

ODBE RE Scheme of Work

Introduction & Notes

This scheme is based largely on the Pan-Berkshire Agreed Syllabus 2012-17, but covers the requirements of the Milton Keynes, Buckinghamshire and Oxfordshire Syllabi.

Each unit has a “Big Question” which has been created to allow children to experience AT1 and AT2 in every unit. The assumption is that Christianity will be the main religion taught, in accordance with the national guidelines. In addition Judaism will be taught in KS1 and Hinduism & Sikhism covered in KS2. Many of the questions could be adapted to cover other faiths as required by the demands of other syllabi.

Each unit consists of an outline plan and an assessment sheet. These should be used in conjunction by the class teacher in planning the unit of work. Neither is exhaustive or exclusive, but should be used as a starting point. There is a unit for each half term, for each year group. The units do not have to be taught weekly, but could be blocked into special weeks or special days; hence the mid-term plans are not split into weekly lessons. This is particularly the case with the Year 5 & 6 Christmas & Easter term units.

The Engage, Enquire, Evaluate & Reflect model of teaching does not have to progress in a linear fashion, nor does each section have to be touched on only once, but can be revisited at any point during a unit of work. There should also be scope to leave the plans behind if the pupils’ questioning and investigating opens up other interesting avenues for enquiry. Where special events occur (WW1 remembrance for example) a unit of work may need to be adapted or abandoned. It is important that whenever the children are given the opportunity to reflect on what they have learned, they are considering what difference their learning is making to their thinking and acting.

Each class record sheet contains statements for three levels. Years 1, 2 & 3 have levels 1-3; Years 4 & 5 have levels 2-4; Year 6 has levels 3-5. This is to reflect where the majority of pupils should be in any one year group. Suggestions for additional activities at levels 1-5 are available separately. The class record sheet should be filled in by naming only those pupils who have performed at above or below the expected level; the assumption being that any pupil not named has performed at the expected level. Together over the course of 6 years these sheets would provide a record of pupils and cohort progress.

The suggested resources are just that. Each term RE Today publications produces a new book, covering a whole range of topics and with new ideas for approaches and materials. The resource lists should therefore be viewed as working documents. There are plenty of other resources available to teachers of RE, and different resources will suit different teachers and classes.

We hope you find this resource useful and exciting. We envisage that more units will be added, giving options to explore other faiths and locally focused questions.

Anne Andrews

KS1 LONG TERM RE PLAN

Key questions & related syllabus questions

YEAR 2	Key Questions	Faith(s)/Themes
Unit 1	Who should you follow?	Christianity/Judaism/Moses/ Old Testament etc.
Autumn 1	<i>What can I learn from stories from religious traditions? Should people follow religious leaders and teachings?</i>	
Unit 2	Should you wear religious symbols?	Christianity/Judaism/Symbols/Christmas
Autumn 2	<i>Are symbols better than words at expressing religious beliefs? Who do I believe I am?</i>	
Unit 3	Is it important to celebrate the New Year?	Christianity/Judaism/New Year/ Rosh Hashanah
Spring 1	<i>Are religious celebrations important to people? Is God important to everyone?</i>	
Unit 4	Is Easter important for the Church?	Christianity/Easter/Holy Week
Spring 2	<i>Are religious celebrations important to people? Is God important to everyone?</i>	
Unit 5	Can stories change people?	Christianity/Judaism/Old Testament stories
Summer 1	<i>Who do I believe I am? What can I learn from stories from religious traditions?</i>	
Unit 6	How should you spend the weekend?	Judaism/Shabbat
Summer 2	<i>Does it feel special to belong? Are symbols better than words at expressing religious beliefs?</i>	

Year 4: Unit 5 Term: Summer 1 Year:

Did Jesus really do miracles?

Key Concepts: Miracles

Learning Objective: to explore at least two miracles of Jesus and evaluate them

Attainment Target Focus:

- AT1 Knowledge about religion – Believing; Behaving
- AT2 Learning from religion – Making sense of life

Syllabus Questions addressed:

- Do sacred texts have to be true to help people understand their religion?
- Is religion the most important influence and inspiration in everyone's life?

