

Stone Hill School
Curriculum Plan 2019/20
Class 6 RE

Intent: Pupils will explore religious items and symbols. They will explain why they think they are important. They will learn the meaning behind each item and start to recall this information. Pupils will think about items that are special to them and whether any of the items they explore remind them of their own special items. Pupils will listen to a variety of religious stories and start to recall them without prompt. Whilst looking at sacred items and stories pupils will begin to consider how this makes them feel. They will also start to compare religions for similarities and differences.

Term	Week/s	Topic/Theme <i>Steam</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Literacy Link Numeracy Link SMSC Link
Autumn	1	Introduction to religious symbols	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	Introduction to religious buildings	Show the class pictures of the religious buildings for the six major religions (church, mosque, Hindu shrine, Buddhist temple, Sikh Gurdwara, Jewish Synagogue. Can they look at the pictures and describe what they see? Can they name each building (repeat you saying the words) Can they comment on similarities and difference between the buildings?	
	3	Introduction to Buddhist artefacts	Recap on religious buildings. Show the class Buddhist artefacts (prayers flags, mat, incense, Buddha, prayer wheel, flowers, gold cups). Briefly explain what each item is and why it is important. Can they look at a Buddhist artefact? Can they hold a Buddhist artefact? Can they explain why each item is important?	
	4	The Buddhist story of the four sights	How did Buddhism start? Tell the story of the four sights. Can they listen to the story? Can they recall facts from the story? Can they take part in class discussion?	
	5	Explaining your emotions	Explain meditation. Use the meditation bowl (10CT classroom) to start the pupils meditating. When the bowl stops ringing stop meditating. How did it make you feel? Explain it to the class. Explaining emotions.	
	6	Role play a story	Recap the story of the four sights. Act it out. Can you listen to the story? Can you recall facts from the story? Can you recreate the story through role-play? Recall a religious story without prompt.	
	7	Nativity/other festivals	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, have a look at other religious festivals and	

			compare them to our Christmas. Can recall a religious story without prompt.	
	8-16	See Humanities planning		
Spring	1-3	Islamic artefacts	Show pupils the following Islamic artefacts – prayer mat, prayer beads, topi, Mecca pictures, Mecca clothing, Quran, Quran stand. Ask pupils why they think they are important and what they are used for. Explain why they are important. Ask an upper school child who follows the religion to visit you for an interview. Watch the clip on a Mosque on TrueTube called 'Holy Cribs the Mosque'. Using religious words with confidence. Recognising religious symbols and items.	
	4-6	Islamic stories	The five pillars of Islam. Prophet Muhammed and the Quran. The creation story. The crying camel. Can recall a religious story without prompt.	
	7-12	See Humanities planning		
Summer	1-2	Sikh artefacts	The 5 K's. What are the 5 K's and why are they important?	
	3-4		Other items that are important to a Sikh. The Gurdwara. What happens at a Gurdwara? Prayer room, Langar, Guru Granth Sahib, Rumala, Chauri, Sach Khand room.	
	5-6	Sikh stories	Sikh creation. Manu and the flood.	
	7-12	See Humanities planning.		

Impact: Pupils will now be able to use religious words and phrases with confidence. They will be able to express how they feel. Pupils will be thinking about differences and similarities between religions.

