


## Cycle A

### RE MEDIUM TERM PLAN – Y3&4

Theology	Philosophy	Social sciences
		

#### *Overview*

In Lower Key Stage 2 pupils explore **Christianity, 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, 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 be 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 A: Year 3&4*  
*Unit 3.1: Remembering*  
Key Question: Why remember?



**About this unit:**

Considered through a **social science** and a **theological** lens, this unit builds on work from Unit 1.2 *Worship* and provides opportunity to use a Social Science lens to explore remembrance in the context of some important religious and secular festivals; include Remembrance Day and festivals which remember or commemorate people or events in the past. Use the lens of theology to interpret the stories behind religious festivals. 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.

**Prior learning:**

Recall times of celebration to remember key events.

**Key vocabulary:**

religion, celebrate, festival, service, ceremony, ritual, remembrance, belonging, forgive, joyous, sombre, symbols, funeral

**End points:****What is the value of participating in a religious festival or ritual?**

- compare the experience of participating in a religious festival or celebration around the world
- reflect and share how religious celebrations and rituals have an impact on the community

**What is the significance of religious festivals and rituals?**

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

***These contribute to the following End of Key Stage statements:***

- make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals
- describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today

By the end of this unit, pupils should have a good understanding of the purpose and value of religious and community celebrations. Note that rituals linked to remembrance and commemoration may need to be handled sensitively.

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





*Cycle A: Y3&4 MTP*  
*Autumn*  
*Unit 3.1: Remembering*




**Key Question: Why remember?**

First, children look at what it means to 'remember' and the special times they remember and have celebrated in their lives. Children will explore and understand different religious and non-religious festivals of remembering, and how these can be happy or sombre celebrations. Children will compare different religious and non-religious funerals and celebrations of life by looking at symbols and artefacts.

<b>Teaching sequence</b>	<b>Getting started ...</b>	<b>Demonstrate new understanding</b> Suggested tasks and activity ideas	<b>Useful links</b> (If the link does not open, please find URL on final page.)
Session 1  <i><b>What does 'remembering' mean to you?</b></i>  	<b>Remembering in our own lives</b>  What special times in your lives do you remember?  What was being celebrated at these times and why do you remember them? (Discuss both religious and non-religious events.) What actions did you take part in during these celebrations? Such as giving or receiving gifts, eating special food, singing special songs.	Draw a picture and write sentences to explain a special time in their lives.  Challenge What special times do you remember in your life and why?  Invite children to bring in photographs or objects which remind them of special events in their lives. Share these with the class at the start of the next lesson.	

	<p>How did you feel during the celebration? Why did it make you feel this way? Think about the events and people involved, for example family, friends, the community.</p> <p>Look at photos from special times in people in school's lives that they remember, e.g., weddings, christenings, birthdays.</p> <p>Look at photographs of events from people's lives they will remember- discuss why they will remember these and how they may have felt.</p>		
<p>Session 2 and Session 3</p> <p><b><i>How do we remember people's lives who were religious?</i></b></p> 	<p><b>Celebrations of life in Christianity</b></p> <p>Are all religious festivals or celebrations happy times? Discuss. Discuss funerals, what they are and why we have them.</p> <p>Introduce key concepts from a Christian funeral.</p>	<p>Write the similarities and differences between a Christian and a Hindu funeral on the board as a class.</p> <p>Then sort into a Venn Diagram</p> <p>Answer the question in books How can we remember somebody who has died?</p> <p><b>Challenge</b></p>	<p><a href="#">Hindu funeral</a>- video</p> <p><a href="#">Christian funeral</a>- video</p>

	<p>Mourners gather in a church, mourners usually wear black, there is a service with music and readings, flowers, prayers, reflection, a coffin is lowered into the ground. Show images of these symbols to help children understand them.</p> <p>Discuss the quote <i>"I am the resurrection and the life. He who believes in me will live, even though he dies."</i> (John 11:26)  This was Jesus' way of saying that although people die, death is not the end of the story. Why do you think these words provide comfort to people who are sad? Discuss and share ideas about we can remember people who have died- talking about them, photographs, sharing memories, lighting a candle, visiting their grave.</p> <p>Look at what happens at a Hindu funeral</p>	<p>What do Hindu's believe happens after death?</p>	
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	<p>The body of the person who is died is kept at home, flowers are placed by their feet, they wear a necklace of flowers. At the funeral the mourners wear white, and bodies are mostly cremated, this means they are burnt. Prayers are said at the service and people have flowers.</p> <p>Name and explain the symbols and artefacts found at Christian and Hindu funerals.</p>		
<p>Session 4</p> <p><i>How do we remember people's lives who were not religious?</i></p> 	<p><b>Celebrations of life for Humanists</b></p> <p>What is a Humanist? What do they believe? Explain that Humanists do not believe in God. They believe that this is our only life and that we should make it worthwhile and happy for ourselves and others.</p> <p>How does this compare to what Christian's believe?</p> <p>What happens at a Humanist funeral? Watch</p>	<p>Create a thought shower of what happens at a Humanist funeral service.</p> <p>Challenge</p> <p>Write three words which come to mind, to describe one of/ or each of the funeral services. Explain why you have chosen those words.</p>	<p><a href="#">Humanist information</a></p> <p><a href="#">Humanists</a></p> <p><a href="#">Stephen Fry- Humanist funeral ceremony</a></p>

	<p>the video about Humanists services by Stephen Fry.</p> <p>It is led by a celebrant, not a priest or vicar because it is not religious. People come together to share in their sadness that someone has died, they celebrate that person's life and legacy with reading and music, and it is an inclusive ceremony. This means that everyone who attends will be able to enjoy the service.</p> <p>How does this compare to a Christian or Hindu funeral?</p> <p>Read examples of readings from a Humanist funeral service and listen to music. Reflect on this and how it makes you feel.</p>		
<p>Session 5</p> <p><i><b>How can we celebrate people's lives?</b></i></p>	<p><b>The Day of the Dead</b></p> <p>Introduce the festival 'Day of the dead'. Show children pictures of the festival without explaining what it is. Children to use post it notes to share their ideas to answer the</p>	<p>Children draw and write the symbols they would see at the festival- 'ofrendas'- offerings of food for the dead, cross-decorated with flowers, capol-incense burned to help prayers reach god, skeletons- to represent dead family and friends.</p>	<p><a href="#">Literacy shed- Day of the dead</a></p> <p><a href="#">Day of the Dead (nationalgeographic.com)</a></p>





following questions.  
Remind children that there are no right or wrong answers.  
What is happening? Why are they dressed up?  
Where are they? What are they celebrating?

Watch a clip of 'Coco' (Disney) or the Literacy shed 'Day of the dead' clip. What do we notice?

Share information about the Day of the Dead including symbols and rituals- shrines, flowers, candles, food, incense, sugar skulls, skeletons, parades, parties.

Is the Day of the dead festival a celebration?  
What are people celebrating? How does this compare to a Christian, Hindu or Humanist funeral?

(Decorate day of the dead sugar skull masks for Year 3)

Write a sentence about how the girl in the clip (Literacy shed) would feel during the Day of the Dead.

Challenge  
Why do people look joyous during the celebrations?

Session 6

***How does Harvest bring the***

**Harvest Festival in Christianity**

Introduce the Christian Harvest festival. Show


Look at some harvest songs- what is the message of the song?

Christians believe that God wants those who have more than they

[Harvest festival information](#)


[Harvest festival video- BBC](#)

[Harvest festival assembly](#)

<p><b>community together?</b></p> 	<p>pictures of a Harvest Festival- what is this a festival of? Why do we celebrate it? Is this a religious festival?</p> <p>Watch the BBC Harvest Festival video. Discuss what we have watched. What do the children do to celebrate Harvest? How does this help others? Why do they think they should do this, as Christians?</p> <p>Discuss Harvest festival in school- what do we do to celebrate?</p> <p>Read examples of Harvest prayers. What are they saying thank you for, and why?</p> <p>How can we help people who have less food than us? Discuss work of local charities, e.g., Emmaus who have previously visited our Harvest celebrations. How can harvest festivals help</p>	<p>need to share it with others, that they should show love to others and treat them as they would want to be treated. How is this shown during Harvest?</p> <p>Challenge</p> <p>Is a Harvest festival only for Christians?</p> <p>How can Harvest help others?</p>	
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	others in our community? Why is this important?		
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Next, children will learn about the importance of forgiveness and reconciliation. They will consider when and how they have shown forgiveness in their own lives, and the impact this can have. They will think about how people from different religions and beliefs show forgiveness, and whether being a person of faith can help you to forgive.

