

PATHWAYS
London Borough of Havering
Agreed Syllabus for Religious Education



INVESTOR IN PEOPLE



www.havering.gov.uk

SAMPLE SCHEMES OF WORK



Unit: Belonging to the wider community

Year 1: Summer term

LEARNING OBJECTIVES learning about: plain text <i>learning from: italics</i>		TEACHING AND LEARNING	RESOURCES
<p>Pupils will know and understand; that they belong to a class group; <i>belonging by helping members of the class.</i></p>	<p>1 lesson Teacher calls the register and pupils stand to answer their names. 'Who belongs in this class?' Ask pupils if they have forgotten someone – the teacher. Discuss the teacher's responsibilities and the pupils' responsibilities. Choose a pupil to role play a 'helping' activity (e.g. handing out pencils). Pupils think about other 'helping' activities that they could do to show they belong to the class. Pupils make name cards to be used for daily or weekly rota system for a given 'helping' activity. Plenary: the first pupil on the rota undertakes the 'helping' activity.</p>	<p>Small pieces of card, blu tack, rota template</p> <p>Activities/questions for more able: How does the teacher help you? How do you help the teacher?</p>	
<p>the names and work of some of the people in school; how these people help them; <i>how they can help others.</i></p>	<p>1 lesson Talk about people at home who help them and how they are helped. Talk about some of the things that pupils do to help at home and why they do it. Explain that there are lots of adults in school who work to help them. Can the pupils name any adults who help in school? Pupils might draw pictures and create display board (to include name and title of job) with the teacher asking each day how the adults have helped them. Talk about some of the things that are done to help the pupils and discuss how they are similar to, or different from the help they receive at home. Pupils might ask questions of an adult invited into class with whom they come into daily contact. Plenary: recap photograph/picture display and how people in school help us</p>	<p>Key Vocabulary: help, share, care, parents, responsible, love, concern</p> <p>Photographs of adults in school with name and job title</p>	
<p>that they are part of the community called school; that adults and pupils work together to make the school community; <i>that there are benefits and responsibilities in being a member of the school community.</i></p>	<p>1 lesson Discuss the school uniform/colours. Ask older pupil to show their tie and talk about their memories of being at the school. Pupils asked to name adults who help and work in the school. What do they do? Pupils think of a question they would like to ask of an adult about what they do or how they help. Pupils interview their chosen adult and share what they have found out. An adult from the school community talks to the pupils about their job, shows any materials they use and anything that shows they belong to the school (e.g. MDA bib, school badge, letter heading etc). Pupils might complete observational drawing of sign or object. Plenary: Pupils and teacher create a display of items that show belonging to the school.</p>	<p>Prepare adult and older pupil for talk to the pupils</p> <p>Activities/questions for more able: complete labels for class display</p>	
<p><i>how belonging is expressed and made explicit;</i> <i>the ways in which they belong to different groups.</i></p>	<p>1 lesson Recap belonging to family (previous unit), class and school and how pupils show that they belong. Ask the pupils if they belong to a club or something else outside school (e.g. beavers, rainbows), what they do there and if they have something that shows they belong (e.g. badge, uniform, meeting place). Pupils might complete a pre-drawn family tree and add on other people who are important to them. Introduce the idea that people who believe in God belong to a family – a religious family. Explain that they do things together to show that they belong (e.g. wear a cross, go to church). Plenary: teacher or pupil to share something they belong to that is outside school and any signs or symbols that show belonging to the group.</p>	<p>Activities/questions for more able: Pupils to think of questions to ask during plenary – signs of belonging</p> <p>Teacher and/or pupil prepared to talk about a group they belong to outside school: uniform, badges, meeting place, purpose, jobs etc</p>	





