Greenpeace, Eco Schools, Eco Churches

End points:

What is an ultimate question?

- identify what makes some questions ultimate
- offer answers to an ultimate question from different faith perspectives

How did the universe begin?

These contribute to the following End of Key Stage statements:

- express understanding of the key concepts underpinning different faiths, linking sources of authority to belief

- compare different beliefs about how the universe began making reference to sacred texts

Why is it important to look after the Earth?

- compare religious teachings to see how faith members should care for the Earth
- show understanding of stewardship and suggest actions everyone can take

Who is God?

- explain how people of different faiths describe what god is
- identify what different sacred writings say about the attributes of God

- offer some answers to ultimate questions from different religious and non-religious perspectives

By the end of the unit, children will understand some of the global challenges for humankind in caring for the world and be able to explain the concept of stewardship for different faiths.





Cycle B: Y3&4 MTP
Summer
Unit 4.3: Our world




Key Question: Who cares?



Children start this unit by discussing the origins of the universe, before moving on to consider the meaning of 'creation'.


Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
creation, worldview	cause and consequence written/oral expression chronology	Session 1 <i>Where did the Earth come from?</i> 	Drawing on the children's prior knowledge linked to Unit 1.3 (What a wonderful world), discuss the origins of the universe. Explore scientific views on how Earth was created. Watch: How was the Earth made? – click here Share images of Earth from space and images of other planets and galaxies as a prompt/cue.	Using the ultimate question: where did the Earth come from? Ask children to write a short phrase or paragraph on a cut-out image of the world and use to display on the working wall.	How was the Earth made?
creation, worldview	cause and consequence written/oral expression	Session 2 <i>What is creation?</i>	Start by watching a video clip on the natural wonders of the world to appreciate different aspects of creation.	Explore images of patterns/colours in nature. Reflect on stories, songs and psalms of creation.	Wonderful World What a wonderful world

			<p>This video clip is wonderful! – click here</p> <p>Next, identify something in the natural world which gives a sense of wonder and awe. Share examples.</p> <p>Ask: What do we mean by the term creation?</p> <p>Explore whether adaptation of living things to their habitats is by accident or design.</p>	<p>Watch this animation of Louis Armstrong's song: What a wonderful world – click here</p> <p>Create a class mural based on either ideas/imagery in the song or children's examples of something in the natural world that inspires wonder and awe for them.</p> <p>Dive deeper, question further Consider the many ways that creation is celebrated in society.</p>	
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Next, children will debate the ultimate question: *Who is God?* They will then consider if the Earth is sacred and how the concept of a Creator God may influence believers' lives.


Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
creation, worldview	similarity and difference significance written/oral expression	Session 3 <i>Who is God?</i> 	<p>Ask: Who is God? How do different religions describe God?</p> <p>Gather ideas from the children and display on the working wall.</p> <p>Explore attributes of God in statements of faith, such as</p>	<p>Share examples of artwork from Spirited Arts – click here</p> <p>Use the following questions taken from Spirited Arts for discussion:</p> <p><i>Who is God? What do you think? Is God a person like us, or completely different? What image will express your ideas? Atheists and agnostics</i></p>	<p>Spirited Arts: Who is God?</p> <p>Thoughts and beliefs about God</p>


			<p>Christian <i>Apostles' Creed</i>, Jewish <i>Shema</i>.</p> <p>Consider: What is the same/different?</p>	<p><i>may say 'God is nobody' or 'God is a person no one knows' Different religions say some things similar and some different about God's identity.</i></p> <p>Children to use a range of mediums to express their responses. (N.B. ensure that this subject is sensitively explored for children who follow Islam.)</p> <p>Use this link to explore a range of activities published by NATRE on Thoughts and beliefs about God – click here</p>	
creation, worldview	similarity and difference written/oral expression	<p>Session 4</p> <p><i>Is the Earth sacred?</i></p>  	<p>Start by asking: What does sacred mean? Is the Earth sacred?</p> <p>Explore creation stories from different faiths, identifying similarities and differences.</p> <p>Recommended video clips:</p> <p>Christianity: Creation – click here</p> <p>Hinduism: Creation – click here</p> <p>Judaism: Creation Story – click here</p>	<p>In a Venn diagram, explore similarities and differences in beliefs about creation between Christianity and two other faiths.</p> <p>Write a song or poem about creation or add more to Psalm 8.</p>	<p>Christianity: Creation story</p> <p>Hinduism: Creation story</p> <p>Islam: Creation Stories</p> <p>Judaism: Creation Story</p> <p>C is for Creation Stories</p> <p>Aboriginal Dreamtime Stories</p> <p>Creation Myths</p>


