

The RE team have taken the learning outcomes from the East Riding agreed syllabus and broken them down into learning challenges for our school. Our RE curriculum focusses on three major religions, Christianity, Islam and Sikhism.

Overview of the religions TGPS focus on.				
KS1	Christianity	Islam		
KS2	Christianity	Islam	Sikhism	
Suggested activities to meet the agreed syllabus requirements.				
YEAR 1				
Unit	Learning challenge	Activities/stories	Christmas	Easter
<b>1.1: Looking at me, looking at you.</b>  What makes us special?  <b>(All lessons lend themselves to the assessment rubrics)</b>	TLC: Can I say what is special about me and other people?	Use persona dolls	Christmas Christmas story Advent Meaning of Gold, Frankincense and myrrh	Easter Jesus' resurrection as a big surprise. How did Jesus' friends feel when he came back to life?
	TLC: Can I retell a faith story about caring for others? (T4W)	The feeding of the five thousand. Story sequencing Role play masks		
	TLC: Can I identify what is special about a faith member? (Christianity)	Jesus heals a paralysed man.		
	TLC: Can I identify what is special about a faith member? (Islam)	Be My Guest story		
	TLC: Can I say how faith members are the same and how they are different?	Compare the above faith members.		
	TLC: Can I name and compare different religious ceremonies?	Images of different ceremonies from Islam and Christianity e.g. weddings, naming ceremonies, Christmas, Eid etc. Sort and compare images.		
	TLC: Can I talk about an important life event for Christians? (Baptism)	Watch videos/ go to the church and see the artefacts and a ceremony being done.		
	TLC: Can I talk about religious symbols and artefacts for a religious ceremony? (Baptism)			

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<p><b>1.2</b> <b>New beginnings</b> How can we keep our World special?</p> <p>(All lessons lend themselves to the assessment rubrics)</p>	<p>TLC: Can I identify special places for faith members?</p> <p>How can we keep our World special?</p>	<p>What places are special to you? How do you care for your special place? (Bedroom, home, seat at school, table, garden, club etc.</p> <p>Look at a church and a mosque- Art work- silhouettes.</p>		
	<p>TLC: Can I say why the world is a special place?</p> <p>TLC: Can I talk about how we could care for the world?</p>	<p>Plant a seed and think about the care it needs to grow?</p> <p>Photographs/artwork: do we always look after the world? Look at images of dinner hall with food on the floor etc. Walk around the school- littering</p> <p>Caring for the environment poster.</p>		
	<p>TLC: Can I discuss how faith members take care of their special places?</p>	<p>How do faith members respect their places of worship?</p>		
	<p>TLC: Can I reflect on creation stories? (Christianity and Islam)</p>	<p>Learn the creation song and perform</p> <p>The Islamic creation story and sequence events</p> <p>Where did the Earth come from?</p>		
	<p>TLC: Can I explain why faith stories are important to believers?</p>	<p>The crying camel story (Islam)</p> <p>The Good Samaritan</p>		
<p><b>1.3</b> <b>Worship and Festivals</b> What happens in a</p>	<p>TLC: Can I name different parts and artefacts of a place of worship?</p>	<p>What objects are special to you? Why? (Teddy, necklace etc)</p> <p>Trip to the church (artefacts hunt, draw or</p>		

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place of worship?  <b>Trip to Church</b>  (All lessons lend themselves to the assessment rubrics)		label the key parts) Identify and name the parts and important artefacts – tick when they have seen it. What was your favourite artefact and why?		
	TLC: Can I say how a religious building is used in different ways?	Guest speaker How are the artefacts used?		
	TLC: Can I name some religious festivals and celebrations?	Reflect on important days of the year.  Easter, Christmas, Eid, Ramadan  Pictures/videos of different festivals  Why and what is being celebrated?  How do faith members celebrate special festivals? (role-play)		
	TLC: Can I describe traditions linked to festivals?	Easter: New life- Easter eggs – chicks Significance of the cross- hot cross buns Christmas- birth of Jesus- nativity  Eid: End of Ramadan- Ibrahim (AS) was willing to sacrifice his son Ismail-Muslims sacrifice an animal and feed the poor.		
	TLC: Can I question a faith member about how they celebrate?	Hot seating for guest.		
	TLC: Can I describe and compare how people worship?	Look at videos of how people worship What is the same? What is different? Guest speaker (AC)		
<b>YEAR 2</b>				
<b>2.1 Belonging</b> What does	TLC: Can I compare similarities and differences in religious festivals?	Easter, Christmas, Eid and Ramadan.		
	TLC: Can I demonstrate an understanding of	Local community- nurses, police officers etc	Christmas	Easter