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.)
<p>Session 7</p> <p><b>What does it mean to 'forgive'?</b></p> 	<p><b>Forgiveness in Christianity</b></p> <p>Display the words forgive/forgiveness. What do these words mean? How might we forgive people? When might we need to ask for forgiveness? Why is it important?</p> <p>Do Christians believe in forgiveness? Read the following quote, <i>Then Peter came and said to him, 'Lord, if another member of the church sins against me, how often should I forgive? As many as seven times?' Jesus said to him, 'Not seven times, but I tell you, seventy-seven times.</i></p>	<p>Children answer questions about forgiveness</p> <p>Can you name something a brother/sister/friend does that constantly bothers you?</p> <p>How should you react in these situations?</p> <p>Is it hard to forgive someone over and over again?</p> <p>How might being religious help you forgive?</p> <p>Read scenarios and discuss if we could forgive people for different things, for example saying unkind things, stealing, hurting you, ignoring you.</p> <p>Discuss instances when you have forgiven people and how it made you feel. Discuss instances when</p>	<p><a href="#">The prodigal son</a></p> <p><a href="#">The prodigal son story</a></p> <p><a href="#">Forgiveness</a></p>

	<p>What could this help us understand about how Christian's think about forgiveness?</p> <p>Read examples of Bible stories, for example The prodigal son or Zacchaeus the tax collector.</p> <p>Watch the animated version of 'The Prodigal Son' story.</p> <p>What happens in this story? How is forgiveness shown? What can we learn from this story?</p> <p>If we forgive people, what does that lead to. Introduce the word 'reconciliation'.</p> <p>Do you think this is an important part of forgiveness? Why/ why not?</p>	<p>you have asked for forgiveness and how it made you feel.</p> <p>Challenge</p> <p>Why is it harder to forgive for some things than others? Can Christian's forgive more easily?Why/Why not?</p>	
<p>Session 8</p> <p><b><i>Does everyone believe we should forgive?</i></b></p>	<p><b>Forgiveness in Hinduism</b></p> <p>Discuss the Bhagavad Gita explaining that it is one of the Hindu sacred texts. Show the children what the text looks like. Explain that it is written in Sanskrit but translated into English.</p>	<p>Read and compare Hindu and Christian statements on forgiveness. Are they similar/ different? Sort into groups/Venn diagrams.</p> <p>Why do you think we should be peaceful to everyone, even those who may have been unkind to us?</p>	<p><a href="#">Hinduism</a></p>



Explain that it was written a very long time ago. Hindus believe it to be the word of God.

Read/discuss extracts/ quotes from the Bhagavad Gita about forgiveness. Include: *Be peaceful to everyone, even people you don't like and those who are horrid to you.*

*Read words that are peaceful and beautiful. The Holy Books have peaceful and beautiful words in them.*


*Want things that are good and help people.*

*Find light inside you and be like God. Sometimes you need to give things up to help people and to please God.*


*If you would like to be like those in heaven, be kind and gentle, find good things in people and forgive them, tell the truth and have lots of energy.*

What do these words tell us about what Hindu's think about forgiveness? How is

Challenge – Which statement from the Hindu sacred text do you agree with the most and why?

	<p>this similar/ different to what Christian's believe?</p> <p>What do these statements tell us about Hindu's thoughts on forgiveness? How could we relate these thoughts to the way we live our lives?</p>		
<p>Session 9</p> <p><b><i>How do poppies help us remember?</i></b></p> 	<p><b>Remembrance Day</b> *This lesson may need to be moved to ensure it fits with the time of Remembrance Day.</p> <p>What do we remember on Remembrance Day? Why is it important to remember this?</p> <p>What symbols do we see around Remembrance Day?</p> <p>Watch a clip of a Remembrance Day service- what can we see happening? Discuss people and places we can see. What is the memorial for?</p> <p>Watch the video of people from past and more recent wars explaining their</p>	<p>Sentence in books Why do we see poppies on Remembrance Day?</p> <p>Write reflections around an image of a poppy to show thoughts and feelings about Remembrance Day as a class.</p> <p>Create a class wreath of poppies.</p>	<p><a href="#">BBC Remembrance Day resources</a></p> <p><a href="#">Remembrance video- People's memories</a></p> <p><a href="#">Remembrance Day service at the Cenotaph- video</a></p> <p><a href="#">The British Legion- information about the poppy</a></p>

	<p>stories. Why is it important that we remember these stories?</p> <p>Why should we remember? Share and recap reasons we have discussed so far, such as to show respect, remember lives lost, remember the sacrifice people made, remember how people felt during and after the times of war, to remember these events if they are beyond living memory.</p> <p>Show and discuss symbols of Remembrance Day. E.g., poppies, the cross, soldiers. Why is the poppy significant? The poppy grew in fields after the war had taken place, despite the damage and destruction that had occurred. They then became a symbol to remember the people who died in the war. Now we wear poppies (show images of people wearing poppies, wreaths, wrist bands, on cars) to show that we remember the events of the</p>		
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	wars and to show our respect.		
<p>Session 10</p> <p><b><i>Does forgiveness lead to happiness?</i></b></p> 	<p><b>Humanists and forgiveness</b></p> <p>Recap opportunities in our day to day lives when we forgive people.          What if we don't forgive?          What do Christian's believe about forgiveness - recap.          What do Hindus (or other religions) believe about forgiveness- recap.</p> <p>What do Humanists believe about forgiveness?          Discuss how Humanists believe in the importance of living in a way which does not cause others upset or harm but allows you to live your life the way you choose.          Discuss main rules Humanists believe and how this supports forgiveness of others and seeking forgiveness. introduce the vocabulary empathy and sympathy and what this means for Humanists and forgiveness.</p>	<p>Fill the Humanist symbol/ shape with words they believe about forgiveness.</p> <p>Challenge          Can you forgive if you are not religious?          Does forgiveness lead to happiness?</p>	<p><a href="#">Humanism overview</a></p>



	How could this be relevant to our lives? For example, In the classroom how could we think in a Humanist way? (We show respect to others, we treat others as we wish to be treated, we don't upset others, we let people be happy).		

### *Website links*

Session 1	
Session 2/3	Hindu funeral video: <a href="https://www.bbc.co.uk/programmes/p02n5v2q">https://www.bbc.co.uk/programmes/p02n5v2q</a> Christian funeral video: <a href="https://youtu.be/kW-UJJZ0DFQ">https://youtu.be/kW-UJJZ0DFQ</a>
Session 4	Humanist information: <a href="https://humanism.org.uk/ceremonies/non-religious-funerals/example/">https://humanism.org.uk/ceremonies/non-religious-funerals/example/</a> What is Humanism? <a href="https://www.bbc.co.uk/bitesize/topics/znk647h/articles/zmqpkmn">https://www.bbc.co.uk/bitesize/topics/znk647h/articles/zmqpkmn</a> What is a Humanist ceremony video: <a href="https://www.youtube.com/watch?v=wzTXicmkrQ4">https://www.youtube.com/watch?v=wzTXicmkrQ4</a>
Session 5	Day of the dead: <a href="https://www.literacyshed.com/day-of-the-dead.html">https://www.literacyshed.com/day-of-the-dead.html</a> Nat Geo Kids information: <a href="https://kids.nationalgeographic.com/celebrations/article/day-of-the-dead">https://kids.nationalgeographic.com/celebrations/article/day-of-the-dead</a>
Session 6	Harvest festival information: <a href="http://request.org.uk/festivals/other-festivals/harvest/">http://request.org.uk/festivals/other-festivals/harvest/</a> Harvest festival video: <a href="https://www.bbc.co.uk/programmes/p0114rn0">https://www.bbc.co.uk/programmes/p0114rn0</a> Harvest festival assembly: <a href="https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-harvest-festival-food-being-thankful/z896qfr">https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-harvest-festival-food-being-thankful/z896qfr</a>
Session 7	The prodigal son video: <a href="https://www.youtube.com/watch?v=vilh36C0kFc">https://www.youtube.com/watch?v=vilh36C0kFc</a> The prodigal son story: <a href="http://www.storyandreligion.div.ed.ac.uk/wp-content/uploads/2015/08/Prodigal-Son.pdf">http://www.storyandreligion.div.ed.ac.uk/wp-content/uploads/2015/08/Prodigal-Son.pdf</a> Forgiveness: <a href="https://www.reonline.org.uk/resources/forgiveness/">https://www.reonline.org.uk/resources/forgiveness/</a>
Session 8	Hinduism: The Cycle of Birth and Rebirth: <a href="https://www.bbc.co.uk/programmes/p02n5v2q">https://www.bbc.co.uk/programmes/p02n5v2q</a>

Session 9	BBC Remembrance Day bank of resources: <a href="https://www.bbc.co.uk/teach/remembrance-sunday-2018-armistice-100/zvq4xyc">https://www.bbc.co.uk/teach/remembrance-sunday-2018-armistice-100/zvq4xyc</a> Real life stories of Remembrance video: <a href="https://www.bbc.co.uk/programmes/p07vbxwz">https://www.bbc.co.uk/programmes/p07vbxwz</a> Remembrance Day Service at the Cenotaph video: <a href="https://www.youtube.com/watch?v=anOodIHUTHM">https://www.youtube.com/watch?v=anOodIHUTHM</a> Poppy information: <a href="https://www.britishlegion.org.uk/get-involved/remembrance/about-remembrance/the-poppy">https://www.britishlegion.org.uk/get-involved/remembrance/about-remembrance/the-poppy</a>
Session 10	Humanism information: <a href="https://www.humanism.scot/wp-content/uploads/2015/09/Caring-for-our-world-primary-resources-from-HSS.pdf">https://www.humanism.scot/wp-content/uploads/2015/09/Caring-for-our-world-primary-resources-from-HSS.pdf</a>



## Cycle A 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 Y3&4** is on Mary, mother of Jesus and for **Cycle 2 Y3&4** 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 A: Year 3&4*  
*Christmas*  
*MTP*




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

In Y3, children will consider why Mary is such an important part of the Christmas story and will explore what gospel writers say about Mary’s actions and feelings prior to Jesus’ birth. Children will develop an understanding of the story of Epiphany and investigate when and how Epiphany is celebrated in different countries.