LEARNING OBJECTIVES learning about: plain text <i>learning from: italics</i>	TEACHING AND LEARNING	RESOURCES
<p>that Jesus sets a good example; <i>why</i> people believe that Jesus was special; <i>their own experience of caring</i></p>	<p>1 lesson Recap previous lesson and introduce Jesus as a special person who welcomes children. Tell the story of Jesus welcoming children. His special friends (disciples) turn the children away but Jesus welcomes them. How does he do this? Who welcomes you? Whom do you welcome? Jesus makes time for the children. Who makes time for you? Whom do you make time for? Use a template thought and feelings bubble to stimulate talk about how the children in the story might have felt. Emphasise feelings of belonging and link with previous work in this unit. Repeat the exercise for Jesus. Pupils might draw a scene from the story and complete the sentence: 'Jesus was special because...' Plenary: Pupils might show their scenes with others suggesting which part of the story has been represented.</p>	<p>Children's Illustrated Bible Activities/questions for more able: Why do you think that the special friends of Jesus turned the children away?</p>
<p>why Christians believe that Jesus was special</p>	<p>1 lesson Tell the story of the man who was lowered from a roof to see and hear Jesus showing pupils the sacred book that the story comes from. Jesus helps the paralysed man. How does he do this? Who helps you? Whom do you help? The man's friends are good friends. How are they good friends? How are you a good friend? What do your friends do for you? What do you do for your friends? Pupils might act out their favourite part of the story and draw a picture called 'the good friend' adding speech, thought and feelings bubbles. Alternatively, pupils might make a stained glass window design depicting a scene from the story. Plenary: Pupils might look at pictures of stained glass windows that show scenes from the life of Jesus.</p>	<p>Children's Illustrated Bible Activities/questions for more able: How do you feel when someone helps you? Faith in Art: Valerie Evans P7</p>
<p><i>what it means to follow Jesus;</i> that people who follow Jesus are called Christians; <i>one meaning of the fish symbol for Christians.</i></p>	<p>1 lesson Show the photograph of dawn on Lake Galilee and talk about the scene. Explain that this is the setting for the story they are about to hear. It's a story about Jesus told by John the fisherman. Explain what being a fisherman entails. Tell the story. Why do you think that John wanted to follow Jesus? What do you think that Jesus was like? Why do you think that Jesus was a good leader? (draw out some of the characteristics of leaders: strong, confident, warm, good judgement) Who do you know who is a good leader? Explore the early Christian symbol of a fish. What does the shape look like? Who in the story catches fish? Explain that some followers of Jesus, called Christians, wear the symbol as a sign of belonging. Pupils might create a collage to represent the lake using a variety of materials and put the fish symbol on their finished work. Plenary: Pupils might identify which part of the story is most important.</p>	<p>Photo of dawn on Lake Galilee from Google Luke 5: 1 - 11 Activities/questions for more able: Who do the pupils follow and why? www.request.org.uk/infants/symbols</p>
<p>why Christians follow the example that Jesus gave; <i>how to make links with their own actions and behaviour.</i></p>	<p>1 lesson Pupils might play 'follow the leader' or 'Simon says' to introduce the idea of good and bad examples to follow. Explain to the pupils that they are going to find out about someone who follows the example that Jesus gave us. Read Archbishop Desmond Tutu's letter to pupils in a year 1 class. In what ways does Desmond follow the example of Jesus? Who helped and cared for Desmond during his life? Who does Desmond help? In what ways is Desmond like Jesus? Teacher might write down key words from Desmond's actions that are like those of Jesus (e.g. forgives those who do bad things, helps others, cares for people, treats everyone the same). Plenary: Choosing one action, pupils might think of a time when they showed this (e.g. cared for, helped, forgave..)</p>	<p>Developing Primary RE: Special People of faith and action ISBN 1-904024-72-6 P2 Activities/questions for more able: What might happen if we don't care for others?</p>



ASSESSMENT AND PUPIL SUCCESS CRITERIA		
Working towards Level 1	Level 1	Level 2
<p>recall some of the features of an initiation service in a religion and signs of belonging;</p> <p><i>describe simply their own experience of belonging to a group</i></p>	<p>retell what happens on the occasion of an initiation into a religion explaining some of the symbolism; why Jesus was special and a sign of belonging to the Christian faith;</p> <p><i>understand the concept of belonging within their own experience</i></p>	<p>Explain in detail the symbolism involved in an initiation; why religions have these occasions; why Jesus was special and signs of belonging to the Christian faith;</p> <p><i>make connections between their own experience and religious beliefs about belonging</i></p>