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belonging mean? <b>Trip to the Mosque</b>  (All lessons lend themselves to the assessment rubrics)	the term 'belonging?'	Making promises: brownies, guides and making oaths.  Belonging shield	Why did God promise to send Jesus into the world? Christmas story through carols Christingle Old Testament	Palm Sunday Jesus' entry into Jerusalem Hot Cross buns
	TLC: Can I identify how a person shows religion in their life?	Look at different images of people. How do you know they are of a faith?		
	TLC: Can I understand the daily life of a Christian?			
	TLC: Can I understand the daily life of a Muslim?			
	TLC: Can I compare the daily life of children of different faiths?			
	TLC: Can I understand the importance of values for living?	What would happen if there were no rules?		
	TLC: Can I recognise special rules that religious people follow? (Christian)	10 commandments story  (Children to just look at what the rules are)		
	TLC: Can I recognise special rules that religious people follow? (Islam)	5 Pillars of Islam (Children to just look at what the rules are)		
	TLC: Can I compare special rules that religious people follow?			
<b>2.2 Believing</b> How do people demonstrate their beliefs?	TLC: Can I explain what I believe in?	Tooth fairy, Father Christmas, Easter bunny, elves, fairies, angels etc		
	TLC: Can I name what Christians believe?	Look at Christian beliefs in mother Teresa's prayer.		
	TLC: Can I name what Muslims believe?	Qur'an		
	TLC: Can I compare beliefs of different faiths?			
	TLC: Can I explain the moral behind religious	(Islamic and Christian stories)		

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	stories?			
	TLC: Can I identify and explain how religious symbols and artefacts are used?  <b>(Assessment rubric)</b>	Cross Candle fish Beads (Rosary)  Prayer mat (Musallah) Beads (Tasbih) Ka'ba Arabic text 'Allah'		
	TLC: Can I explain how religious people express their beliefs through an action or gesture?  <b>(Assessment rubric)</b>	Muslim- zakat feeding the poor and needy. Treating people with kindness etc. Explore good deeds.  Christian- honouring parents (one of the commandments) Listening to hymns Sunday Church Explore good deeds		
<b>2.3 Questions, questions???</b> What are the big questions?	TLC: Can I recall the Christian creation stories?	Sequence events for Christian creation story		
	TLC: Can I recall the Muslim creation story?	T4W for Muslim creation story		
	TLC: Can I retell the Jewish creation story?	Story board creation story writing the events below.		
	TLC: Can I compare creation stories?	True or false Venn diagram Written comparison		
	TLC: Can I share my own experiences of new life?	Opportunity to use different mediums.		
	TLC: Can I ask questions about new beginnings?	Fresh green day New year's resolution		
	TLC: Can I suggest answers to the big questions?	Pose some religious questions for children to share their thoughts.		

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	TLC: Can I ask questions about religion? <b>(Assessment rubric)</b>			
	TLC: Can I explore questions that have no answers? <b>(Assessment rubric)</b>	Is God real? Why do bad things happen? What comes first, the chicken or the egg? What is right? Wrong? Debate lessons		
	TLC: Can I answer questions on religious texts?	Comprehension tasks		
<b>YEAR 3</b>				
<b>3.1 Remembering</b> Why remember?	TLC: Can I explore how people celebrate?	What do you celebrate? How? Sort religious and non-religious celebrations		
	TLC: Can I investigate the significance of a religious festival? (Islam)	Eid (How and why are they celebrating?)		
	TLC: Can I investigate the significance of a religious festival? (Sikhism)	Diwali (How and why are they celebrating?)		
	TLC: Can I compare religious festivals?	Reflect on how children felt during the above.		
	TLC: Can I explore the idea of forgiveness?	Scenario cards role play		
	TLC: Can I explore the idea of forgiveness? (Christianity)	Stories on forgiveness The parable of the prodigal son Conscious alley Scenario cards		
	TLC: Can I explore the idea of forgiveness? (Islam)			
	TLC: Can I explore the idea of forgiveness? (Sikhism)			
TLC: Can I explore how people express their beliefs through personal artefacts? (Sikhism)	Look at the 5Ks- just looking at what they are- matching activity. Symbol of Sikhism			