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.)
Session 1  <b><i>Why is Mary such an important part of the Christmas story?</i></b>  	Start by asking: what is Christmas and what do Christians do to celebrate Christmas? This video might be a good starting point – click <a href="#">here</a>  Who was Mary? – click <a href="#">here</a> Look afresh at the Christmas story, drawing attention to the Annunciation and recognising that events took place over time. How might she have felt when she was visited by the Angel Gabriel? What was Mary’s role?	Act out/freeze-frame key moments for Mary; take photos and add speech bubbles for display.  Challenge How do you think Mary reacted to the news the angel gave her?	<a href="#">What is Christmas?</a>  <a href="#">The Annunciation: The Angel Gabriel Appears to Mary</a>

	Why was she important?		
<p>Session 2</p> <p><b>What do the gospel writers say about Mary?</b></p> 	<p>What do we know about Mary? -click <a href="#">here</a></p> <p>Explore Mary in the four gospels – click <a href="#">here</a>.</p>	<p>Share different artistic depictions of Mary as the mother of Jesus, and Mary with the Angel Gabriel – click <a href="#">here</a></p> <p>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? Challenge If Jesus was born in Hull, where might we find him? Who would be the first visitors?</p>	<p><a href="#">What do we know about Mary?</a></p> <p><a href="#">Mary in the four gospels</a></p> <p><a href="#">Artistic depictions of Mary as the mother of Jesus</a></p>
<p>Session 3</p> <p><b>What is the story of the Epiphany?</b></p> 	<p>Watch the video: The Epiphany OR The Three Wise Men.</p> <p>Discuss: What does Epiphany mean? Think about why the wise men made such a long journey to see Jesus. What happened at Epiphany when Mary shows Jesus as a precious 'gift' to the world.</p> <p>Jesus is called The Son of God. How does this link to 'incarnation'?</p>	<p>Recount the nativity story from the perspective of one of the wise men.</p> <p>Challenge How do Christians see Jesus as a 'gift' to the world?</p>	<p><a href="#">The Epiphany</a></p> <p><a href="#">Three Wise Men</a></p> <p><a href="#">Craft Ideas: Epiphany</a></p>

<p>Session 4</p> <p><b><i>When and how is Epiphany celebrated in different countries?</i></b></p> 	<p>Watch the video: Meaning behind Epiphany.</p> <p>Watch the first 50 seconds of the video: The Feast of the Epiphany</p>	<p>How is Epiphany celebrated in different countries?</p> <p>Pictures with captions or sentences to show this.</p>	<p><a href="#">Meaning behind Epiphany</a></p> <p><a href="#">The Feast of the Epiphany</a></p> <p><a href="#">Twelve Days of Christmas</a></p>
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## Website links

### YEAR 3

Session 1	What is Christmas?: <a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-KS2-christmas/z4xcjihv">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-KS2-christmas/z4xcjihv</a> The Annunciation – The Angel Gabriel appears to Mary: <a href="https://www.youtube.com/watch?v=VrYvuYwPAvU">https://www.youtube.com/watch?v=VrYvuYwPAvU</a> Who was Mary?: <a href="https://www.womeninthebible.net/women-bible-old-new-testaments/mary-jesus-mother/">https://www.womeninthebible.net/women-bible-old-new-testaments/mary-jesus-mother/</a>
Session 2	What do we know about Mary?: <a href="https://www.womeninthebible.net/women-bible-old-new-testaments/mary-jesus-mother/">https://www.womeninthebible.net/women-bible-old-new-testaments/mary-jesus-mother/</a> Mary in four gospels: <a href="https://www.womeninthebible.net/women-bible-old-new-testaments/mary-jesus-mother/mary-gospel-text/">https://www.womeninthebible.net/women-bible-old-new-testaments/mary-jesus-mother/mary-gospel-text/</a> Artistic depictions of Mary as the mother of Jesus: <a href="https://www.pinterest.co.uk/pin/841258405363762394/">https://www.pinterest.co.uk/pin/841258405363762394/</a>
Session 3	The Epiphany: <a href="https://www.youtube.com/watch?v=oeoV8E_JwGE">https://www.youtube.com/watch?v=oeoV8E_JwGE</a> The Wise Men: <a href="https://www.youtube.com/watch?v=VySzDA07N-c">https://www.youtube.com/watch?v=VySzDA07N-c</a> Craft Ideas - Epiphany: <a href="https://www.youtube.com/watch?v=e0vNB_U3qyE">https://www.youtube.com/watch?v=e0vNB_U3qyE</a>
Session 4	Meaning behind Epiphany: <a href="https://www.youtube.com/watch?v=vOO2ApDPUdA">https://www.youtube.com/watch?v=vOO2ApDPUdA</a> The Feast of the Epiphany: <a href="https://www.youtube.com/watch?v=QHzuYa_qopU">https://www.youtube.com/watch?v=QHzuYa_qopU</a> Twelve Days of Christmas: <a href="https://www.youtube.com/watch?v=8ygW5hLgnn4">https://www.youtube.com/watch?v=8ygW5hLgnn4</a>

List those children working below the expected outcomes:



*Cycle A Y3&4 MTP*  
*Unit 3.2: Founders of Faith*  
Key Question: Who, what and when?



**About this unit:**

Considered through a **theological** lens, this unit investigates the lives of two key figures who may be described as founders of their faiths, such as Jesus, St Paul, Mohammad (pbuh), Guru Nanak, Baha'u'llah, the Buddha and Abraham. Children will consider some key beliefs and how faith members follow the teachings of those founders.

**Prior learning:**

Recollection of some facts about key figures from different faiths.

**Key vocabulary:**

founder, leader, teaching, values

**End points:**

**How do the lives of faith founders influence believers?**

- identify key events in the lives of faith founders and their impact on those around them
- explain the relevance of different faith founders for their followers today

**What do key religious figures teach?**

- explain the significance of the key teachings of faith founders for faith members

***These contribute to the following End of Key Stage statement:***

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

- describe the teachings of key religious figures, identifying some similarities and differences
- reflect on the teachings of key religious figures and how these teachings impact on society

By the end of this unit, pupils know the key events in the lives of at least two key religious figures; they should be able to talk about some key teachings.


*Also see the KS2 Easter1 unit which may follow.*


*Cycle A Y3&4 MTP*  
*Spring*  
*Unit 3.2: Founders of Faith*




**Key Question: Who, what and when?**


First, children will discuss the characteristics of a good leader. We will then learn about the key religious figures for Christianity, Muslim and Sikhism and the key events in their lives.


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.)
<p>Session 1</p> <p><b><i>What makes a good leader?</i></b></p> 	<p>Drawing on children’s prior knowledge, recollect some facts about key figures from different faiths. Share information about:</p> <p>Christianity- Jesus                      Buddhism- Buddha                      Judaism - Abraham                      Sikhism- Guru Nanak                      Islam- Mohammed (pbuh)</p> <p>What does it mean to be the ‘founder’ or leader of a group or team? Link to groups we know or attend for example, Brownies, Scouts, football...</p>	<p>Sort characteristics of a good or bad leader.</p> <p>Mind map the characteristics of a good leader.</p> <p>Write a job advert for a good leader.</p> <p><b>Dive deeper, question further</b></p> <p>How would it feel to be the leader/ founder of a faith?                      How does the word ‘responsibility’ link to being a faith founder?                      Which one word would you choose to describe a faith founder? Why?</p>	<p><a href="#">BBC bitesize information about religions</a></p>
<p>Session 2</p> <p><b><i>Who are the key religious</i></b></p>	<p>Explore the life of key religious figures for Christianity, such as Jesus and St Paul.</p>	<p>Write a job specification for a faith founder.</p>	<p><a href="#">The life of Jesus</a></p> <p><a href="#">St Paul information</a></p>

<p><b>figures for Christianity?</b></p> 	<p>Look at images- discuss who they are and what we know about them.</p> <p>Read information about Jesus and St Paul. Learn about Jesus's incarnation and resurrection.</p>	<p>In the role of a faith founder, create a diary, blog, or tweet, exploring some key events in their lives.</p> <p>Explore the way in which different artists from around the world depict Jesus.</p> <p><b>Dive deeper, question further</b></p> <p>Why are Jesus and St Paul the key figures of Christianity?</p> <p>Does every faith need a key figure? Why?</p> <p>How are Jesus and St Paul similar and different?</p>	
<p>Session 3</p> <p><b>Who are the key religious figures for other faiths?</b></p> 	<p>Select and explore the life of key religious figures for other faiths, such as Abraham (<b>Judaism</b>) Mohammad (pbuh), the Buddha, ...</p> <p>In groups, read information about different faith founders mentioned above. Share information with the class to provide all children with knowledge of each faith founder.</p>	<p>Match key events with the correct faith founder.</p> <p>Create a mind map listing the key faith founders and events in their lives.</p> <p>Write a job specification for a faith founder: Abraham (<b>Judaism</b>)</p> <p>In the role of a faith founder, create a diary, blog or tweet, exploring some key events in their lives.</p> <p>Explore the way in which art depicts founders of faith.</p> <p>Create a depiction of a faith founder in the style of a famous</p>	


