

Stone Hill School
Curriculum Plan 2019/20
Class 5 RE

Intent: Pupils will continue to listen to and analyse religious stories. They will further their knowledge on items that are important to different religions.

Term	Week/s	Topic/Theme Steam	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Literacy Link Numeracy Link SMSC Link
Autumn	1	Introduction to religious symbols (recap from last year)	Show the class the symbols for the worlds 6 major religions. Can they describe each symbol (for example 'it looks like a star')? Show the class the word associated with each symbol, for example show the word Islam next to the correct symbol. Can they repeat each word after you? (Islam, Christianity, Hindu, Sikh, Jewish, Buddhist). Can they start to independently match the symbol to the correct religion?	
	2 (possibly 2 lessons)	Introduction to Hindu sacred items	Repeat lesson 1. Complete a worksheet where they label religious symbols. Show the Christian symbol. Remind them they learnt about Christianity last year. Display the Hindu symbol. Show the class Hindu artefacts (Puja Tray, incense, clothes, Gods and Goddesses). Briefly explain what each item is and why it is important. Can they look at a Hindu artefact? Can they hold a Hindu artefact? Can they explain why each item is important?	
	3	Introduction to Hindu sacred items	What item is special to you and why? (they could bring an item in). Show the Hindu artefacts again. Complete worksheet where they label Hindu items. Can they hold an artefact? Can they describe it? Can they explain why it is important?	
	4	The story of Rama and Sita	Explain that Hindus have more than one book that they think is important. Ask what their favourite book is and why? (they could bring one in from home). The books tells you how to live a good life. What rules do we have in school? Read the Diwali story of Rama and Sita. Can they listen to the story? Can they recall facts from the story? Can they take part in class discussion?	
	5	The story of Rama and Sita	Recap of the story of Rama and Sita. Diwali art (Rangoli, candles, cards etc or if you don't want to do this again because they did it in class 3 you could create a fireworks display or something different). Can they listen to the story? Can they explain Diwali? Can they create Diwali art?	
	6	Nativity or Hanukkah	Look at the Nativity story. Can you listen to the story? Can you act out the story? (link to Xmas play) Can you explain why you like the story? (If you don't want to do the Nativity, again because they did it last year you could look at the Jewish symbol, Jewish Synagogue, Jewish sacred items (in 10CT classroom) and explore Hanukkah. Same outcomes as the Nativity.	

	7-16	See Humanities planning.	
Summer	1-3	Weddings	Look at a variety of wedding ceremonies from the world's major religions. What do they all have in common? What are the differences? What items and symbols are important at wedding ceremonies?
	4-6	Birth	How do different religions celebrate the birth of a baby? What are the similarities and differences? Are there items that are important at birth ceremonies?
	7-12	See Humanities planning	

Impact:
Pupils will be adept in listening to religious stories. They will be comfortable and inquisitive when holding religious artefacts. When studying religious ceremonies they will start to think about similarities and differences between religions.