Assessment Criteria: (L3 & L4)

- Make links between beliefs and sources (L3), describe an understanding of concepts, making some comparisons between religions (L4)
- Identify impact religion has on believers life (L3) describe and show understanding of feeling and experiences (L4)
- Describe key features of religion and religious expression (L3) suggesting meanings for religious forms and practices (L4)
- Identify what influences them (L3) raising and suggesting answers to questions of identity and belonging (L4)
- Ask important questions about religion and beliefs (L3) raising and suggesting answers to questions of meaning, purpose and truth (L4)
- Make links between values and commitments and their own attitudes and behaviour (L3) raising and suggesting answers to questions of values and commitments (L4)

Engage:

- Explore pupils understanding of the word miracle, leading to a class definition. Ask pupils to list things that they think are miracles. Are there other logical or possible explanations? Think of an historic perspective to miracle – i.e. things considered miracles in the past now have a different explanation. Ask about how the word miracle is used to day. Does it still have the same meaning?

Enquire & Explore: (AT1)

- Read and watch stories of Jesus' miracles (feeding of 5,000, stilling the storm, healing paralysed man). Ensure pupils can recall and understand stories. Explore using "I wonder" questions. E.g. I wonder how come there was enough food. I wonder if it was a miracle. I wonder whether others shared their food because of what Jesus did. Could the change be the miracle? Ask similar questions about the paralysed man, and stilling the storm. Gather all the different ideas. Talk about literal and metaphorical understanding of stories and discuss whether these stories teach important messages even if we don't believe them? Does one understanding make Jesus seem more special than the other? Does either interpretation give the message better than the other?

RE SCHEME OF WORK
KEY STAGE 2
Mid-term planning

Evaluate: (AT2 Impersonal)

- What effect did the miracles have on the people who witnessed them? Did they have the same effect on everyone? Why or why not? Which of the understandings of the miracles makes more sense to you?
- Does it matter if the stories are not literally true? How do Christians with both understandings believe the stories help them? Could these stories be of use to non-Christians? If there are pupils from different faiths, a discussion could be had about miracles in those faiths.

Reflect & Communicate: (AT2 Personal)

- Do you believe miracles can happen? What miracles would you most like to see? Do you believe Jesus could do and did miracles? What miracles do you think the world wants to see? Would miracles happening today make people believe that Jesus was/is the Son of God? Pupils could write prayers asking for miracles.

Evaluation:

- | | |
|---|---|
| <ul style="list-style-type: none">• What went well? | <ul style="list-style-type: none">• Even better if: |
|---|---|

Some suggested resources:

- Bibles
- RE Today publications: Christianity Topic folder
 - Exploring a theme – Sacred Stories
 - Developing Primary RE – Faith Stories
 - Developing Primary RE - Stories about God
- Miracle Maker DVD
- Miracles of Jesus DVD

RE SCHEME OF WORK
CLASS RECORD SHEET
Assessment opportunities & activities

Year 4: Unit 5

Term: Summer 1

Year:

Did Jesus really do miracles?

Some pupils will have made more progress and be working at Level 4 and will use a developing religious vocabulary to:

- Describe and show understanding of how the miracles of Jesus impacted on people at the time and on the church and believers today
- Describe and make links between a belief in miracles and the behaviour of Christians
- Show understanding of some reasons why people do or do not believe the miracles of Jesus
- Refer to biblical quotations when explaining their own beliefs about the miracles
- Create a statement about their own beliefs in miracles and describe a miracle they would like to see, assessing the potential impact on the world today

Most pupils will be working at Level 3 and able to use an increasing religious vocabulary to:

- Identify and compare the impact of Jesus miracles on the disciples, the crowds and believers today
- Make a link between the stories of Jesus miracles the work of the church
- Suggest reasons why people do or do not believe in the miracles
- Ask questions about the meanings of the miracles
- Write a reflection on whether the miracles are true or just stories
- Describe a miracle that they would like to see and assess the potential impact of that miracle on the world today

Pupils working at Level 2 will be able to use religious words and phrases to:

- Select from a choice some reasons why believers might choose to believe in miracles and rank them
- Retell a story of one of Jesus miracles suggesting a meaning for the story, perhaps by ordering the story, adding an interpretation
- Ask some questions about why people choose to believe in miracles
- Use the story of a miracle as a basis for their own beliefs
- Talk about the miracles that they would like to see in the world and Identify the impact such a miracle might have