		<p>artist. (N.B. No human representation of Muhammad, pbuh.)</p> <p><b>Dive deeper, question further</b> Which of the faith founders we have learnt about today do you most relate to and why? What do you think is the most important quality for a faith founder and why?</p>	
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Next, children will understand what faith founders believe and do and their relevance for believers today.			
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.)
<p>Session 4</p> <p><b><i>What did the key religious figures for Christianity believe and do?</i></b></p> 	<p>Select and explore the teachings of key religious figures for Christianity, such as Jesus, St Paul ...</p> <p>What did they believe? What did they do in their lives?</p> <p>Use the story of The Good Samaritan as the focus for the lesson. Read the story, order story events and discuss the feelings of characters at different points in the story.</p>	<p>Create a picture, model or storyboard to reflect a teaching of a faith founder and explain its meaning for a believer.</p> <p>Dramatise a parable in a modern context; explain its moral and message.</p> <p><b>Dive deeper, question further</b> Explore the meaning of a parable Jesus taught. Why could it be challenging to ‘love our neighbour as ourselves’?</p>	<p><a href="#">The Good Samaritan story</a></p> <p><a href="#">The Good Samaritan story board</a></p>

	<p>What impact did Jesus and his beliefs have in this story? Conscience alley for the characters in the story.</p>		
<p>Session 5</p> <p><b><i>What did the key religious figures for other faiths believe and do?</i></b></p> 	<p>Select and explore the teachings of key religious figures for other faiths, such as Abraham (<b>Judaism</b>), Mohammad (pbuh), Guru Nanak, Baha'u'llah, the Buddha, ...</p> <p>What did they believe? What did they do in their lives?</p> <p>Faith founders to explore linked to our religions in school- The Buddha, Buddhism. What did he believe and do?</p>	<p>Create a picture, model or storyboard to reflect a teaching of a faith founder -Abraham (<b>Judaism</b>) and explain its meaning for a believer.</p> <p>Questions to check understanding of the key events of the story.</p> <p><b>Dive deeper, question further</b> What can we learn from the story of Guru Nanak and the boulder? Is this similar to any other faith stories you know?</p>	
<p>Session 6</p> <p><b><i>How did people respond to their deeds and words?</i></b></p>	<p><b>Dive deeper, question further</b></p> <p>Which religions other than Christianity recognise Jesus as an important teacher?</p> <p>Look at the links between Jesus and other religions, ask What do Jewish, Hindu,</p>	<p>Make links between the teaching of Jesus and other leaders of faith.</p> <p>Sort key beliefs and teachings by faith and by founder; talk about similarities.</p> <p>Create a mind map to show what other religions believe about Jesus.</p>	<p><a href="#">Information about other religions views on Jesus.</a></p>

	<p>Muslim etc people believe about Jesus? Children read information PowerPoint and share their findings with the class. when each group has shared, we will have a deeper understanding how what other religions believe about Jesus.</p>	<p>Answer key questions about each religion's view of Jesus.</p>	
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Finally, children will learn about holy books and how they are important for faith members. Children will consider the impact of a person's faith and faith founders' teachings on wider society.

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.)
<p>Session 7</p> <p><b><i>Where do we find these teachings?</i></b></p> 	<p>Have ready a selection of holy books, such as The Bible, The Torah, Vedas ...</p> <p>Read a story from one or two holy books.</p> <p>Share thoughts and feelings when hearing the teaching in a story from a holy book.</p> <p>Watch video clips to see real life examples of children/ families using holy books in their everyday lives. How do they use them? Why do they use</p>	<p>Children write information around images of the holy books, for example the religion, name of the book, what we can learn from it, stories in it.</p> <p>Match key words and images to each of the holy books (group activity).</p> <p>Choose one holy book and write down key facts about it.</p> <p>Choose one holy book and write questions you may have about it. Share your questions with a partner- can they answer them?</p>	<p><a href="#">The Bible video</a></p> <p><a href="#">My Life, My Religion: Christianity</a></p> <p><a href="#">My Life, My Religion BBC clips</a></p> <p><a href="#">The Torah video</a></p>

	<p>them? What can we learn from the videos?</p>	<p><b>Dive deeper, question further</b>          If you are not religious, what books could you read to help you find your way in life?          What is similar or different about the way people from different religions use their holy book?</p>	
<p>Session 8</p> <p><b><i>How does a person's faith influence the way they live?</i></b></p> 	<p>Watch videos to understand a day in the life of a Christian/ or other religion.</p> <p>How does being a Christian influence the way Nathan in the video clip lives?</p> <p>What impact does being a Christian have on his life?</p> <p>Would his life be the same if he was not a Christian?</p>	<p>Set up a dilemma for a faith follower (i.e., Conscience Alley) and show how key teachings help them to decide.</p> <p>Read a selection of scenarios/problems for example, somebody tells you they are unhappy at school. How would you deal with this as a faith member?</p> <p><b>Dive deeper, question further</b>          What is the relevance of Jesus for people today?          What aspects of living a faith might be the hardest and why?</p>	<p><a href="#">BBC video clip- Life as a Christian child</a></p>
<p>Session 9</p> <p><b><i>How do the teachings of a faith founder impact on wider society?</i></b></p>	<p>Express thoughts about whether the teachings of faith founders can change lives for the better and guide followers.</p> <p>Watch clips to see how Christian's or people of other religions live their</p>	<p>Answer key questions about the teachings of faith founders and the impact they can have on people's lives, for example How does what Jesus taught Christian's help them in their lives? Do you think Christian's think about Jesus every day? Explain why.</p>	<p><a href="#">The ten commandments</a></p>





lives. Talk to somebody who is a Christian or another religion about how their religion impacts the community they live in. Look at key images which may help Christian's remember the teachings of Jesus, for example church, bible, cross, candle... Discuss their significance.

If you are not a member of a faith, how could a faith founder impact on your life? Discuss.

Find out the ten commandments and discuss Jesus's greatest commandment.

If you are not a Christian, how could Jesus have an impact on your life? How could Jesus guide a Christian in their daily life?

How are the ten commandments useful in our lives?

Write the greatest commandment which could be relevant to all religions we have learnt about.

**Dive deeper, question further**

How can society benefit from people following their faith leaders' beliefs?

### Website links

Session 1	KS2 – Religious Education: <a href="https://www.bbc.co.uk/bitesize/subjects/z7hs34j">https://www.bbc.co.uk/bitesize/subjects/z7hs34j</a>
Session 2	Life of Jesus: <a href="https://www.tes.com/teaching-resource/life-of-jesus-6122490">https://www.tes.com/teaching-resource/life-of-jesus-6122490</a> Paul: <a href="https://www.bbc.co.uk/religion/religions/christianity/history/paul_1.shtml">https://www.bbc.co.uk/religion/religions/christianity/history/paul_1.shtml</a>
Session 3	

Session 4	The Good Samaritan: <a href="https://www.bbc.co.uk/teach/school-radio/audio-stories-the-good-samaritan/zf8w92p">https://www.bbc.co.uk/teach/school-radio/audio-stories-the-good-samaritan/zf8w92p</a> The Good Samaritan Storyboard: <a href="https://www.tes.com/teaching-resource/the-good-samaritan-storyboard-6077731">https://www.tes.com/teaching-resource/the-good-samaritan-storyboard-6077731</a>
Session 5	Stories by Category – Guru Nanak: <a href="https://www.sikhnet.com/stories/12311">https://www.sikhnet.com/stories/12311</a>
Session 6	What other world religions think about Jesus: <a href="https://www.relevantmagazine.com/faith/what-other-world-religions-think-about-jesus/">https://www.relevantmagazine.com/faith/what-other-world-religions-think-about-jesus/</a>
Session 7	The Holy Bible: <a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-the-holy-bible/zhnyri6">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-the-holy-bible/zhnyri6</a> My life, My Religion: <a href="https://www.bbc.co.uk/programmes/b05pc1c9/clips">https://www.bbc.co.uk/programmes/b05pc1c9/clips</a> My Life, My Religion – The Qur’an: <a href="https://www.bbc.co.uk/programmes/p02mwjsw">https://www.bbc.co.uk/programmes/p02mwjsw</a> My Life, My Religion – The Torah: <a href="https://www.bbc.co.uk/programmes/p02mxbli">https://www.bbc.co.uk/programmes/p02mxbli</a>
Session 8	My Life, My Religion – Nathan: <a href="https://www.bbc.co.uk/programmes/p02mwvjy">https://www.bbc.co.uk/programmes/p02mwvjy</a>
Session 9	The Ten commandments: <a href="https://www.bbc.co.uk/bitesize/clips/z687tfr">https://www.bbc.co.uk/bitesize/clips/z687tfr</a>



## Cycle A: 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 A Y3&4** is on how Christians remember the events of Holy Week, and in **Cycle B Y3&4** 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

#### These contribute to the following End of Key Stage statement:

- make connections between the beliefs that underpin different celebrations,

### How do people express their beliefs?

- 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

forms of worship, pilgrimages and rituals

- 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 A Y3&4 MTP*  
*Easter*  
*MTP*





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

In Y3, children will consider why Holy Week is such an important part of the Easter story and explore the significance of events which took place on Palm Sunday, at the Last Supper and in the Garden of Gethsemane.