			<p>C is for Creation Stories – click here (N.B. start timing from 0.16.)</p> <p>Also consider non-religious and other viewpoints about creation, i.e., aboriginal dreamtime stories – click here</p> <p>This link leads you onto a world map of different creation stories. Just click on any culture and explore – click here (N.B. click on the ‘Teachers’ Section’ for further activity ideas.)</p>		
creation, worldview	significance written/oral expression	<p>Session 5</p> <p><i>How does belief in a Creator God influence believers’ lives?</i></p> 	<p>Ask: How do faith members interpret creation stories?</p> <p>Watch this video clip of how Christians may show faith in action – Pope Francis’ A Prayer for Our Earth – click here</p> <p>Compare religious teachings to see how faith members should care for the Earth.</p>	<p>Be creative in illustrating the concept of a Creator God.</p> <p>Create a poem/prayer based on the title: A prayer for our Earth. Gather together completed poems/prayers into a class book.</p>	<p>Pope Francis’ A Prayer for Our Earth</p>

In the final section of this unit, children will start by discussing the term stewardship and how this concept links to taking care of the Earth. Drawing on key information in a range of holy books, it will then move onto care for animals and showing respect for the world. Children will finally investigate the challenges of living in a disposable world and explore how to be a Zero Hero.

Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
creation, worldview	responsibility cause and consequence significance written/oral expression	Session 6 <i>What is meant by stewardship of the Earth?</i>  	Start by discussing children's concepts of 'stewardship'; where do these ideas come from? Watch a video clip on stewardship. The following video clip may be a good place to start! Here children will be able to explore Pope Francis' message about caring for our common home – click here Dive deeper, question further How do humans treat the Earth? What impact is this having?	Go on a 'stewardship walk' around the school environment looking out for places that need more careful stewardship; in what ways could they be improved? Create a 'stewardship squad' to improve the school environment.	Pope Francis' message
creation, worldview	responsibility similarity and difference cause and consequence significance	Session 7 <i>What do holy books say about care for animals and</i>	Start by asking: Why do people think we should care for the Earth? This link provides a range of starting points – click here	Create a tree of life: each child decorates a leaf which has a key word or phrase linked to how different faiths view the animal kingdom and our role in caring for them.	How to care for our planet Animals, Faith, Compassion My Bible Animal Stories

	written/oral expression empathy	<p><i>showing respect for the world?</i></p> 	<p>Discuss why it is our responsibility to look after animals and share the world's resources.</p> <p>Watch this video clip by David Attenborough on how to care for our planet – click here</p> <p>Look at a range of holy books to consider what is said about care for animals and showing respect for the world.</p> <p>This video clip may be a good starting point – click here (N.B Could be slightly controversial for meat eaters, but most of the content shows similarities between different faith.)</p> <p>Christianity: this link is a sample from the book 'My Bible Animal Stories' which may provide a different context for learning – click here</p> <p>Islam: this video clip is based on an Islamic story</p>		Islamic story for kids
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			for kids about being kind to animals – click here		
creation, worldview	responsibility cause and consequence significance written/oral expression	Session 8 <i>What are the challenges of living in a disposable world?</i> 	<p>Share ways in which people do or don't care for creation, and the challenges of living in a disposable world.</p> <p>The following video clips may be a good starting point for discussion:</p> <p>Video clip: How do human beings affect the environment? – click here</p> <p>Video clip which explores climate change – click here</p> <p>Dive deeper, question further</p> <p>What impact do humans have on the environment?</p>	<p>Explore how faith communities are responding to environmental dilemmas.</p> <p>Children can research different charities which support environmental action and feed back to the class – click here</p> <p>Invite members of the community who are involved in local and national environmental projects and the impact that they are having.</p> <p>Discuss what influences people involved in such projects. What is their motivation?</p> <p>Play dilemma games to explore and roleplay the environmental choices faith members may make.</p> <p>Explore some of the activities for World Earth Day – click here</p> <p>Dive deeper, question further</p> <p>Investigate our dependence on the Earth's resources, considering the responsibility and challenge for us all.</p>	<p>How do human beings affect the environment?</p> <p>Climate change animation</p> <p>Earth Day – activity ideas</p>