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	TLC: Can I reflect on why personal artefacts are meaningful?			
	TLC: Can I identify ways in which diverse communities can live together?  <b>(Assessment rubric)</b>			
<b>3.2 Faith Founders</b>	TLC: Can I identify and explain what makes a good leader?	Begin by looking at role-models. Home, school, community. Link to British values- government.		
	TLC: Can I research key religious founders?	Children could research key questions and present their findings.		
	TLC: Can I explore why Jesus is considered to be a good leader?	Look at stories (Jesus and the lost sheep.) Explore the key actions and teachings in these stories and how they impacted on those around them.  Story boarding Depicting an event on a stained glass window Sequence events to illustrate their teachings. Scenario cards		
	TLC: Can I explore why Muhammad is considered to be a good leader?			
	TLC: Can I explore why Guru Nanak is considered to be a good leader?			
	TLC: Can I compare key beliefs and teachings?  <b>(Assessment rubric)</b>	Assessment opportunity from previous lesson.		
	TLC: Can I recognise rules for living?  <b>(Assessment rubric)</b>	Revisiting from Y2 The 10 commandments and the five pillars of Islam.  Conscience alley- set up dilemmas for faith founders- how would they react? Scenario cards for faith founders S&L what should be done?		
	TLC: Can I recognise rules for living and how they influence members of faith?	Introduce Sikh values and rules for living.  Hot seating questions for a faith member/video		

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	TLC: Can I reflect on my own beliefs and values?	Make up your own commandments/pillars/rules		
	TLC: Can I compare my own values and beliefs to the followers of religion?	Diamond 9 activity and discuss why they are choosing the order based on religious teachings.		
<b>3.3 Encounters</b>  <span style="background-color: yellow;">(Trip to Gurudwara)</span>	TLC: Can I recognise and describe sacred places, symbols and artefacts? (Christianity)	Recap naming places and artefacts Explain what it is used for. Matching activity		
	TLC: Can I recognise and describe sacred places, symbols and artefacts? (Islam)	Recap naming places and artefacts Explain what it is used for.		
	TLC: Can I recognise and describe sacred places, symbols and artefacts? (Sikh)	Trip to Gurudwara  Information leaflet/brochure- labelling the scared parts and their use.		
	TLC: Can I discuss special rules when people are in a place of worship?			
	TLC: Can I explore how scared places are used?			
	TLC: Can I explore how Christians communicate with God?	Video of praying		
	TLC: Can I explore how Muslims communicate with God?	Praying 5 times a day		
	TLC: Can I explore how Sikhs communicate with God?	Art work/video		
	TLC: Can I explore how religious places are used by faith members and the community?	Invite Reverent		
	TLC: Can I compare how places of worship are used? <b>(Assessment rubric)</b>			
<b>YEAR 4</b>				
<b>4.1 Belief in the community</b>	TLC: Can I identify communities and explore their rituals?	Look at different communities. How do you know they belong to these communities e.g. uniform, symbols, artefacts? What communities do you belong to? Explore rituals e.g. brownie promise, police officer		



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<b>(All lessons lend themselves to the assessment rubrics)</b>		oath, haka, national anthem etc. (Role-play one of the rituals)		
	TLC: Can I explore religious rituals to show belonging? (Christianity)	What are rites of passage? What rites of passage do you already know about? E.g. reflect on prior leaning on baptism.  The Apostles creed. 1		
	TLC: Can I explore religious rituals to show belonging? (Islam)	Naming ceremony Aqiqah		
	TLC: Can I explore religious rituals to show belonging? (Sikhism)	Naming ceremony (Naam Karan)		
	TLC: Can I explore religious rituals to show identity and belonging? (Christianity)	Look at marriage and the symbols and artefacts that are used and the significance of these.  Role play a wedding		
	TLC: Can I explore religious rituals to show identity and belonging? (Islam)			
	TLC: Can I explore religious rituals to show identity and belonging? (Sikhism)			
	TLC: Can I compare the rites of passage?	Carroll diagram (Birth and marriage for all three religions) Venn diagram (LA for marriage)		
	TLC: Can I explore promises that are- made during marriage?	Look at wedding vows and draw out the promises people make to each other. (Christian and Sikh) What do these promises mean? How do they affect life?		
<b>4.2 Saints and Heroes</b>	TLC: Can I recognise heroes?	Start with superheroes. Why are they heroes.  Heroes in the local community. E.g. paramedics, firemen etc.		
	TLC: Can I explore how significant people of faith have committed heroic deeds? (Patron Saints) <b>(assessment rubrics)</b>	What are saints? (Whole class shared- read St Nicholas and the three daughters)  Research lesson on a saint- present it to the class. T prepare a quiz for pupils to answer questions on		