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.)
<p>Session 1</p> <p><b><i>Why is the festival of Easter an important celebration for Christians?</i></b></p> 	<p>Start by asking: what is Easter and what do Christians do to celebrate Easter?</p> <p>Watch the video: What is Easter?</p> <p><b>Dive deeper, question further</b></p> <p>Why is the festival of Easter an important celebration for Christians?</p> <p>Explain that for Christians, Palm Sunday, Good Friday and Easter Sunday are times to remember the joy, sadness and</p>	<p>List key events in Holy Week and add to the working wall.</p> <p>Create storyboard accounts of the events of Holy Week, using the different gospels.</p> <p>Invite different faith members to talk about what Easter means to them.</p> <p>Ask children if they can remember a time when they felt joy, sadness and hope. Watch clips from the movie 'Inside Out' for starting points: <a href="#">click here</a></p>	<p><a href="#">What is Easter?</a></p>

	<p>despair, and hope felt by the followers of Jesus, and by Jesus himself.</p> <p>Watch a video which explores the events in Holy Week:</p> <p>Palm Sunday - joy</p> <p>Good Friday – sadness and despair</p> <p>Easter Sunday – hope</p>		
<p>Session 2</p> <p><b><i>Why is Palm Sunday significant for Christians?</i></b></p> 	<p>Drawing on prior knowledge, ask:</p> <p>What is Palm Sunday?</p> <p>What happened on Palm Sunday?</p> <p>Why is Palm Sunday an important event for Christians?</p> <p>Recap understanding by watching this video: The riddle of Palm Sunday</p>	<p>Re-enact Palm Sunday through music and drama.</p> <p>Make a palm leaf cross – please <a href="#">click here</a></p>	<p><a href="#">The riddle of Palm Sunday</a></p> <p><a href="#">Make a palm leaf cross</a></p>
<p>Session 3</p> <p><b><i>Why do Christians call the day Jesus died Good Friday?</i></b></p>	<p>Watch the video: Good Friday and Easter eggs</p> <p>Talk about the events of Good Friday.</p> <p>Contrast the sadness of Good Friday with the joy of Palm Sunday.</p>	<p>Show pupils a selection of crosses from around the world and what they mean. Ask them to choose a cross that would be good to display in a church on Good Friday. Ask them to write an explanation of their choice, including why they think Christians call the day Jesus</p>	<p><a href="#">Good Friday and Easter eggs</a></p>

		<p>died 'Good Friday'. (Ideas adapted from Understanding Christianity.)          Create a cross to show hopes for the future in the style of an El Salvador cross.</p> <p><b>Dive deeper, question further</b>          How do Christians see Jesus as a saviour to the world?          How does the crucifixion offer 'salvation' for Christians?          Why is the 'good news' of Easter for everyone?</p> <p><b>Dive deeper, question further</b>          Look at artwork depicting Mary the mother of Jesus at the crucifixion.          How do you think Mary, the mother of Jesus, felt when he was crucified?          What is 'good' about 'Good Friday'?</p>	
<p>Session 4</p> <p><b><i>What do Christians believe happened on Easter Sunday?</i></b></p> 	<p>Watch one of the following videos:          The Christian Story of Easter – <a href="#">click here</a>          He is Risen – <a href="#">click here</a>          List key events and ideas from the video.</p> <p><b>Dive deeper, question further</b>          Why is Easter Sunday a significant event in the Christian calendar?</p>	<p>Give each pupil a paper leaf and ask them to write a key word or phrase about the events of Easter Sunday.          Create a class resurrection tree and display.</p>	<p><a href="#">The Christian Story of Easter</a></p> <p><a href="#">He is Risen</a></p>


*Website links*

*YEAR 3&4*

Session 1	What is Easter? <a href="https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6ri6">https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6ri6</a>
Session 2	The riddle of Palm Sunday: <a href="https://www.bbc.co.uk/bitesize/clips/zy2hyrd">https://www.bbc.co.uk/bitesize/clips/zy2hyrd</a> Make a palm leaf cross: <a href="https://www.youtube.com/watch?v=znDyR8_POCU">https://www.youtube.com/watch?v=znDyR8_POCU</a>
Session 3	Good Friday and Easter eggs: <a href="https://www.bbc.co.uk/bitesize/clips/zjgkq6f">https://www.bbc.co.uk/bitesize/clips/zjgkq6f</a>
Session 4	The Christian Story of Easter: <a href="https://www.youtube.com/watch?v=Wnbo2AmS3OI">https://www.youtube.com/watch?v=Wnbo2AmS3OI</a> He is Risen: <a href="https://www.youtube.com/watch?v=CmFXxEQYUTg">https://www.youtube.com/watch?v=CmFXxEQYUTg</a>

**List those children working below the expected outcomes:**





*Cycle A Y3&4 MTP*  
*Unit 3.3: Sacred Places*  
Key Question: What is sacred?



**About this unit:**

Considered through a **theological** and **social sciences** lens, this unit builds on work in Unit 1.3 *Worship* and provide opportunities to observe worship in more than one faith, focusing on its significance for faith members. Make links with a local place of worship and contrast with a place of worship from a different faith. Consider the ways people celebrate milestones of life such as marriage in a sacred place. Find out how tradition and ceremony is part of the life of a religious community.

**Prior learning:**

Recollection of previous visits to sacred places and ways of showing respect; recall the ritual of baptism in Unit 1.1 *Belonging* as a first milestone.

**Key vocabulary:**

sacred places, ceremony, symbols, artefacts, milestones of life – marriage

**End points:**

**What makes a place sacred?**

- show understanding of what is sacred for believers in religious places
- describe the uses of sacred places, symbols and artefacts by believers and the community

***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

- explain how activities at local places of worship create a sense of community

### **Which religious rituals show identity and belonging for different traditions?**

- suggest how the milestones of life give a sense of identity and belonging for faith members

### **How do people express their beliefs?**

- 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

By the end of this unit, pupils will understand what makes a place sacred and to whom; how the place is used to mark the milestones of life.





*Cycle A Y3&4 MTP*  
*Summer*  
*Unit 3.3: Sacred Places*




**Key Question: What is sacred?**

First, children recall sacred places they have learnt about previously. Children begin to understand similarities and differences between sacred places for different religions. They will consider how sacred places can benefit the whole community.


<b>Teaching sequence</b>	<b>Getting started ...</b>	<b>Demonstrate new understanding</b> Suggested tasks and activity ideas	<b>Useful links</b> (If the link does not open, please find URL on final page.)
<p>Session 1</p> <p><b><i>What does the word 'sacred' mean?</i></b></p> 	<p>Drawing on prior knowledge, ask children to talk about previous visits to sacred places and ways of showing respect.</p> <p>Recall the ritual of baptism from Unit 1.1 <i>Belonging</i> as a first milestone.</p> <p>Watch video of a Baptism (part 1 and 2) and discuss the rituals and events from the ceremony.</p> <p>Group task: Create a mind map of key rituals and events during a baptism.</p> <p>What happens during a Baptism which is sacred?</p>	<p>Sort images from a Baptism/ other milestone into a Venn diagram.</p> <p>Answer key questions about a baptism, for example: What does a baptism symbolise? Is Baptism the same for everyone? Why is Holy Water an important part of the Baptism ceremony? What is sacred about a Baptism?</p> <p>Children share own thoughts and feelings about being Baptised. Have they been Baptised? (Share images from these ceremonies.)            If they have not, would they like to be? Why/ why not?            If they have been Baptised, how do they feel about that? Why/ why not?</p>	<p><a href="#">Baptism- video 1</a></p> <p><a href="#">Baptism- Video 2</a></p> <p><a href="#">Baptism and the bible video</a></p> <p><a href="#">Baptism and young Christian's video</a></p> <p><a href="#">Introduction to Baptism</a></p>