Unit: Pilgrimage, concluding with Christmas journeys

Year 4: Autumn term

LEARNING OBJECTIVES learning about: plain text <i>learning from: italics</i>	TEACHING AND LEARNING	RESOURCES
<p>Pupils will know and understand; the purpose of different journeys</p>	<p>1 lesson Discuss any journeys the pupils have made during their Summer holidays. How did they prepare? What did they take with them? Discuss the meaning of “pilgrim” and “shrine”. Pupils might write a list of instructions to prepare someone for a journey – why they are going, where they are going, what they need to do, and what they should take. Select appropriate items for a special journey, from a prepared list - match them to the type of journey. Plenary: Pupils might decide upon items to bring in for a suitcase on display for a chosen special journey.</p>	<p>Postcards and posters of pilgrimage sites, Espresso Faiths. Essential Knowledge – HIAS Resource bank</p>
<p>that there is usually some kind of gain for someone in any journey; <i>a gain can be about the inner person and seeking meaning in life.</i></p>	<p>1 lesson Begin with a class discussion about journeys in which the person who has journeyed gains something (e.g. shopping, walk in the park). Include examples of journeys where someone else has gained something (e.g. visit to someone in hospital). Pupils might record in chart form, the number of times they have left their home alone and with family, the purpose of each journey and what was ‘gained’. Introduce the idea of a weekly journey to a place of worship. What do pupils think that people gain by making this journey? (e.g. special place, presence of God, reflection, changing the person within). Plenary: In pairs, pupils might discuss other examples of journeys that might change the person within. During quiet reflection, pupils might recall a journey where the gain was a change within themselves.</p>	<p>Key Vocabulary: gain, journey, inner self, meaning, change Activities/questions for more able: Is it possible to go on a journey without moving? Explore the life of hermits and what is ‘gained’. www.smisc.org.uk www.reep.org</p>
<p>that Hindus make special journeys to places of religious significance; the Hindu beliefs and values reflected in story and pilgrimage</p>	<p>1 lesson Explain that the pupils are going to learn about pilgrimage in Hinduism. Recap Hindu beliefs and worship from Yr 3 Autumn term. Explain that there are many pilgrimages sites in India linked with shrines and temples. Rivers are considered sacred because Hindus and pilgrims believe that the river water will wash away their sins (make links with the same symbolism of washing in other Faiths). The ‘holiest’ of rivers is considered to be the Ganges in Northern India. The city of Varanasi (Benares), on the banks of the Ganges, is also a famous place of pilgrimage because it is associated with the gods Rama and Shiva. Discuss the reasons for Hindu pilgrimage (P26). There is no fixed time for Hindus to go on pilgrimage, although most Hindus will do this around the time of a festival taking gifts such as food, money or flowers to offer to their favourite God or deity. Pupils might locate the river Ganges and other sites of pilgrimage on a map of India and record reasons for pilgrimage. This lesson may be extended to include the telling of the story about the origin of the river Ganges. Why do pupils think the river is considered to be life-giving? Pupils might use artwork, drama, music and/or dance to retell the story. Plenary: Pupils might share their responses with the teacher emphasising reasons for the pilgrimage.</p>	<p>http://re-xs.ucsm.ac.uk/re/pilgrimage/Hinduism Developing Primary RE: Special Places P26-28 Activities/questions for more able: advertise Varanasi as a place for pilgrimage including information on location, history and attractions World map</p>





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<p>that some people are persecuted because of their religious beliefs; <i>to empathise with the feelings and put themselves in another's shoes</i></p>	<p>1 lesson in ICT suite Investigate all the pupils' responses from plenary last lesson: potential dangers that force people to flee from their homes and even countries. Explain that pupils are going to hear from young people in today's world who are refugees because of the religious beliefs they hold. In pairs, pupils access the website and photos with personal statements from young refugees. Pupils might record their circumstances, the problems they face and their aspirations. Plenary: Pupils might share their responses with others holding up photos particularly circumstances in a refugee camp. Is this very different to what they imagined in the previous lesson? Is there something the pupils believe in strongly? What would they be prepared to give up for this?</p>	<p>www.refugeesinternational.org (for photo gallery) Activities/questions for more able: Investigate organisations that support refugees</p>
<p>that the story of the birth of Jesus is of central importance in Christianity; some of the reasons for the journey;</p>	<p>Christmas Journeys 1 lesson Travel back in time with the pupils, 2000 years. Mary and Joseph are making their journey from Nazareth to Bethlehem. Use Luke's account of the story to find out why they have to go. Explain what a census is. Pupils might consider aspects of the journey: How far is it? How will they travel? (look at a map to locate the area) What will the journey be like for Mary? How would it feel to make such a journey and then find nowhere to stay? Explore the story from the different viewpoints of important figures on the first "Christian Pilgrimage" – ie shepherds, kings, Joseph, Mary. What did they feel when they saw the baby? What was it like in the stable? Plenary: Pupils might discuss questions they would like to ask of the main characters.</p>	<p>Video/CD ROM extracts showing images of Bethlehem, posters and pictures of Nativity scene, suitable versions of the Nativity story Key Vocabulary: Wonder, Awe, Angel, Messiah, Saviour, Carol, Pilgrim, Pilgrimage, Nativity</p>
<p>the significance of key features of the Nativity story, including different views.</p>	<p>1 lesson Explore characters' viewpoints through hot seating, TV style interviews, reports to camera, etc. Discuss the gifts brought by the kings. Were they gifts for a baby? What could they mean? Explore the symbolism. Pupils might consider the gift that they might have chosen to give the baby. Why would they have chosen it? Pupils might create labels with explanations for the three gifts or locate references in the Children's Illustrated bible. Plenary: In quiet reflection, pupils might consider feelings about giving and receiving gifts</p>	<p>Activities/questions for more able: Put, in words and pictures your "gift box" to the world (synthesis). Vote on the best gift for the world (evaluation). What message might God want to send to the world today, and why? (application)</p>
<p><i>parallels in their own lives</i> the significance of key features of the Nativity story, including different views.</p>	<p>1 lesson Compare and contrast the visit of the shepherds in Luke with the visit of the kings in Matthew. What do you think the stories are saying about Jesus? Pupils might write their own story of the Nativity from the point of view of any one of the characters or an onlooker. Pupils might complete a zig/zag book for younger pupils with the key messages of the Nativity. Plenary: Pupils might read their zig/zag books to a younger pupil/group of pupils or class.</p>	<p>REtoday: Christmas ISBN 1-904024-41-6 Activities/questions for more able: Think of questions to ask the characters</p>



LEARNING OBJECTIVES learning about: plain text <i>learning from: italics</i>	TEACHING AND LEARNING	RESOURCES
<p>and use correct religious vocabulary when describing how Christians celebrate Christmas; <i>and suggest meanings for the Advent candle for Christians</i></p>	<p>1 lesson Explain that the pupils are going to learn about Christmas through the eyes of a Christian family. Cut up illustrations and captions (P10). In small groups, after matching and sequencing captions with illustrations of Sally and her family, pupils might add details from reference books and discuss the Christian artifacts used. One of the artifacts that Sally has in her home and church is an Advent wreath. Explain the symbolism of lighting the candles and preparing for Christmas. Share the prayer that Sally says when she lights the candle (P13). What sort of things would the pupils like to say thank you for? Pupils might write a short thank you prayer using ideas from the illustrations to adapt for decoration. Alternatively, pupils might create a Christmas card that Sally could give to a member of her family (e.g. showing Christian events and artifacts). Plenary: More able pupils might share their findings from a different religion with rest of class identifying similarities and differences.</p>	<p>REtoday: Exploring Religion Around Me ISBN 978-1-904024-96-5 P8-13 www.retoday.org.uk</p> <p>Activities/questions for more able: Find an example from a different religion where light is used and explain the symbolism</p>

ASSESSMENT AND PUPIL SUCCESS CRITERIA		
Level 2	Level 3	Level 4
<p>know that some people of faith make special journeys; retell the Nativity story, recognising the significance of some of the characters; <i>begin to understand that religious beliefs and ideas can be conveyed through expressive arts</i></p>	<p>know and understand the concept of special journeys and their significance for believers; retell the Nativity story, recognising significance and symbolism of key characters; <i>understand that religious beliefs and ideas can be conveyed through the expressive arts</i></p>	<p>know and understand that special journeys are related to the search for meaning; recognise significance and symbolism of key characters; <i>understand that belief, faith and its expression are conveyed and illuminated by the use of the expressive arts.</i></p>