creation, worldview	responsibility cause and consequence significance written/oral expression empathy	<p>Session 9</p> <p><i>How can we better care for the world?</i></p> 	<p>Start the final session by considering the native American saying: 'We do not inherit the Earth; we borrow it for our children.'</p> <p>What does this mean?</p> <p>Watch the following video clip on being a Zero Hero – click here</p> <p>Discuss the children's own impact on the environment; what more can we do to care for the world around us?</p> <p>Dive deeper, question further</p> <p>What duty do we all have to look after the Earth?</p>	<p>Devise an act of stewardship; choose a local place and carry out a plan to improve it.</p> <p>Children to draw around their own footprint, cut it out and annotate by thinking about the shape of the individual 'footprint' they hope to leave on the Earth.</p> <p>Final reflection Video clip: A reflection on the world we want – click here</p>	<p>Be a Zero Hero</p> <p>The World We Want</p>
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Website links	
Session 1	How was the Earth made? https://www.youtube.com/watch?v=VdUkXksRcCo
Session 2	Wonderful World: https://www.youtube.com/watch?v=B8WHKRzkCOY What a wonderful world: https://www.youtube.com/watch?v=UYbKOUzfMHY

Session 3	Spirited Arts – Who is God? https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-gallery/archive/2009/?ThemeID=26 Thoughts and Beliefs about God: https://www.natre.org.uk/uploads/Member%20Resources/Home%20learning/F2%207-11%20RE%20Today%20and%20NATRE%20home%20learning%20mem%20Children%20Talking%20Database.pdf
Session 4	Christianity – Creation story: https://www.youtube.com/watch?v=yZ1Fd_SPC18 Hinduism - Creation story: https://www.youtube.com/watch?v=whEVO4RfnSE Islam – Creation stories: https://www.youtube.com/watch?v=EP17iaAfQlg Judaism – Creation Story: https://www.youtube.com/watch?v=lre-LLz-UzE C is for Creation Stories: https://www.youtube.com/watch?v=ARyWE8e50yM Aboriginal Dreamtime Stories: https://www.youtube.com/results?search_query=aboriginal+dreamtime+stories+for+kids&sp=mAEB Creation Myths: http://bigmyth.com/2_eng_myths.html
Session 5	Pope Francis’ A Prayer for Our World: https://vimeo.com/537264531
Session 6	Pope Francis’ Message: https://www.youtube.com/watch?v=KOgF2Kgel6k
Session 7	How to care for our planet: https://www.youtube.com/watch?v=hJSG5Hd1SvM Animals, Faith, Compassion: http://www.humanedecisions.com/anima-animals-faith-compassion-12-religious-faiths-on-the-sacredness-of-animals/ My Bible Animal Stories: https://beta.10ofthose.com/cmsfiles/Samples/9781912373581_sample.pdf Islamic story for kids: https://www.youtube.com/watch?v=Tni5Gh6fUE0
Session 8	How do humans affect the environment? https://www.bbc.co.uk/bitesize/topics/zp22pv4/articles/z2md82p Climate change animation: https://www.youtube.com/watch?v=v8unGCTWUWI Earth Day – Activity Ideas: https://www.prodigygame.com/main-en/blog/earth-day-activities-for-kids/
Session 9	Be a Zero Hero: https://vimeo.com/333559123 The World We Want: https://vimeo.com/486346496/0b3c50800f

List those children working below the expected standard:

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September 2023