<p>Session 2</p> <p><b>What makes a place sacred?</b></p> 	<p>Read an extract or show a clip from the early part of 'The Lion, the Witch and the Wardrobe' where the children discover a door through a wardrobe to Narnia.</p> <p>What could be behind the door? In the story it was magical. Some places, when we go in, feel like this. Discuss the excitement of discovering new places.</p> <p>Ask children to think of a special place which they enjoy. Brainstorm their feelings when thinking about it. Link to the language of emotions: excited, full of wonder, curious, inspired, anxious. Discuss places of special importance. If they could go to one place, where would it be and why? Where are the special places they have been to and what is special about them? Are they places to be alone or to share with others? Outdoors or inside?</p>	<p>Create a mind map of sacred places.</p> <p>Create a mind map (or add to previous mind map) of reasons why a place could be sacred to you/ somebody else.</p> <p>Complete the sentences:</p> <ul style="list-style-type: none"> <li>● A special place I'd love to visit is... because...</li> <li>● A place where I feel very good is... because...</li> <li>● A place that is sacred for others, but not for me is...</li> <li>● Some people think the whole earth is sacred because... I think...</li> <li>● I believe that religious buildings are all sacred / are not all sacred because...</li> </ul> <p>(These sentences could be looked back on at the end of the unit, to see if children's responses have changed.)</p>	
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	<p>Share how the need for a special place is common to many people in many countries and is often the heart of their religion. Discuss what 'sacred' means and how special places for those with a faith are considered to be sacred places. What happens in a sacred place? What places are sacred in different religions? Is a focus to a sacred place important? Do some people worship without a special building?</p>		
<p>Session 3</p> <p><b><i>Why are some buildings considered sacred?</i></b></p> 	<p>Recap. Share how the need for a special place is common to many people in many countries and is often the heart of their religion. Discuss what 'sacred' means and how special places for those with a faith are considered to be sacred places. What places are sacred in different religions? Is a focus to a sacred place important? Do some people worship without a special building. How do we know which</p>	<p>Sort information about sacred places for different religions, to show how their buildings are considered to be sacred.</p> <p>Research deeper into religious buildings for different religious groups.</p> <p>Write information about religious buildings on big paper. Pass around in groups to share and add more information.</p> <p>Around an image of the sacred buildings write key facts/</p>	<p><a href="#">Inside a Hindu temple video</a></p> <p><a href="#">Inside a church video</a></p> <p><a href="#">Tour inside a church video</a></p> <p><a href="#">Church tour (American!)</a></p> <p><a href="#">Gurdwara information</a></p> <p><a href="#">The Gurdwara part 1</a></p> <p><a href="#">The Gurdwara part 2</a></p>

	<p>places could be special or sacred? Do they look different from the outside? Share information about sacred places for Christians- church, Judaism- Synagogue and Hindus- mandir. You may also wish to reflect and recap on learning from KS1 about the mosque for Muslims.</p>	<p>information about why it is considered to be sacred.</p> <p>Visit a place of worship and talk to a faith leader there about their building and why it is sacred to them.</p> <p><b>Dive deeper, question further</b> Discuss why religions may build places of worship when they believe God is everywhere.</p>	
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Next, children will begin to understand how people behave in sacred places, and the rituals which happen there. They will compare rituals in sacred places for different religions. Children will learn about pilgrimages for people of different faiths and their significance.

<b>Teaching sequence</b>	<b>Getting started ...</b>	<b>Demonstrate new understanding</b> Suggested tasks and activity ideas	<b>Useful links</b> (If the link does not open, please find URL on final page.)
<p>Session 4</p> <p><b><i>How do faith members show respect when they are in a sacred place?</i></b></p> 	<p>Recap the sacred places for our three religions, Christianity, Judaism, Hinduism.</p> <p>What happens in these places? Watch videos/ visit/ have a virtual tour.</p> <p>Research/ share information about how Christians show respect when they are in a church or another sacred place.</p>	<p>Compare sacred places for Christians and one other religion.</p> <p>Discuss the similarities and differences about how people show respect in these special places.</p> <p>Share statements into a Venn diagram for how respect is shown in these special places.</p> <p>Answer key questions about how respect is shown in different places of worship, for example,</p>	<p><a href="#">Inside a Hindu temple video</a></p> <p><a href="#">Inside a church video</a></p> <p><a href="#">Tour inside a church video</a></p> <p><a href="#">Church tour (American!)</a></p> <p><a href="#">Learn about going to church- RE Quest</a></p> <p><a href="#">Gurdwara information</a></p> <p><a href="#">The Gurdwara part 1</a></p>

	<p>Repeat for members of the Sikh and/ or Hindu faith. For example, bowing, bringing offerings, singing, dancing, how they store the holy book...</p> <p>Discuss the type of behaviour needed in a sacred place and how people might show their respect when they enter - clean clothes, cover heads, quiet etc.</p> <p>Brainstorm how you would feel if you went to your special place, and you found it spoilt or polluted or desecrated or if someone didn't behave in your special place.</p>	<p>How do people show respect in a Mandir? What do people do to show their respect for their God in a sacred place?</p> <p><b>Dive deeper, question further</b> Explore how activities in a place of worship build a sense of community.</p>	<p><a href="#">The Gurdwara part 2</a></p> <p><a href="#">Churches and the community</a></p>
<p>Session 5</p> <p><b><i>What rituals are part of worship?</i></b></p> 	<p>Show children images of rituals taking place, but don't explain them e.g., prayer, baptism, reading a holy book, taking off shoes and washing feet before entering a place of worship, graduation, Haka, watching your favourite TV programme every night, waking up and brushing</p>	<p>Compare Christian worship and Hindu worship (Sunday service and Puja).</p> <p>Mind map rituals and actions during Christian worship and Hindu worship.</p> <p>Share similarities and differences between Hindu and Christian worship.</p>	<p><a href="#">All Blacks Haka</a></p> <p><a href="#">Christian worship- Singing</a></p> <p><a href="#">Prayer and worship in Christianity</a></p> <p><a href="#">Puja- Hindu worship</a></p> <p><a href="#">Hindu worship information</a></p>



your teeth first then having a shower etc. What do they notice about the pictures? What do they have in common? How are they different?

Explain to children that these pictures show different rituals that are taking place. Ask them to think what the word 'ritual' means.

Definition of a ritual - *"is a sequence of activities involving gestures, words, and objects, performed in an appropriate place, and performed according to set sequence."* Rituals may be given by the traditions of a community, including a religious community.

Can only religious groups take part in rituals and routines?

Recap sacred places for the main religions we are learning about.  
Discuss the type of worship Christians carry out in these sacred places. Show

Make a short presentation to explain Christian worship in a Sunday Service and Hindu worship Puja.

Sort sentences about types of worship to show if they are Christian, Hindu or both.


Write a recount of a Sunday service or Puja ceremony.

**Dive deeper, question further**

How do the ceremonies and rituals we have learnt about today express the beliefs of faith members?

Do you think it is important to have rituals as a part of worship? Explain why.





	<p>images/ objects to support, for example bible, hymns, organ, candles, kneeling mat. Create a mind map of types of worship. Focus on a Sunday service which Christians may attend and the rituals that happen here.</p> <p>Repeat for types of worship in a Hindu sacred place, focusing on Puja. Explain Puja and what happens during this ritual.</p>		
<p>Session 6</p> <p><b><i>Why are some places special enough to merit a long journey?</i></b></p> 	<p>Discuss special journeys and where pupils have travelled to visit special places. Why is it worth travelling a long way to get to these places?</p> <p>Introduce the concept of pilgrimage using the Bible Quest video. Why might a religious person make a journey to a sacred site?</p> <p>Find out information about Pilgrimages people of different faiths may make. Christianity - Canterbury, Lourdes, Vatican City,</p>	<p>Write about a pilgrimage you have learnt about, including your feelings on your journey there, and when you arrive.</p> <p>Create a feelings chart to show how you may feel throughout a journey of pilgrimage.</p> <p>Explain about special places people of different faiths may go to on a pilgrimage.</p> <p>Compare pilgrimage journeys for people of different faiths.</p> <p>Group mind map activity. Children write as much information as they</p>	<p><a href="#">Special places</a></p> <p><a href="#">Pilgrimage- Bible Quest</a></p> <p><a href="#">Muslim pilgrimage- Hajj</a></p> <p><a href="#">Newsround- Hajj</a></p> <p><a href="#">Visiting Jerusalem</a></p> <p><a href="#">Hindu pilgrimage</a></p> <p><a href="#">Newsround- Hindu pilgrimage</a></p> <p><a href="#">Pilgrimage to Lourdes</a></p> <p><a href="#">National Trust Pilgrimage sites</a></p>


	<p>Jerusalem, Santiago de Compostela Hindu- Kumbh Mela Islam - Hajj to Mecca</p> <p>Children could research pilgrimages or be given information and images about them.</p> <p>Watch videos of Pilgrimages which show people of faith talking about their journeys and why they are partaking in them.</p>	<p>can about each pilgrimage we have learnt about, including 5 W's (who, what, where, when and why).</p> <p><b>Dive deeper, question further</b></p> <p>How is making a pilgrimage different to going on holiday?</p> <p>Imagine how you would feel going on a pilgrimage. What would be the most special thing about it?</p> <p>Write one word to describe the significance of making a pilgrimage. Why have you chosen this word?</p>	<p><a href="#">Newsround- Christian pilgrimage</a></p>
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Finally, children will begin to look in more depth at the symbols and artefacts found in sacred places. They will find out the meaning behind these and their significance in rites of passage for people of faith. They will learn about significant milestones in a faith members life and understand why these may be celebrated in sacred places.