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		different saints. Create a stained glass window to represent a saint.		
	TLC: Can I explore the teachings of significant religious people? (Sikhism)	Explore Sikh Saints and how they became saints		
	TLC: Can I explore how people have demonstrated commitment to their faith? (Christianity)  <b>(assessment rubrics)</b>	Examples of people: Mother Teresa, William Wilberforce, Martin Luther King, Nelson Mandela etc. What did she/he do? What impact did she/he have on people's lives?  Diary entry- a day in the life of ..... (this will take a minimum of two lessons)	Twitter page entry due to current Y4 having done a diary entry on MLK in/7u Y3 and WW in transition.	
	TLC: Can I explore how people have demonstrated commitment to their faith? (Islam)  <b>(assessment rubrics)</b>	Look at the life of one of the Sahabas (companions of the prophet) Some examples: Abu Bakr As-Siddiq, Umar ibn Al-Khattab, Uthman ibn Affan, Talha ibn Ubaidullah etc.		
	TLC: Can I compare teachings of religious people?	Compare the above		
	TLC: Can I explore local saints?	Guest speaker- St Peter's St Pauls speaker		
<b>4.3 Our world</b>	TLC: Can I explore beliefs on how the universe began? (Christian and Muslim)	Recap creation story from Y1 and Y2. (Do not repeat the same activities)		
	TLC: Can I explore beliefs on how the universe began? (Sikhism)	T4W		
	TLC: Can I compare different faith beliefs about how the universe began?	Closed procedure task/sorting pictures or events to the correct religion.		
	TLC: Can I recognise how faith members should care for the Earth? (Christian)  <b>(assessment rubrics)</b>	Explore the concept of stewardship.  Read a range of stories identifying how faith members should take care of the World.		
	TLC: Can I recognise how faith members should care for the Earth? (Muslim) <b>(assessment rubrics)</b>	Look at religious verses relating to stewardship. What do these mean to faith members?		
	TLC: Can I recognise how faith members should care for the Earth? (Sikh)			

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	<b>(assessment rubrics)</b>			
	TLC: Can I give reasons why people of faith have awe and wonder about the World?	How is the Earth unique? Is creation simple or complex? (link to science- complexity of the digestive system/ How animals are suited to their environment)		
	<b>(assessment rubrics)</b>			
	TLC: Can I share a sense of awe and wonder?	Children to make a collage of images that brings a sense of awe and wonder to them about nature and creation/children to make video clips of the environment/creation and how it brings awe and wonder to them.		
	<b>(assessment rubrics)</b>			
	TLC: Can I demonstrate my understanding of stewardship?	How do humans treat the world now? Explore impact of global warming and pollution. What actions can we take to take better care of our world?		
	<b>(assessment rubrics)</b>			
<b>YEAR 5</b>				
<b>5.1 Expressions of faith</b>	TLC: Can I explore how people express their beliefs through personal symbols and artefacts? (Christianity)	Recap symbols and artefacts from Y2 and Y3 (2.2) (3.3) (Christianity and Islam) and build on prior learning. What do these symbols mean? How do they bring a sense of belonging?		
How do people express their faith?	TLC: Can I explore how people express their beliefs through personal symbols and artefacts? (Islam)	Link symbols to special times of the year e.g. harvest, advent, Christmas.		
<b>(assessment rubrics lend to all lessons)</b>				
	TLC: Can I explore how people express their beliefs through personal symbols and artefacts? (Sikhism)	Researching the 5Ks Market place activity: Groups to research one of their 5Ks on flipchart. Galloping gallery- pupils to share their knowledge in order to complete their 5Ks information sheet. Why are the 5Ks important to Sikhs?		
	TLC: Can I explore the significance of religious festivals and rituals? (Christianity)	Why and how do faith members celebrate Christmas? How does participating in the festival impact on the life of a faith member?		
	TLC: Can I explore the significance of religious	Eid ul Fitr		

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	festivals and rituals? (Islam)	Comprehension activity Significance of this Eid How does participating in the festival impact on the life of a faith member? How does the festival impact on a faith member? Community? (2 lessons)		
	TLC: Can I explore the significance of religious festivals and rituals? (Sikhism)	Baisakhi- Birthday of Guru Gobind Singh (Do not repeat Y3 tasks) Watch video clips Role-play a celebration e.g. dance Invite a guest speaker. How does the festival impact on a faith member? Community? (2 lessons)		
	TLC: Can I explain how religious celebrations impact on the community?	Is Christmas just for Christians? How do celebrations effect the community? Explore unity and a sense of belonging.		
<b>5.2 Faith in action</b>  What inspires people to follow a faith and what is the cost?  <b>(assessment rubrics lend to all lessons)</b>	TLC: Can I explore and understanding the meaning of commitment?	If you are committed to something, you will be able to make a sacrifice for that cause.  Explore jobs and the commitments people have. Nurse, vicar, police officer, firefighter, carer.  What/who are you committed to?		
	TLC: Can I give reasons why people choose to make sacrifices?	What is a sacrifice? Scenario cards- identify the sacrifice that is being made. How is the sacrifice helping other people? Why did the person choose to make the sacrifice?		
	TLC: Can I explore how significant people of faith acted according to their commitments? (Christianity)	Revisit sacrifice. What sacrifice did Jesus make? Why? Consider the factors that motivated him? Why did Jesus accept his death?		

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	TLC: Can I explore how significant people of faith acted according to their commitments? (Islam)	Revisit story of Ibrahim. Investigate why he was willing to sacrifice his son. Who was Ibrahim committed to? Write a poem?		
	TLC: Can I explore how significant people of faith acted according to their commitments? (Sikhism)	<a href="https://www.bbc.com/bitesize/clips/zghyr82">https://www.bbc.com/bitesize/clips/zghyr82</a> origins of the khalsa. The five beloved ones who were willing to sacrifice their lives to show commitment to their faith.		
	TLC: Can I investigate the work of a religious charity?	Christian Aid, Salvation army, food banks, Muslim Aid, etc. Why do you think religious people do charitable work? Children research and present the work of a religious charity. Share findings.  Double lesson		
	TLC: Can I explore the values that motivate people of faith to respond to a cause?	What does religion say about helping people? What rewards are there for people? Look at religious quotes (look into the rewards in the afterlife) Grenfell Tower, natural disasters- how do communities come together?		
	TLC: Can I research a significant person a faith?	What is inspiration? What inspires you? Research significant people and their actions? Desmond Tutu, Mother Theresa, Martin Luther King, Nelson Mandela etc.		
	TLC: Can I explain how the actions of faith members inspires people?	So how did the above impact on people's lives?		
<b>5.3 Pilgrimage</b>	TLC: Can I explore pilgrimage and why a faith member would go there? (Christian)	What is a pilgrimage? Is a pilgrim different to a tourist?		
Why do people of				

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<p>faith make a pilgrimage?</p> <p><b>(Assessment rubrics lend to all lessons)</b></p>		<p>Are there any places in the world that you would love to visit? Take a moment to think about why.</p> <p>Perhaps you chose somewhere that is associated with someone special – for example, the town or country your grandparents were born, or where a hero of yours lives. Perhaps you chose a place you have heard a lot about and would love to see for yourself.</p> <p>Why do you think Christians would decide to go on a pilgrimage to the Holy Land –the land where Jesus was born and lived?</p> <p>What do you think they would hope to see and do when they were there?</p> <p>Watch the film and discover two people’s experiences of a pilgrimage to the Holy Land.</p> <p>Holy Land and Lourdes</p> <p>What rituals are involved before, during and after the pilgrimage? What is sacred for the believer? What is sacred for the believer in the religious places?</p> <p>(minimum of 2 lessons)</p>		
	<p>TLC: Can I explore pilgrimage and why a faith member would go there? (Islam)</p>	<p>Hajj (made during the month of Ramadan)</p> <p>Why do faith members go there? (Holy city)</p> <p>What is the meaning of the pilgrimage to the believer?</p> <p>What rituals are involved before, during and after the pilgrimage?</p> <p>Important events?</p> <p>How does participating in the festival impact on the life of a faith member?</p> <p>What is sacred for the believer in the religious places?</p> <p>Watch video clips.</p>		

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		(minimum of two lessons)		
	TLC: Can I explore pilgrimage and why a faith member would go there? (Sikhism)	Golden Temple at Amritsar- although it is not a pilgrimage thousands of Sikhs visit this temple. What rituals are involved before, during and after the journey? What is sacred for the believer in the religious places?  Reflect on the reasons why a Faith member may make a special journey.		
	TLC: Can I compare key places of pilgrimage?	Compare the above		
	TLC: Can I identify the impact of a pilgrimage on a faith member's life?	Children' to write a diary entry as a faith member who has been on a pilgrimage and how it has changed their life.  Send a postcard from their site of pilgrimage as a pilgrim.  Listen to the lyrics 'One more step along the world I go. 'What do the lyrics mean?		
<b>YEAR 6</b>				
<b>6.1 Justice and Freedom  Is it fair?  (assessment rubrics lend to all lessons)</b>	TLC: Can I relate the concept of freedom to me and different faiths?	What does freedom mean? What do you have the freedom to do? Listen to redemption song Explore freedom in the story of Moses Sort freedom statements from different faiths.		
	TLC: Can I identify how people of faith have been just?	Judgement of King Solomon Holy Cakes The crying camel How were they just? Were they just in the same way?		
	TLC: Can I show an understanding the feelings of faith members who have experienced injustice? (Muslim)	<a href="https://www.youtube.com/watch?v=oiUN7ynK_Oc">https://www.youtube.com/watch?v=oiUN7ynK_Oc</a> (the prophet and the old woman who threw rubbish)  <a href="https://www.youtube.com/watch?v=bBAy81MwxLY">https://www.youtube.com/watch?v=bBAy81MwxLY</a>		

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		<p>(Injustice face by Bilal- companion of the prophet)</p> <p>Reflect on how they would have reacted. Why did the prophet behave this way? Look at Qur'an quotes to relate to his beliefs on justice.</p>		
	TLC: Can I explore issues of injustice and explain my hopes and dreams for a just world?	<p>Images of injustice in the world e.g. War, poverty, animal cruelty, pollution, racism, sexism, types of discrimination etc. Children to do a round robin: why is this unjust? Diamond 9 activity?</p> <p>Recall Martin Luther King's I have a dream speech: Children to write a poem in groups about justice and freedom and their hopes for the future.</p>		
	<p>TLC: Can I show an understanding of the feelings of faith members who have experienced injustice and explain the impact of forgiveness?</p> <p>(Christian)</p>	<p>Joseph and his brothers <a href="https://www.youtube.com/watch?v=Wp8LulDzQgU">https://www.youtube.com/watch?v=Wp8LulDzQgU</a></p> <p>Table of situations e.g. Someone has broken into your house. Rate how likely you would be to forgive.</p> <p>The parable of the unforgiving servant. <a href="https://www.youtube.com/watch?v=Ht5AyphBx1w">https://www.youtube.com/watch?v=Ht5AyphBx1w</a> Relate bible teachings to why Christians forgive.</p>		
	TLC: Can I identify the impact of forgiveness on a believer's action? (Muslim)	<p><a href="https://www.youtube.com/watch?v=OLik_oMoqfM">https://www.youtube.com/watch?v=OLik_oMoqfM</a></p> <p>99 names of Allah- look at the meaning of some of the names to show that they mean forgiving. Qur'an quotes about forgiveness.</p> <p>Scenario card: advise the person to forgive using quotes etc.</p>		



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	TLC: Can I identify the impact that reconciliation has on community harmony and on the world?	<p>What is reconciliation? What would happen if people did not forgive each other?</p> <p>S&amp;L: Discuss examples of when you have had to forgive somebody/how conflicts have been resolved.</p> <p>Write a sorry prayer: e.g. Loving God, because of your love and goodness I am sorry for my sins. Help me to turn away from sin. Help me to forgive others as you forgive me.</p>		
6.2 Living a faith				
<b>What gives a sense of identity and belonging?</b>  <b>(Assessment rubrics lend to all lessons)</b>	TLC: Can I show how worship is an expression of belief? (Christian)	How do Christians pray? What are the different ways they can worship? (Guest speaker)		
	TLC: Can I show how worship is an expression of belief? (Muslim)	<p><a href="https://truetube.co.uk/film/muslim-prayer">https://truetube.co.uk/film/muslim-prayer</a></p> <p>Muslim praying- one of the pillars of Islam- explain how Muslims pray and what it means. (actions demonstrate belief)</p> <p>True/false statements about praying</p> <p>Sort the actions in order/match up the action to it's name e.g. Niyaat= to make intention, Sujood = prostrate to Allah showing submission.</p>		
	TLC: Can I show how worship is an expression of belief? (Sikhism)	<p>Explore how Sikh's worship.</p> <p>Equality- everyone sitting on the floor</p> <p>Recitation of the Guru Granth Sahib, hymns etc.</p>		
	TLC: Can I express my thoughts about the importance of worship for faith members?	<p>Why do people of faith worship? Jot ideas on flipchart.</p> <p>Children to write an explanation of why worship is important for faith members. E.g. brings them closer to God, helps them to seek forgiveness for their sins etc.</p>		

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	TLC: Can I explore how rites of passage give a sense of identify and belonging to faith members?	<p>What are rites of passage? What rites of passages do you already know? (Birth and marriage prior learning)</p> <p>Jesus and when he took part is Bar Mitzvah (Jewish)- closed procedure. Pupils to use research to identify the words to fill the gaps.</p> <p>Sikhism- joining the khalsa (Amrit Ceremony)</p>		
	TLC: Can I explore rituals that mark the end of life?	Children to present information to their peers on Christian, Muslim or Sikh rituals to mark the end of life.		
	TLC: Can I discuss the impact of rites of passage on people?	<p>Recap what rites of passage do you know?</p> <p>Pick three rites of passage and write a note on the impact it has on the faith member, their family and the community.</p> <p>e.g. Death: returning to the Lord; grief and remembering that death is imminent; bringing the community together in remembrance of the deceased and in remembrance of the Creator.</p>		
<p><b>6.3 Hopes and visions</b></p> <p><b>What is life about?</b></p> <p><b>(Assessment rubrics lend to all lessons)</b></p>	TLC: Can I identify and explain what makes some questions ultimate?	<p><u>Double lesson</u>- What are ultimate questions?</p> <p>Think of a question that no one will be able to answer and test the question on a friend. Does it meet the criteria? Can the answer be looked up or found somewhere? Has anyone come up with a question that is impossible to answer, or a question where people might disagree about the answer? Share these questions and discuss with the class. Have a quiz with 10 questions, some with set answers e.g. <math>2 \times 3 =</math>, What is the name of the river which flows through London? Some nonsense questions: What is the circle of the square behind? One or two that people might disagree about, such as What makes something beautiful?</p>		

## TGPS RE OVERVIEW 2019-2020

		<p>'Who am I?'</p> <p>Pupils to write as many statements as they can to explain/describe who they are.</p> <p>'I am ...'</p> <p><a href="https://request.org.uk/issues/ultimate-questions/">https://request.org.uk/issues/ultimate-questions/</a> Pose a range of ultimate questions for pupils to argue.</p> <p>Does God exist? What is the purpose of life? What happens after we die?</p> <p>Pupils to be given aa ultimate question. Children to work in groups to present their argument. Pupils to be only given 30 seconds to present their argument to the class.</p>		
	TLC: Can I express my views on the purpose of life?	Pupils to use Art, poetry or music to express their views on an ultimate question.		
	TLC: Can I explore how different faiths define the purpose of life?	<p><b>Double lesson</b></p> <p>What is the purpose of life? <a href="https://activechristianity.org/can-find-purpose-life">https://activechristianity.org/can-find-purpose-life</a></p> <p>Jesus: Golden Rules – love God, love your neighbour, parables, the Sermon on the Mount. How did Jesus respond to the question of who he was? What was Peter’s answer when Jesus asked him, “Who do you think I am?”</p> <p>What does the Qur’an teach about the purpose of life?</p> <p>Sikhs?</p>		
	TLC: Can I explain my hopes for the future?	Pupils to share their hopes and dreams for their future and for the world.		

## TGPS RE OVERVIEW 2019-2020

		What do you aspire to be? Why? What influences you?		
		What are your hopes and dreams for the world?		