<b>Teaching sequence</b>	<b>Getting started ...</b>	<b>Demonstrate new understanding</b> Suggested tasks and activity ideas	<b>Useful links</b> (If the link does not open, please find URL on final page.)
<p>Session 7</p> <p><b><i>What symbols or artefacts can be found in a sacred building?</i></b></p>	<p>Look at images/ artefacts from different sacred buildings. What do they have in common? What is different about them? Do you already know anything about these objects?</p> <p>Symbols and artefacts to consider may include:</p>	<p>Match the symbols and artefacts to different places of worship.</p> <p>Complete a table to show some symbols/ artefacts, where they are found and the meaning behind them. This could be added to in sessions 7 and 8.</p>	<p><a href="#">Church: Vicar Robes</a></p> <p><a href="#">Christian symbols</a></p> <p><a href="#">Mandir and artefacts video</a></p>

	<p>Symbols and artefacts in Churches- candles, Bible, altar, pews, biblical scenes, flowers, cross, font, stained glass windows,</p> <p>Symbols and artefacts in Mandirs- lotus flower, The Vedas, murti, prayer beads, incense, lamps, puja tray and contents</p> <p>Symbols and artefacts in Synagogues – star of David, torah, menorah, ark of covenant, eternal light, bimah, pews, stained glass windows</p>	<p>Visit a place of worship to look at the symbols and artefacts.</p> <p>Talk to a faith member about symbols and artefacts they have in their sacred building or at home. How are they the same and different?</p>	<p><a href="#">RE Online- Places of worship</a></p> <p><a href="#">Inside a Hindu temple video</a></p>
<p>Session 8</p> <p><b><i>What is the meaning of symbols and artefacts?</i></b></p> 	<p>Recap which symbols and artefacts can be found in sacred buildings by sorting into groups. You may wish to focus on two or three religions for this (as in session 7).</p> <p>Talk about the symbols and artefacts and how they are used within sacred places. What is the meaning behind them? Do they mean the same for everybody? Will everybody use them in the same way?</p>	<p>Stick images/ draw pictures/ use real artefacts to create a display explaining the meaning behind different symbols and artefacts found in sacred buildings.</p> <p>Discuss the similarities and differences in the meaning between artefacts from different sacred buildings.</p> <p>Complete a table to show some symbols/ artefacts, where they are found and the meaning behind them. This could be added to in sessions 7 and 8.</p>	<p><a href="#">Church: Vicar Robes</a></p> <p><a href="#">Christian symbols</a></p> <p><a href="#">Mandir and artefacts video</a></p> <p><a href="#">RE Online- Places of worship</a></p> <p><a href="#">Inside a Hindu temple video</a></p>

	<p>Children could conduct their own research to find out the meaning behind objects/ read information texts/ visit a library/ speak to a faith member.</p> <p>Symbols and artefacts to consider may include:          Symbols and artefacts in Churches- candles, bible, altar, pews, biblical scenes, flowers, cross, font, stained glass windows,</p> <p>Symbols and artefacts in Mandirs- lotus flower, The Vedas, murti, prayer beads, incense, lamps, puja tray and contents</p> <p>Symbols and artefacts in Synagogues – star of David, torah, menorah, ark of covenant, eternal light, bimah, pews, stained glass windows</p>	<p>Match the symbols and artefacts to different places of worship (in session 7). Now add information about the meaning behind some of these symbols and artefacts to build a deeper understanding.</p> <p>Match images to definitions of their meaning.</p> <p><b>Dive deeper, question further</b>          Do sacred places need to have these symbols and artefacts inside them? Why?</p> <p>What if sacred places were empty buildings? How could that impact on faith members visiting/ using them?</p>	
<p>Session 9</p> <p><b><i>How do symbols and artefacts in rites of</i></b></p>	<p>What are rites of passage? Look at images of events in a person’s life, such as</p> <p>Share video of a Christian wedding.</p>	<p>Complete a table to show the similarities and differences between symbols and artefacts present in a Christian and Hindu wedding.</p>	<p><a href="#">What happens in a Christian wedding? Video</a></p> <p><a href="#">Rites of passage- Marriage</a></p> <p><a href="#">RE Quest- Rites of passage- Marriage</a></p>

<p><b>passage represent belief?</b></p> 	<p>Discuss the events of the ceremony and the rituals which occurred. What symbols and artefacts did you notice?</p> <p>Now compare to a Hindu wedding ceremony.</p> <p>What is similar and different about these wedding ceremonies? What rituals and routines were carried out? What symbols and artefacts were seen?</p>	<p>Write captions below images of symbols/ artefacts to explain what they represent in wedding ceremonies for different religions.</p> <p>Roleplay a rite of passage (wedding) for a Christian or another faith. This could be done in groups, with children role playing the two different marriage ceremonies learnt about. After the role play, discuss similarities and differences between the ceremonies. Discuss the symbols and artefacts which were significant and why.</p> <p><b>Dive deeper, question further</b> What if no rings were exchanged during a marriage ceremony?</p> <p>How does a Hindu wedding reflect a faith member's beliefs?</p>	<p><a href="#">Christian rites of passage</a></p> <p><a href="#">Milestones in the life of a Christian</a></p> <p><a href="#">Rites of passage- Baptism</a></p> <p><a href="#">Rites of passage- Funeral</a></p> <p><a href="#">Rites of passage- Confirmation</a></p> <p><a href="#">Rites of passage- Roman Catholic sacraments</a></p> <p><a href="#">A Hindu wedding video</a></p> <p><a href="#">Hindu wedding information</a></p> <p><a href="#">Slideshare- Hindu wedding</a></p>
<p>Session 10</p> <p><b>Why do people choose to mark milestones in their life in a sacred place?</b></p>	<p>How can a place be a form of religious or spiritual expression?</p> <p>Recap- What milestones may be marked in a sacred place? Display images to support. Share ideas in a mind map, for different religions.</p>	<p>Answer questions about the boy's words:</p> <p>Why do you think he had to promise to study the Vedas (holy books)?</p> <p>How do you think they might help him at this stage in life?</p> <p>Can you suggest a reason why the 'sacred thread' needs to be worn at all times?</p>	<p><a href="#">Hindu Samskaras</a></p> <p><a href="#">Hindu ceremonies</a></p> <p><a href="#">Sacred thread</a></p> <p><a href="#">Sacred thread ceremony- Video</a></p> <p><a href="#">Rites of passage- Confirmation</a></p> <p><a href="#">Confirmation information</a></p>



Recap a Christian baptism and wedding, and a Hindu wedding. Why do people get married in a church? Does everybody? Why do people get baptised in a church? Why do Hindu's visit a Mandir for milestones in their life?

Learn in more depth about a Hindu Sacred Thread ceremony. Look at images to piece together what may happen in this ceremony. Share ideas a class. Watch videos which show the ceremony. What do we know now?

Read a boy's description of his sacred thread ceremony: *I had my upanayana ceremony when I was nine. I was very excited. First, I had to bathe and have my head shaved. Then I put on new clothes. One of our traditions is that we ask our mother and relatives to give us alms (this may be money or gifts). My guru (spiritual teacher) said the Gayatri*

How is this ceremony similar or different to ceremonies in Christianity?

Imagine you were to go through a 'growing up' ceremony similar to the boy we have read about. What promises would you make for your future life?

Who or what would help you keep these promises?

What symbol would you choose to remind you of the promises you made?

Compare and contrast a sacred thread ceremony with a confirmation ceremony. How do they create a sense of identity and belonging?

Roleplay the rites of passage.

Create an information leaflet for children who may be about to partake in a confirmation or sacred thread rite of passage.

## [Church of England- Confirmation](#)

	<p><i>mantra – it's a special prayer I have to say three times every day. When the thread, which some Hindus call Jenoj, was placed over my shoulder, I felt so proud. It has three strands which remind me of my duties to God, to my ancestors and my guru. I had to promise to study the Vedas (holy books) with the help of my guru. Then I gave my teacher a present.</i></p>		

### *Website links*

Session 1	<p><a href="https://www.bbc.co.uk/bitesize/clips/zm87tfr">https://www.bbc.co.uk/bitesize/clips/zm87tfr</a>  <a href="https://www.bbc.co.uk/bitesize/clips/zr34wmn">https://www.bbc.co.uk/bitesize/clips/zr34wmn</a>  <a href="https://www.bbc.co.uk/bitesize/clips/ztjxn39">https://www.bbc.co.uk/bitesize/clips/ztjxn39</a>  <a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-baptism/zm32nrd">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-baptism/zm32nrd</a></p>
Session 2	
Session 3	<p><a href="https://www.bbc.co.uk/bitesize/clips/zr34wmn">https://www.bbc.co.uk/bitesize/clips/zr34wmn</a>  <a href="https://www.youtube.com/watch?v=KxLir3p9z8U">https://www.youtube.com/watch?v=KxLir3p9z8U</a>  <a href="https://www.youtube.com/watch?v=FYcjyKtQl">https://www.youtube.com/watch?v=FYcjyKtQl</a>  <a href="https://www.youtube.com/watch?v=F1zAoeJNOqI">https://www.youtube.com/watch?v=F1zAoeJNOqI</a>  <a href="https://www.bbc.co.uk/bitesize/clips/zkr87ty">https://www.bbc.co.uk/bitesize/clips/zkr87ty</a>  <a href="https://www.bbc.co.uk/bitesize/clips/zd4wmp3">https://www.bbc.co.uk/bitesize/clips/zd4wmp3</a></p>
Session 4	<p><a href="https://www.bbc.co.uk/bitesize/clips/zr34wmn">https://www.bbc.co.uk/bitesize/clips/zr34wmn</a>  <a href="https://www.youtube.com/watch?v=KxLir3p9z8U">https://www.youtube.com/watch?v=KxLir3p9z8U</a>  <a href="https://www.youtube.com/watch?v=FYcjyKtQl">https://www.youtube.com/watch?v=FYcjyKtQl</a>  <a href="https://www.youtube.com/watch?v=F1zAoeJNOqI">https://www.youtube.com/watch?v=F1zAoeJNOqI</a></p>

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Session 5	<a href="https://www.youtube.com/watch?v=yiKFYTFJ_kw">https://www.youtube.com/watch?v=yiKFYTFJ_kw</a> <a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-christian-worship/zvjv92p">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-christian-worship/zvjv92p</a> <a href="https://request.org.uk/resource/restart/2015/12/08/an-introduction-to-prayer-and-worship/">https://request.org.uk/resource/restart/2015/12/08/an-introduction-to-prayer-and-worship/</a> <a href="https://www.bbc.co.uk/programmes/p0114z20">https://www.bbc.co.uk/programmes/p0114z20</a> <a href="https://www.bbc.co.uk/religion/religions/hinduism/worship/worship.shtml">https://www.bbc.co.uk/religion/religions/hinduism/worship/worship.shtml</a>
Session 6	<a href="https://request.org.uk/resource/restart/2014/05/28/special-places/">https://request.org.uk/resource/restart/2014/05/28/special-places/</a> <a href="https://request.org.uk/resource/f960f6c569d68ea9bd2651356868e7/">https://request.org.uk/resource/f960f6c569d68ea9bd2651356868e7/</a> <a href="https://www.bbc.co.uk/teach/class-clips-video/what-is-hajj/zndfcqt">https://www.bbc.co.uk/teach/class-clips-video/what-is-hajj/zndfcqt</a> <a href="https://www.oundleceprimary.org/numbersquash/wp-content/uploads/RE-Lesson-4-Golden-Temple.pdf">https://www.oundleceprimary.org/numbersquash/wp-content/uploads/RE-Lesson-4-Golden-Temple.pdf</a> <a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-visiting-jerusalem/z76d7nb">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-visiting-jerusalem/z76d7nb</a> <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> <a href="https://www.bbc.co.uk/newsround/46892624">https://www.bbc.co.uk/newsround/46892624</a> <a href="https://www.youtube.com/watch?time_continue=25&amp;v=b7GHIVUhj9c&amp;feature=emb_title">https://www.youtube.com/watch?time_continue=25&amp;v=b7GHIVUhj9c&amp;feature=emb_title</a> <a href="https://www.bbc.co.uk/newsround/25503930">https://www.bbc.co.uk/newsround/25503930</a>
Session 7	<a href="https://request.org.uk/resource/life/church/dress-a-vicar/">https://request.org.uk/resource/life/church/dress-a-vicar/</a> <a href="https://request.org.uk/resource/life/spirituality/christian-symbols/">https://request.org.uk/resource/life/spirituality/christian-symbols/</a> <a href="https://www.bbc.co.uk/religion/religions/sikhism/customs/fiveks.shtml">https://www.bbc.co.uk/religion/religions/sikhism/customs/fiveks.shtml</a> <a href="https://www.youtube.com/watch?v=REfxZqMSzaw">https://www.youtube.com/watch?v=REfxZqMSzaw</a> <a href="https://www.youtube.com/watch?v=jDc4CJscWws">https://www.youtube.com/watch?v=jDc4CJscWws</a> <a href="https://www.bbc.co.uk/religion/religions/sikhism/ritesrituals/gurdwara_1.shtml">https://www.bbc.co.uk/religion/religions/sikhism/ritesrituals/gurdwara_1.shtml</a> <a href="https://www.reonline.org.uk/specials/places-of-worship/sikhism_video.htm">https://www.reonline.org.uk/specials/places-of-worship/sikhism_video.htm</a> <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>
Session 8	<a href="https://request.org.uk/resource/life/church/dress-a-vicar/">https://request.org.uk/resource/life/church/dress-a-vicar/</a> <a href="https://request.org.uk/resource/life/spirituality/christian-symbols/">https://request.org.uk/resource/life/spirituality/christian-symbols/</a> <a href="https://www.bbc.co.uk/religion/religions/sikhism/customs/fiveks.shtml">https://www.bbc.co.uk/religion/religions/sikhism/customs/fiveks.shtml</a> <a href="https://www.youtube.com/watch?v=REfxZqMSzaw">https://www.youtube.com/watch?v=REfxZqMSzaw</a> <a href="https://www.youtube.com/watch?v=jDc4CJscWws">https://www.youtube.com/watch?v=jDc4CJscWws</a> <a href="https://www.bbc.co.uk/religion/religions/sikhism/ritesrituals/gurdwara_1.shtml">https://www.bbc.co.uk/religion/religions/sikhism/ritesrituals/gurdwara_1.shtml</a> <a href="https://www.reonline.org.uk/specials/places-of-worship/sikhism_video.htm">https://www.reonline.org.uk/specials/places-of-worship/sikhism_video.htm</a> <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>



<p>Session 9</p>	<p><a href="https://request.org.uk/resource/life/rites-of-passage/marriage/">https://request.org.uk/resource/life/rites-of-passage/marriage/</a>  <a href="https://request.org.uk/resource/life/rites-of-passage/marriage/">https://request.org.uk/resource/life/rites-of-passage/marriage/</a>  <a href="https://request.org.uk/resource/life/rites-of-passage/how-do-christians-celebrate-big-life-changes/">https://request.org.uk/resource/life/rites-of-passage/how-do-christians-celebrate-big-life-changes/</a>  <a href="https://request.org.uk/resource/restart/2014/04/07/what-are-the-milestones-in-a-christians-life/">https://request.org.uk/resource/restart/2014/04/07/what-are-the-milestones-in-a-christians-life/</a>  <a href="https://request.org.uk/resource/restart/2014/04/07/introduction-to-baptism/">https://request.org.uk/resource/restart/2014/04/07/introduction-to-baptism/</a>  <a href="https://request.org.uk/resource/life/rites-of-passage/what-happens-at-a-christian-funeral/">https://request.org.uk/resource/life/rites-of-passage/what-happens-at-a-christian-funeral/</a>  <a href="https://request.org.uk/resource/life/rites-of-passage/what-happens-at-a-christian-funeral/">https://request.org.uk/resource/life/rites-of-passage/what-happens-at-a-christian-funeral/</a>  <a href="https://request.org.uk/resource/life/rites-of-passage/confirmation-video/">https://request.org.uk/resource/life/rites-of-passage/confirmation-video/</a>  <a href="https://request.org.uk/resource/life/rites-of-passage/the-roman-catholic-sacraments/">https://request.org.uk/resource/life/rites-of-passage/the-roman-catholic-sacraments/</a>  <a href="https://www.bbc.co.uk/teach/class-clips-video/a-hindu-wedding/zmqrkmn">https://www.bbc.co.uk/teach/class-clips-video/a-hindu-wedding/zmqrkmn</a>  <a href="https://www.bbc.co.uk/religion/religions/hinduism/ritesrituals/weddings.shtml">https://www.bbc.co.uk/religion/religions/hinduism/ritesrituals/weddings.shtml</a>  <a href="https://www.slideshare.net/MrsFRHRichards/a-hindu-marriage-ceremony">https://www.slideshare.net/MrsFRHRichards/a-hindu-marriage-ceremony</a></p>
<p>Session 10</p>	<p><a href="https://www.partneyschool.co.uk/media/Class%203/Week%209/RE%201.%20Rites%20of%20passage.pdf">https://www.partneyschool.co.uk/media/Class%203/Week%209/RE%201.%20Rites%20of%20passage.pdf</a>  <a href="https://www.bbc.co.uk/bitesize/clips/zgcgjxs">https://www.bbc.co.uk/bitesize/clips/zgcgjxs</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zk4dtfr/revision/2">https://www.bbc.co.uk/bitesize/guides/zk4dtfr/revision/2</a>  <a href="https://www.youtube.com/watch?v=0nj4fWVCc-Q">https://www.youtube.com/watch?v=0nj4fWVCc-Q</a>  <a href="https://www.bbc.co.uk/religion/religions/christianity/ritesrituals/confirmation_1.shtml">https://www.bbc.co.uk/religion/religions/christianity/ritesrituals/confirmation_1.shtml</a>  <a href="https://www.churchofengland.org/life-events/confirmations/confirmation-faqs#na">https://www.churchofengland.org/life-events/confirmations/confirmation-faqs#na</a></p>

List those children working below the expected outcomes: