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Special Needs Statement

‘Every teacher is a teacher of pupils with special needs. The special needs curriculum does not exist separately from the ordinary curriculum; the key lies in the teachers knowledge of the child’s skills and abilities and the means of providing appropriate access to the curriculum.’ *Croydon Education Authority.*

‘So far as practicable, every pupil attending a special school will attend religious worship and attend religious education or will be withdrawn from attendance at such worship or from receiving such education in accordance with the wishes of his parent’. *Legal Requirements for Religious Education and collective worship in special schools according to the 1988 Education Reform Act.*

The term ‘Special Educational Needs’ covers a whole range of learning difficulties, physical, emotional, or intellectual and has degrees from mild to profound.

It needs to be recognised that children with special needs, whether in a special school or within a main stream school, generally have a different base line of experience. Therefore the basic vocabulary used when teaching needs to be checked against understanding.

The learning objectives are statutory within this document but it should be acknowledged that when taking account of the learning difficulty the objectives may take longer to achieve. Productive repetition of some ideas will be vital for reinforcing each concept.

Depending on the level of need the pupils may not achieve all the learning objectives within the prescribed key stage. It may also be true that in some cases there will be more than one key stage represented in any one teaching group.

Teachers from mainstream and special schools may find that they have to adapt ideas and strategies from the syllabus in order to allow access to religious education to every child. The best learning starts from the basis of need, interest, aptitude and achievement.

Recognition and appreciation of achievement of any objective, from any key stage, irrespective of the chronological age of the pupil is very important for self-esteem.

Practical experiences are the most valuable educational tool and are essential for pupils with special needs. A wide variety of experiences such as visiting places of worship, although access and attitude need to be thoroughly researched, receiving visitors, handling religious artefacts, self expression and role play need to be arranged for pupils to make the most of their learning.

Photographic and video evidence of the pupils doing these activities should be displayed to help the pupil remember the experience and feel a sense of self-esteem and achievement.

The **Special Needs Appendix** is designed for use by teachers working in both mainstream and special schools. The activities complement those in the main syllabus and are graded in KS1 and KS2 as follows:

- Introducing very basic concepts
- Reinforcing and developing concepts
- Encouraging personal responses
- Accessing a more mainstream curriculum
- Beginning to consider more specific issues

The last two of these are designed for pupils with special needs in mainstream schools.

For KS3 the headings are:

- Consolidating Basic Concepts
- Developing Personal Responses
- Towards the More Formal

It is left to the teacher to use professional judgement as to whether a child will gain more from these ideas and activities or those in the main syllabus. In the KS3 section there are two of the three statutory religions and one option. Teachers in mainstream schools will need to decide whether to cover the other religions from the syllabus. At all key stages, but particularly KS3 it may be helpful to use ideas from the main syllabus in conjunction with this appendix.

For all pupils the principle aims of religious education are:

- To enable pupils to understand and reflect upon the religious and spiritual beliefs, practises, insights and experiences that are expressed in humanity's search for the meaning of life.
- To provide opportunities for pupils to explore and express their own responses and personal beliefs.

These are met through the **Programmes of Study** for each key stage, which incorporate the two attainment targets of **Learning about Religion and Learning from Religion and Human Experience**.

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Christianity

Special Needs Key Stage 1

Theme	Learning objectives	Introducing very basic concepts	Reinforcing and developing concepts
Authority	<p>To know Christians believe in one God</p> <p>To understand the importance and example of Jesus for Christians</p> <p>To know the main events of the birth of Jesus, the Baptism and aspects of the Easter story</p>	<p>Visit a Church</p> <p>Access through known experience: named family members-carers, teddy bears, favourite clothing, visits by family members, stories</p> <p>Use of sensory resources to explore self and caring, feely bags, sherbourne games, bubbles, puppets, <u>sharing</u> food, ball games</p> <p>Concept of love/loving: visit by baby, sensory Christmas story, crib figures</p>	<p>Visit a Church</p> <p>Simple leadership games eg Simon says, follow my leader, imitation</p> <p>God as carer rôle play eg Jonah, calming of the storm, Noah and related activities</p> <p>Importance of Jesus to Christians, stories about/by Jesus – rôle play</p>
Inspirational Writing	<p>To know the Bible is special for Christians</p> <p>To know the main features contained in the following Bible stories and reflect upon meaning:</p> <ul style="list-style-type: none"> - Creation - Noah - Joseph - Early life of Moses - The Lost Sheep - The Good Samaritan 	<p>Children's own favourite stories and discuss <u>why</u>?</p> <p>How we treat books respectfully</p> <p>Well loved stories collected in one volume – Bible</p> <p>Choose a Bible story, (<i>Mick Inkpen</i>) maybe a children's favourite</p> <p>Puppets</p> <p>Rôle play if possible</p> <p>Creation, make a 'Wonderful You' book</p>	<p>Secular stories with meanings eg 'On the way home' <i>Jill Murphy</i></p> <p>Reasons for choices, why are there stories in the Bible at all? What can we learn from them?</p> <p>Rôle play similar situations, work out what we want to show people</p> <p>Look at 'Wonderful Earth' <i>Nick Butterworth</i> and then make own version</p>
Lifestyle and Identity	<p>To be aware of how belief and practices can affect the daily life of many Christians</p> <p>To know that Christians consider it important to care for others and the environment</p> <p>To be aware of the importance of prayer and worship for many Christians</p>	<p>Talk about children's concepts of 'right' and 'wrong' (access through rôle play)</p> <p>Look at story of Good Samaritan (act where appropriate) talk about issues raised, make modern equivalents for rôle play – puppets</p> <p>Groups we belong to – family, school, Church/Faith group</p> <p>What does it mean to belong?</p> <p>Concept of behaviour codes</p> <p>Invite a vicar or minister to visit and talk about their work</p>	<p>Is it important to care about each other? Who do children care about? Who cares for them? Does it matter?</p> <p>How does it feel to be left out? Play sharing games</p> <p>How do we talk to God when we need to? Where is he? What do we do?</p> <p>Get clergy to visit if possible</p>
Special Times, Places and Events	<p>To know the main features of a Baptism (christening ceremony or dedication) and why it is important for many Christians</p> <p>To know the main events of the Christmas story and be aware of some of the ways that this Christian festival is celebrated</p> <p>To know that Christians can worship in the home and in the Church</p>	<p>Talk about family membership and belonging</p> <p>New babies and how special they are</p> <p>How we celebrate birthdays and <u>why</u>?</p> <p>Christmas story in above context</p> <p>Sensory Christmas</p> <p>Acting out Nativity</p> <p>Unwrap crib figures</p>	<p>Signs of membership ie prominent family features/ uniforms/shared experiences/ photographs</p> <p>Who has a birthday at Christmas? Practical activity – Plan a birthday party for Jesus as a family member</p> <p>In some cases do Christmas story</p> <p>Act out Nativity</p> <p>Use crib figures to re-tell story</p>



Christianity

Encouraging personal responses	Accessing a more mainstream curriculum	Beginning to consider more specific issues
<p>Visit a Church</p> <p>Known authority figures eg authority chain at school, rôle play situations eg playground incidents</p> <p>Forgiveness and saying sorry</p> <p>Prodigal son rôle play, secular stories</p> <p>Discipleship: Easter story from disciples' viewpoint. How does it feel when you don't know what to do. Candle in dark room</p>	<p>Visit a Church at Christmas / Easter</p> <p>Look for evidence of the festival, drawing, talking into a tape, taking photos'</p> <p>Explore authority at school role of teacher /LSA, poster of what he - she is like</p> <p>'One God', what is God like? Talk into tape / draw / cut and stick</p>	<p>Visit a Church as previous section also using ICT, Clip Art, making greeting cards</p> <p>Authority making up own rules for a happy school</p> <p>'One God' as previous section but also consider why is God important?</p>
<p>Stories of special times in their own lives' – why are these memorable?</p> <p>Make window collages</p> <p>making a story of our own from modern life that has a meaning</p> <p>Creation - growing things – Captain Noah – his floating zoo (on cassette)</p> <p>Wooden Ark and Animals</p>	<p>Concept of writing things down to remember them – looking at them over and over again</p> <p>Moses as a special baby. God had plans for him. Rôle play</p> <p>Class collective worship on religious heroes</p> <p>Captain Noah</p> <p>Good Samaritan and rôle play</p> <p>Look at secular stories with meaning, look for similarities and differences</p>	<p>Bible as a book of instructions for Christians to study and to live by</p> <p>Good Samaritan – rôle play. What does it teach us?</p> <p>Stories help us learn</p> <p>The Lost Sheep helps us see that God loves us – Rôle play</p> <p><i>(NB. Photograph all rôle play – record display)</i></p>
<p>Examples of Jesus, stories about Jesus – talk about how they feel</p> <p>What do children think Christians care about? Who is their rôle model?</p> <p>Do children have own ideas about right and wrong? Draw a chart up and look at and discuss their criteria with them.</p> <p>Why must we attend church (church visit)</p> <p>Get Clergy to visit, if possible</p>	<p>Look at New Testament stories with meanings</p> <p>If children are used/able/willing a class or school collective worship could usefully be prepared here as a practical demonstration of a Christian act of worship</p> <p>Get Clergy to visit, if possible</p>	<p>As in previous section - try to make up a story with meaning</p> <p>If you choose to belong to a church – will anybody know? Does it show? How might it show?</p> <p>What is prayer? When and how? Corporate or individual writing of one</p> <p>How else might one worship – Music, Dance, Rôle Play</p> <p>Pupils to ask questions of visiting clergy</p>
<p>Signs of being a Christian, how do we know? Wearing crosses, going to church</p> <p>Being proud to be a Christian</p> <p>Consider Christmas decorations at home</p> <p>Consider how a Church is decorated for Christmas</p> <p>Why might Christians want to be in Church at Christmas?</p>	<p>Symbols of Baptism, Water – sign of cross – candle etc</p> <p>Dress up and enact an infant baptism, using modified wording</p> <p>Why Christians think Jesus was such a special baby</p>	<p>Visit church to look at font and symbols of Baptism</p> <p>Enact a Baptism (as previous section) but with more complex wording and an attempt to understand the symbolism</p> <p>Visit a church (Epiphany or Christmas are good times for this)</p>



Hinduism

Special Needs Key Stage 1

Theme	Learning objectives	Introducing very basic concepts	Reinforcing and developing concepts
Authority	<p>To know that many Hindus believe in one God</p> <p>To be able to identify key features of Krishna, Ganesha, and of Lakshmi</p>	<p>Visit a Temple, if possible</p> <p>Access through pupils' visit experiences, recreate some of this in the classroom</p> <p>Use music, food, sari's, incense sticks</p> <p>Concept of a special place to meet God, saying prayers</p>	<p>Visit a Temple, if possible</p> <p>Take photos of pupils looking at statues and surroundings</p> <p>Access through discussion, what <u>we</u> saw / did</p> <p>Stories about the statues they have seen</p> <p>Importance of a meeting place for people with same beliefs</p>
	<p>To know Hindus have books with special stories</p> <p>To know the main features of the account of the Divali story in the Ramayana and to be able to identify the examples of good behaviour</p>	<p>Hindu children have favourite stories of their own</p> <p>Matsya the Fish – Make 3D wall display of Matsya pulling the boat</p> <p>Krishna the Butter Thief, rôle play is possible</p>	<p>Sometimes stories have 'meanings'</p> <p>Concept of Hindu people having a collection of stories to learn about their God</p> <p>Learn the word 'Ramayana' – use as a display title – take bits of Ramayana story to enact - find meaning of - take photo's - make display to reinforce learning, refer back to it to remind children</p>
Lifestyle and Identity	<p>To be aware of how belief and practices can affect the daily life of many Hindus</p> <p>To know that Hindus consider it important to care for others and for the environment</p> <p>To be aware of the importance of prayer and worship for many Hindus</p>	<p>Use Sari, incense, divas and music</p> <p>Share Hindu food, explore sharing, communal eating</p> <p>Use of story 'Matsya the Fish' Hindu creation story as examples of caring for environment and nature of Gods creation</p>	<p>Share Hindu food, music, clothing etc</p> <p>Puja tray</p> <p>Matsya the Fish and Hindu creation story as examples of caring for environment and nature of Gods creation</p>
	<p>To know some of the ways Hindus celebrate Divali</p> <p>To know that Hindus worship in the home and in the Mandir</p>	<p>Make festival food eg Baafi and buy Samosas and Puri</p> <p>Make Divas</p> <p>Have a Hindu party for Divali</p> <p>Make a class shrine</p>	<p>As previous section but include elements such as cleaning classroom first, dressing up, inviting guests by using Divali cards</p> <p>Talk about the Mandir, make over a corner of the classroom, listen to Hindu stories in it</p>
Special Times, Places and Events			



Hinduism

Encouraging personal responses	Accessing a more mainstream curriculum	Beginning to consider more specific issues
<p>Visit a Temple, if possible</p> <p>Consider in 'follow-up' what was going on? Why? Who was there?</p> <p>Concept of culture and God</p> <p>Stories about Ganesha + Krishna + Lakshmi</p> <p>Pupils own reaction to concept of a God met in this way</p>	<p>Visit a Temple</p> <p>Make a class display using photo's of visit. Verbal comments from pupils can be typed up and added to this</p> <p>Make a chart about Lakshmi, Krishna and Ganesha / simple arrow chart – picture at centre – a little information about each</p>	<p>Visit a Temple</p> <p>Record own reactions using ICT, Clip Art, drawings etc</p> <p>Why do Hindu people go to Temple?</p> <p>Help pupils record their reactions</p> <p>Stories about individual Hindu figures, some rôle play, where appropriate</p>
<p>When stories have meanings we can learn from them</p> <p>Listen to a simplified Ramayana</p> <p>Take selected parts of the story to enact</p> <p>Children can choose a character and explain what they liked about him/her</p>	<p>Story of Rama & Sita – edited highlights identifying the 'Goodies' and 'Baddies'</p> <p>Illustrate parts of story and write about their pictures where possible or use tape recorders or scribes</p>	<p>Story of Rama & Sita as found in Ramayana ie, in full but simplified</p> <p>Rôle play</p> <p>Make up a collective worship demonstrating key points about good and evil etc.</p> <p>Try to identify the teaching about good and bad behaviour</p>
<p>Listen to a Hindu visitor</p> <p>All of previous sections would be applicable but pupils might now be able to record responses with wall displays, choices of photos, rôle play activities</p>	<p>See if Hindu pupils/staff are available/willing to talk about what they do</p> <p>Taste food – discuss possible absence of meat, why? What makes many Hindus vegetarian? story of Krishna again</p>	<p>As previous section</p> <p>Key words – Prashad, Puja</p> <p>Where in the world does Hinduism originate?</p> <p>Look at pictures of shrines</p> <p>Make a classroom shrine</p>
<p>Being proud to be a Hindu eg, Mendhi Patterns</p> <p>Try Mendhi patterns on paper or non-permanent forms on hands (use face paints)</p> <p>Present a collective worship</p>	<p>Concept of good and bad feelings, how light gets rid of darkness</p> <p>concept of light being something good to celebrate</p> <p>Present a collective worship</p>	<p>As previous section but including the notion of good being more powerful than bad/evil</p> <p>Celebrate Diwali, as festival of light, time for sharing and to see that Hindus are looking for the conquest of evil by good</p> <p>Story of Rama and Sita rôle play</p> <p>As previous section with possible enactment of story of Rama and Sita</p>



Judaism

Special Needs Key Stage 1

Theme	Learning objectives	Introducing very basic concepts	Reinforcing and developing concepts
Authority	<p>To know that Jews believe in one God</p> <p>To recognise that Moses is important for Jews</p>	<p>Explore times when we need help, who helps us? How do you feel about them?</p> <p>Simple rôle play about being really stuck and somebody helps you</p> <p>Explore feeling grateful and not forgetting good/brave things</p> <p>Recalling times they have needed help, remembering people who helped them</p>	<p>Explore God as strong helper, sometimes people have a God they feel helps</p> <p>Concept of Moses being a special baby, God having plans for him. (Rôle play 'Moses in Bulrushes' with a doll in a basket)</p> <p>'Special Baby' to 'Special Man', Moses as a great leader, concept of Moses doing a job for God. Rôle play Moses the man, rescuing a lot of people and taking them on a journey to a safe place</p> <p>God gave rules to Moses</p>
	<p>To know the Torah is special for Jews and to be aware of how it is treated in the Synagogue</p> <p>To know the main features of some stories from the Tenakh</p> <ul style="list-style-type: none"> - Noah - Joseph - Moses - The story of Esther <p>and reflect upon their meaning.</p>	<p>How do we treat things that are very special to us?</p> <p>How do we look after our favourite toys, books, and ornaments?</p> <p>Draw up lists of special things and then of things that are special to other people</p> <p>If something is special to somebody else, how should we treat it?</p> <p>Jewish people feel that way about their religious books.</p>	<p>Religious things are treated with respect, because of the way people feel about them. They are looked after</p> <p>Jewish special book is called The Torah, it lives in a very special cupboard in the Jewish Synagogue (Meeting House)</p> <p>Religious stories are written in it, some of the stories are about Kings and Heroes</p>
Inspirational Writing	<p>To be aware of how belief and practices can affect the daily life of Jews</p> <p>To know that Jews consider it important to care for others and for the environment</p> <p>To be aware of the importance of prayer and worship for many Jews</p> <p>To know the main events of the Purim story and to be aware of some of the ways it is celebrated</p> <p>To understand why Hanukkah is important for Jews and to know how it is celebrated</p>	<p>Jewish food is a good place to start, Challah loaves can be shared by breaking, children could share and say 'shalom' – learning its meaning</p> <p>Purim is fun to enact with a very simplified text, much dressing up and loud noises (if tolerated by pupils) to drown Hamans name</p> <p>Hanukkah can be approached thro' bringing one candle into a darkened room, thus showing darkness dispelled by light</p>	<p>Challah loaf as previous section, possible work on Sabbath, use of bread cloth, talk through Friday – Saturday customs as well</p> <p>As previous sections</p> <p>As previous section but explore Hanukkah also. Possible use of wall hanging or making class Hanukkah, with individual cardboard candles</p> <p>Make potato latke and eat and drink milk</p>
	<p>To recognise that Jews worship in the home and in the Synagogue</p> <p>To understand the importance of Shabbat</p>	<p>Go over the days of week what we do on weekdays and what weekends are for</p> <p>Creation story (Bible but very simply) and idea of God resting</p> <p>Different people have different days to rest on</p> <p>Jewish people have Shabbat on Saturday, a day for God and for resting</p> <p>Embrace idea of special days and things we do for God... Like prayers</p>	<p>Saturday might be a day to go to the Synagogue, what do Jewish people go there for? What do they do there?</p> <p>Draw simple grid of the week</p> <p>Pictures of creation and of God on holiday</p> <p>Enact Friday night in a Jewish home, get Challah loaf, candles and Ribena (or equivalent)</p> <p>Draw out pupils vocabulary and make lists of own key words</p>
Lifestyle and Identity			
Special Times, Places and Events			



Judaism

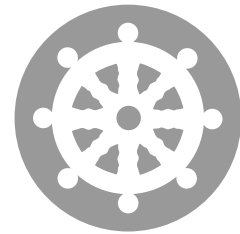
Encouraging personal responses	Accessing a more mainstream curriculum	Beginning to consider more specific issues
<p>Celebrating a hero – Football / current affairs</p> <p>How would you feel about somebody who had rescued a member of your family?</p> <p>Moses as the big hero of the Jewish people, he led them to freedom</p> <p>Try being a leader Rôle play, leading the rest of the group on a little journey round school / playgroup.</p> <p>You did it because the teacher said to. Moses did it because God said he must</p> <p>How did it feel to lead, to be led?</p>	<p>As previous section – use posters – talk about hero worship</p> <p>As previous section – explore the vocabulary of gratitude and remembering</p> <p>Concept of Moses born to be of use to God, baby story and investigation of Gods relationship with Moses</p> <p>If you were Jewish in what ways might you want to remember Moses today?</p> <p>Rôle play being Moses, Do you think you would need rules? Think of some</p>	<p>What qualities would you look for in a leader? Make a chart to show your findings, who has those qualities? Does Moses have them?</p> <p>Moses as God’s friend. God spoke to him (burning bush and crossing red sea)</p> <p>Moses and God worked together to rescue a whole nation of people, they needed each other. Moses trusted God and visa versa</p>
<p>Jewish holy writings are treated with great respect. Use pictures</p> <p>‘My Jewish Life’ big book by Anne Clark</p> <p>Some stories in the Bible are in the Torah / Noah / Moses etc</p> <p>Esther and Purim – enact Purim in classroom</p>	<p>So special it must not be touched by hand – kept in special cloth and inside cupboard</p> <p>Why?...</p> <p>Purim collective worship, make lollipop disc with ‘Haman’ on one side ‘stop’ on other</p> <p>Let audience make a noise when ‘H’ comes up</p> <p>Make Hamantaschen</p> <p>‘Boo’s’... and ‘stop’ when told bribe with Hamantaschen</p>	<p>What sort of man was Moses?</p> <p>Concept of Moses the law giver, rules are sometimes important, Moses as authority figure</p> <p>As previous section but use words. canopy/ark etc</p> <p>Why?...</p> <p>Explore meaning of story of Esther</p> <p>As previous section but with more explanation and maybe pupil naration instead of adult</p>
<p>Discuss what Shabbat might mean to Jewish people</p> <p>Purim can be thoroughly prepared and presented in collective worship (a good way for noise sensitive and nervous children to overcome fears) story needs adapting as required</p> <p>‘lollipop’ with ‘Haman’ /‘stop’ on it works well</p> <p>Light candles in conjunction with ‘Hershel and the Hanukkah Goblins’ being read aloud</p>	<p>Look at Mezuzah and contents, talk about how it makes them feel, make large cereal packet version for classroom doorway – Put in it children’s own daily hopes ‘keep me quiet in class today’ etc. Each child will pass it daily. End of week discussion, did it help? Would it be meaningless after a while</p> <p>As previous activities with appropriately greater recording, depth of discussion</p>	<p>Contents of Mezuzah might be more mature and individual</p> <p>Written work whether recorded and transcribed or class photographic display more detailed. Activities similar</p>
<p>Use ‘My Jewish Life’ big book by Anne Clark</p> <p>Jewish creation story, make collage</p> <p>As previous section, try to incorporate actual Jewish words/translations from simple service books</p> <p>Use pupils words to write a simple story about Shabbat and what it is about, use camera to illustrate display of their work</p>	<p>Make panels depicting creation, collage/painting, one of God on holiday</p> <p>Importance of holidays, why?</p> <p>Word ‘Holiday’ – original meaning?</p> <p>Holy day, keeping a day Holy – have Shabbat meal in class</p> <p>Make wall display of Shabbat using pupils photos and class comments</p>	<p>Going to Synagogue, use books like ‘My Jewish Life’ by Anne Clark, begin to look at being Jewish</p> <p>For Jesus, Saturday is Holy, look at when it starts and how it’s done – concepts of creation and 7th day of rest</p> <p>Have a class Shabbat event, take photos – make a display</p>



Buddhism

Special Needs Key Stage 2

Theme	Learning objectives	Introducing very basic concepts	Reinforcing and developing concepts
Authority	<p>To know and understand that the Buddha is special for Buddhism</p> <p>To explore and reflect upon the teachings of the Buddha</p> <p>To know and reflect upon the key events in the life of Siddatha Gotama</p>	<p>Explore the story of Siddatha Gotama – as a story initially – some role-play to reinforce</p> <p>Talk about the different sights and what they mean. Record pupils' reactions</p>	<p>Make a Bodhi tree wall display – make leaves of important things, pupils think it is good to know to become enlightened</p> <p>Explore the story of the Buddha</p>
Inspirational Writing	<p>To recognise there are many ways that Buddhist writings are used</p> <p>To understand why the teachings of the Buddha are called the Dharma</p> <p>To explore the significance of stories that illustrate Buddhist values</p>	<p>Use KS2 Buddhism pack with video and booklet. This has worksheets and ideas and the stories and teachings of Siddatha Gotama</p>	<p>As previous section</p> <p>The video will provide starting points for several lessons</p>
Lifestyle and Identity	<p>To consider the importance of the home for living the Buddhist life</p> <p>To investigate and reflect on the many ways Buddhists show care for living beings</p> <p>To begin to realise the importance of the sangha</p> <p>To understand the significance of the five precepts for Buddhist life style</p>	<p>Investigate being quiet. Close eyes, listen. Try to feel calm.... use candle. Discuss outcome</p> <p>Simple version of story of Buddha. May be edited</p> <p>Talk about concept of being gentle and not wanting to kill anything (Vegetarianism?)</p>	<p>Respect for each other and their beliefs and skills</p> <p>Build Buddhist shrine in classroom and sometimes in the school days following, have quiet times or circle time with it</p> <p>Respect for all life not just human</p>
Special Times, Places and Events	<p>To identify the features of many Buddhist shrines</p> <p>To understand the significance of meditation for Buddhists</p> <p>To understand the importance of Wesak and how it is celebrated</p>	<p>VISIT A TEMPLE</p> <p>Or look at pictures</p> <p>Isolate items of interest and answer pupils' questions</p> <p>Make a tranquil area/Buddhist shrine in the classroom and use the senses to build atmosphere. Try quiet time and discuss responses</p>	<p>VISIT A TEMPLE</p> <p>Or look at pictures pointing out for discussion features to be examined.</p> <p>As previous section</p>



Buddhism

Encouraging personal responses	Accessing a more mainstream curriculum	Beginning to consider more specific issues
<p>As previous section pupils take turns sitting under their Bodhi tree and saying what they can about the leaf of their choice</p> <p>Explore the story of the Buddha</p>	<p>Pupils to consider good precepts for living and make their own based on the story of Prince Siddatha</p> <p>Use KS2 video resource pack 'Clear vision' discuss what has been seen. Write a line or two if possible</p>	<p>As previous section pupils to be set dilemmas too, and find Buddhist solutions.</p> <p>Use KS2 video and resource pack on Buddhism – complete with worksheets</p>
<p>As previous section</p> <p>Pupils might like to try modelling in clay like the girl in the video – to explore the sense of being a creator</p>	<p>As previous section</p> <p>Pupils might be ready to work in greater depth at Kisa and the mustard seed, discuss the implications and write up the experience</p> <p>Make a prayer flag</p>	<p>As previous section</p> <p>Pupils should be able to explore the teachings of the Buddha from a number of different types of sources by now, and to record their findings</p> <p>Write a prayer or thought for a prayer wheel</p>
<p>Make a value chart of all the good things and skills they see in one another</p> <p>As previous section with opportunity to share thoughts afterwards (voluntarily)</p> <p>Explore Buddhist story books</p>	<p>Extend the concepts</p> <p>As previous sections</p> <p>Explore Buddhist story and look for meanings</p> <p>Write a story with a Buddhist message</p>	<p>Life of the Buddha in more detail</p> <p>Visit A Temple</p> <p>As previous section – build in chances to try a Buddhist meditation. See what it feels like</p> <p>Write about the experience</p> <p>Study and evaluate the five precepts</p> <p>Present a collective worship</p>
<p>VISIT A TEMPLE</p> <p>Or look at pictures</p> <p>As previous section</p> <p>As previous section but it may here be possible to sustain the atmosphere for longer</p>	<p>VISIT A TEMPLE</p> <p>Or look at pictures</p> <p>Pupils may produce written work.</p> <p>As previous section but begin to consider what the mind does during quiet times and how the quiet could be used</p>	<p>VISTI A TEMPLE</p> <p>Or look at pictures</p> <p>Pupils should be able to write about experiences</p> <p>As previous section but explain that the function of meditation is to improve and value the mind.</p>



Christianity

Special Needs Key Stage 2

Theme	Learning objectives	Introducing very basic concepts	Reinforcing and developing concepts
Authority	<p>To know some of the different descriptions of God in the Bible and reflect upon their meaning</p> <p>To know some key events in the life of Jesus</p> <p>To recognise some of the ways Jesus is important to Christians</p> <p>To be aware of the roles and responsibilities within Christian communities and begin to understand their significance</p>	<p>BIBLE STORIES:- Discipline</p> <p>Jonah & Whale – good for role-play. Make pop up whale. God in total control</p> <p>Noah – God in charge and both wrathfully caring – role-play. Make collage</p> <p>Jesus Calming Storm – Use ‘Moses Tale’</p> <p>Make big picture on wall ‘God is eg big lion with words on’</p>	<p>Jesus as teacher. What does a teacher do? Jesus taught about God</p> <p>Prodigal son. Role play</p> <p>Lost sheep – role play</p> <p>Jesus showing that God loves us for Christians</p> <p>God wants us to try and be like Jesus</p>
Inspirational Writing	<p>To know and reflect upon the significance and use of the Bible and its importance for Christians</p> <p>To know the key features of the following events and stories from the Bible</p> <ul style="list-style-type: none"> - Moses - Zacchaeus - The Prodigal Son - The Calming of the Storm <p>and reflect upon their meaning from their own lives</p>	<p>Re-visit Bible (see KS1) look at it as book for adults, full of good stories. Look at a children's version</p> <p>Video ‘Stop, Look & Listen’</p> <p>Moses – young man</p> <p>Plagues & Flight</p> <p>Pesach – have Passover meal</p>	<p>Selection of favourite Bible stories – choose and share</p> <p>Consider Zacchaeus, role play. How did Jesus make a difference?</p> <p>Moses</p> <p>Passover & make Haroset</p>
Lifestyle and Identity	<p>To consider the importance of the home for living the Christian Faith</p> <p>To know that Christians consider it important to care for others and the environment</p> <p>To know there are many ways in which Christians pray</p> <p>To consider some of the Ten Commandments and be aware of their significance for many Christians</p>	<p>Use puppets (strange ones!) Invest them with feelings. Explore how it feels to be a stranger, to need friends for people to be gentle with them etc</p> <p>Christian stories, Zacchaeus and how Jesus changed him by loving him</p> <p>Christians try to live by Jesus' example</p>	<p>Families (or schools) are where we feel safe and cared about. Respect for each other and the environment eg don't damage it. Consider some of the rules – is it a good idea not to steal?</p> <p>Role play to explore this further</p>
Special Times, Places and Events	<p>To recognise and explain the importance of some of the distinctive features and their functions within a local church</p> <p>To understand the significance of Christmas & Easter for Christians and know some of the ways they are celebrated</p> <p>To understand the views of the church as a community of believers</p>	<p>VISIT A CHURCH</p> <p>Preferably close to Easter or after Christmas as what is found will lead naturally into looking at those festivals</p> <p>Explore the building, make a video/take photos for display and discussion</p>	<p>VISIT A CHURCH</p> <p>As previous section. Explore thoroughly and take photos and/or make video of visit for follow up to keep for a resource for this group as it moves up the school</p> <p>Look for signs of Easter and Christmas in the stained glass – crosses etc</p> <p>Explore relevant seasonal Bible stories</p>



Christianity

Encouraging personal responses	Accessing a more mainstream curriculum	Beginning to consider more specific issues
<p>How should Christians live? Story of The Prodigal Son and the Lost Sheep, deeper discussion of meanings and finding modern equivalents Concept of sacrifice. Jesus dying on the cross at Easter</p>	<p>Parable of sower. Grow mustard and Cress in prepared seed tray grower. Soil & grain predict outcome Easter as a time of celebration How is it celebrated. Why? What is it that Christians celebrate?</p>	<p>Explore more complex meanings Visit a church to look for signs of how Jesus matters to Christians The resurrection at Easter being more important than his death. Read 'The Easter Angel' and discuss</p>
<p>Take favourite Bible story to enact or draw as strip cartoon Look at story of calming the storm. Role Play. Use musical instruments. Moses – Passover Zacchaeus – story through role play</p>	<p>Consider Bible structure (as a Library). Record findings What difference did Jesus make to people like the disciples? Moses Learn significance of symbolism</p>	<p>Compare adult/children's version of the Bible and record findings Imagine being called to be a disciple and discuss response Moses Connect Passover with last Supper (communion)</p>
<p>When it is hard to obey Christians ask God for help. How? When? Where do Christians pray? As previous section. Take photos of role play – make books / own stories Read 'Something else' and discuss concept.</p>	<p>What would you ask God if you had him in front of you? How would you talk to him? Look at 'Wonderful Earth' begin to consider stewardship Look at class rules for good community living. Discuss</p>	<p>As previous section. Try writing prayers Look at stories of Jesus and things Jesus said that give Christians examples to follow Look at Christian concepts of stories with meaning As previous section. Consider Ten Commandments as rules for Christian living</p>
<p>VISIT A CHURCH Pupils to choose a feature to talk about and produce an element to be incorporated in a class collective worship Tell Easter/Christmas story around what they found in the church As previous section</p>	<p>VISIT A CHURCH As previous section pupils to be encouraged to explore how it felt to be in the building and think more about what it may mean to believers Preparations for big services – listen to traditional hymns and music, carols etc As previous section</p>	<p>VISIT A CHURCH As previous section. Make a display to show their own findings and responses As previous section with added emphasis on why Christians might like to attend church at these times</p>



Islam

Special Needs Key Stage 2

Theme	Learning objectives	Introducing very basic concepts	Reinforcing and developing concepts
Authority	<p>To know that Muslims believe in one God</p> <p>To know and reflect upon some key events in the life of the Prophet Muhammad</p> <p>To recognise the importance for Muslims of the Prophet Muhammad as the final prophet</p>	<p>Use artefacts, in particular the prayer mat – pupils to look at it and ponder what it shows them and what it might be for</p> <p>Read stories for children from Muslim tradition and discuss ‘message’</p>	<p>As previous section but to include head coverings (Hijab) and some teaching about respect for one God. Exploration of similar customs associated with prayer.</p> <p>As previous section</p>
	<p>To know and reflect upon the significance and use of the Qur’an and it’s importance to Muslims</p> <p>To reflect upon the teachings of stories from the life of the Prophet Muhammad</p>	<p>Ideally have a Qur’an in school as a resource or borrow one, with stand and book box.</p> <p>Explore how it is treated and the key to its significance to Muslims</p>	<p>As previous section</p> <p>Discuss pupils' views as to what is in it. See if they can name equivalent types of important books for other faiths</p> <p>Use simplified stories in translation from other sources to explore stories from Islamic tradition</p>
Inspirational Writing	<p>To consider the importance of the home for living the Muslim faith</p> <p>To know that Muslims consider it important to care for others and the environment</p> <p>To know what the 5 pillars of Islam are and to be aware of their significance for many Muslims</p>	<p>Look at Book ‘I am a Muslim’ or similar as point of entry</p> <p>Share Muslim story books (be careful to research them in advance)</p> <p>Consider concept of sharing and look at Muslim concept of giving to the poor</p>	<p>Use Muslim alarm clock and discuss the call to prayer and the discipline involved</p> <p>When do WE pray? ie Grace, collective worship. What about 5 times each day?</p> <p>Explore Muslim prayer mat, talk about the design</p> <p>Make file of their thoughts and findings</p>
Lifestyle and Identity	<p>To recognise the main features and functions of a local mosque</p> <p>To know some of the key customs followed during Ramadan and Eid-ul-Fitr</p> <p>To understand the importance of Makkah for Muslims throughout the world</p>	<p>PUPILS WITH PHYSICAL DISABILITY MAY EXPERIENCE DIFFICULTY ACCESSING MOSQUES</p> <p>Use posters/pictures in class for discussion of key features of mosques</p> <p>Get other children from the school to explain about Ramadan and to share Muslim festival foods in class</p>	<p>As previous section - begin to use some of the correct terminology and to explain the uses of functions</p> <p>Older pupils can be a great resource and it is good for self esteem and mutual respect</p> <p>As previous section</p>
Special Times, Places and Events	<p>To recognise the main features and functions of a local mosque</p> <p>To know some of the key customs followed during Ramadan and Eid-ul-Fitr</p> <p>To understand the importance of Makkah for Muslims throughout the world</p>	<p>PUPILS WITH PHYSICAL DISABILITY MAY EXPERIENCE DIFFICULTY ACCESSING MOSQUES</p> <p>Use posters/pictures in class for discussion of key features of mosques</p> <p>Get other children from the school to explain about Ramadan and to share Muslim festival foods in class</p>	<p>As previous section - begin to use some of the correct terminology and to explain the uses of functions</p> <p>Older pupils can be a great resource and it is good for self esteem and mutual respect</p> <p>As previous section</p>



Islam

Encouraging personal responses	Accessing a more mainstream curriculum	Beginning to consider more specific issues
<p>As previous section but also look for patterns and symmetry and ask about symbols in the design</p> <p>As previous section</p>	<p>Consider the story of Muhammad's life and make a display of Islamic Art to illustrate any written work. Discussion as to why no drawings of people or of God may be included</p> <p>Use story too</p>	<p>More specific teaching about Islam. Use of books such as 'I am a Muslim'. Use of well chosen and willing Muslim parents/pupils within the school as guests and speakers</p>
<p>As previous section</p> <p>As previous section – discuss meanings and reasons for the stories and find modern equivalents</p>	<p>As previous section</p> <p>As previous section but pupils should by now be devising illustrative role-play and finding ways to record their findings (pupils should not role play Muhammad or Allah)</p>	<p>As previous section</p> <p>As previous section. Pupils will by now be doing more independent work in groups or pairs or singly and using a number of sources and methods of presenting their findings</p>
<p>As previous section respect for the discipline of prayer</p> <p>Fasting and Ramadan – reasons</p> <p>As previous section but discuss symbolism and talk about Makkah and use of compass</p>	<p>As previous section</p> <p>Fasting – concept of going without to experience hunger and share it</p> <p>Concept of Hajj making special journeys to bring us closer to God. Pilgrimage</p>	<p>As previous section but leading to preparation for prayer – cleansing rituals</p> <p>Ramadan and Eid</p> <p>Consider 5 pillars of Islam. Think about their practical implications</p>
<p>As previous section</p> <p>As previous section pupils might begin to collate their own responses to make a display – build a model or draw a plan</p> <p>As previous section</p>	<p>As previous section</p> <p>Pupils might build their RE work into a collective worship and incorporate their work into a display. Correctly timed this might coincide with Eid and food could be sampled</p>	<p>As previous section</p> <p>As previous section but pupils would by now be expected to produce short written reports based on their experiences and findings</p>



Sikhism

Special Needs Key Stage 2

Theme	Learning objectives	Introducing very basic concepts	Reinforcing and developing concepts
Authority	<p>To know that Sikhs believe in one God</p> <p>To know and reflect upon the key features in the life of Guru Nanak</p> <p>To know and reflect upon why Guru Gobind Singh is important for Sikhs</p>	<p>Use pictures of worship in a Gurdwara as conversation points – what is happening here?</p> <p>What can you see that is interesting?</p> <p>Discussion and learning of key words</p> <p>Use pupils' ideas to suggest which things need naming</p>	<p>As previous section. Use books such as 'I am a Sikh' to begin to explore new ideas</p> <p>Explore the story of Guru Nanak in simple terms and be led by pupil' comments.</p>
	<p>To understand the importance of the Mool Mantra for Sikhs</p> <p>To reflect upon the teaching of the stories from the lives of the Gurus</p> <p>To know and reflect upon the significance and use of the Guru Granth Sahib and its importance for Sikhs</p>	<p>Share stories from the Sikh tradition and some of the thinking behind them</p> <p>Look at pictures and video footage of the Guru Granth Sahib and discover how, and talk about why, it is venerated and treated</p>	<p>As previous section. The thinking should be a little deeper</p> <p>As previous section – see if pupils can yet make a connection between other religious writings and how Holy books are often treated</p>
Lifestyle and Identity	<p>To consider the importance of the home for living the Sikh faith</p> <p>To understand the importance of Sewa (service) for Sikhs</p> <p>To know and understand the symbolism of the 5 K's which are worn by some Sikhs</p> <p>To recognise the significance of the turban which some Sikhs wear</p>	<p>Objects that are very special to the children – to others in the school or to their parents. As a lead in to 5 K's</p> <p>Consider importance of 5 K's to Sikhs. Explore tangible artefacts where possible</p> <p>(Try to get a Sikh visitor in to talk about being a Sikh)</p>	<p>Talk about the importance of individual value and everybody being equal in personal sense – for pupils at the school and in general</p> <p>As previous section and talk about turban in relation to Kesh</p> <p>Sikh visitor. Make Sikh tea to offer him/her</p>
	<p>To know what a Gurdwara is and how it is used</p> <p>To understand what it means to belong to the Khalsa and the significance of Baisakhi</p> <p>To understand the significance of Divali for Sikhs</p> <p>To understand that Amritsar is important for Sikhs throughout the world</p> <p>To know what happens in the Sikh Amrit ceremony</p>	<p>PUPILS WITH PHYSICAL DISABILITY MAY EXPERIENCE DIFFICULTY ACCESSING GURDWARAS</p> <p>Use posters, pictures, video evidence where visits are not possible, to identify the features of the Gurdwara</p> <p>Explore the feelings around sharing a meal</p>	<p>As previous section</p> <p>As previous section and invite a Sikh to explain religious customs and festivals</p> <p>Sharing food is a universally accepted social bonding process</p> <p>Try Sikh vegetarian food</p>
Special Times, Places and Events			



Sikhism

Encouraging personal responses	Accessing a more mainstream curriculum	Beginning to consider more specific issues
<p>As previous section</p> <p>As previous section</p>	<p>As previous section but add to it – using more of the proper names for things and by introducing one or two artefacts – not too many and preferably things that appear in the picture</p> <p>Look at story of Guru Gobind Singh and the Khalsa</p> <p>As previous section</p>	<p>As previous section but introduce recording in some way so that pupils respond to what they find in drawing, painting, or written reporting</p> <p>As previous section</p> <p>As previous section</p>
<p>As previous section. Try to encourage pupils to think of equivalent experiences in their own lives</p> <p>As previous section and add to these two last sections by trying to extract key words like Holy, Special, Perfect, from the pupils. Make pupil word bank</p>	<p>As previous section</p> <p>As previous section – encourage written work using the word bank in context and appropriately</p>	<p>As previous section – pupils to make story boards, or create a display that tells a story</p> <p>Pupils to be encouraged to work more independently to produce reports on their findings</p>
<p>As previous section but talk about sharing and concept of service, role-play serving others. Look for examples</p> <p>As previous section – consider also pride of identity and belonging</p> <p>Sikh visitor – make tea/cake</p>	<p>As previous – think up situations and act out</p> <p>As previous section and use C.D. Rom to research and download pictures of world religions</p> <p>Sikh visitor to teach about turban and show how it is worn</p>	<p>Write simple play/script to demonstrate findings – either class or individual activity – differentiation</p> <p>As previous section and write about own research – either on computer or by hand</p> <p>Sikh visitor and present research in class collective worship</p>
<p>As previous section</p> <p>As previous section</p> <p>Make sweet tea the Sikh way and share it with another class, invited in, explore the hosting sensation</p>	<p>As previous section</p> <p>As previous section but by now pupils should be able to record their own responses and reactions in a number of ways and may like to present them as posters, displays, work files</p> <p>Pupils may be ready to explore the 5 K's and record their findings/responses</p>	<p>As previous section</p> <p>As previous section but pupils will be using a range of resources to work much more independently</p> <p>Pupils should be able to explore the 5 Ks and record their responses and to understand the Amrit ceremony and write about it</p>



Christianity

Special Needs Key Stage 3

Theme	Learning objectives	Consolidating basic concepts
Authority	<p>Understanding the nature of leadership To be aware of Christian beliefs about Jesus Begin to recognise Christian beliefs about the nature and ways of experiencing God Recognise the significance of the Bible as a source of authority to Christians Be aware of the many roles a vicar/priest performs.</p>	<p>‘Creation’ – pupils’ ideas about where the world began – simplified Genesis story. Make a wall display of Creation – 3D tactile creatures and pictures of self for 6th day. Explore self as a creator. Resources can be recorded, audio taped, videoed, scribed and displayed, W.W.S. scripted etc</p> <p>Devise a simple leadership task. Pupils lead a small group on a route round the school and grounds. Points to consider; safety, consideration of others in the building, making sure all the group can keep up, know where to go. Follow up discussion, Were they well led? Consider examples of Chain of Authority at school – What kind of job is leadership?</p>
Inspirational Writing	<p>To recognise the influence of the Bible in the life of many Christians To know key features in some stories in the Bible and reflect on their meanings from pupils’ own life experiences ie</p> <ul style="list-style-type: none"> - The Creation Genesis 1 - The Roman Centurion Matthew 8v5-13 - The Pharisee and The Tax Collector Luke 18v10-14 <p>To recognise there are different types of writing in the Bible</p>	<p>Brainstorm what is in the Bible – pick key words. Look at each, use different versions of Bible to check. Favourite Bible stories. Look at children’s versions (this may be essential to their comprehension – but can be seen as an exercise in how the Bible is made accessible to small children). Bible as a collection of really good stories – but with a meaning to Christians</p> <p>Bible stories: are they still relevant and meaningful? Look for their meanings</p> <p>Discuss pupils own experiences and use various means of recording</p>
Lifestyle and Identity	<p>To recognise symbols of Christian’ relationship with Jesus through prayer and worship To realise the importance of preparation for Rites of Passage and festivals To consider how following a Christian lifestyle helps some people deal with modern issues To understand and reflect on the many ways Christians show concern for others and the environment</p>	<p>What can we tell just by looking at each other. Uniform, religious symbols, sex. There may be hidden things, secrets. Difference between what’s private/public information. Use Christian artefacts connected with prayer – make a display together with ‘explanations.’</p> <p>Use a Russian doll to explain the different levels we have of privacy. Pupils can think about which layer they would put which aspects of their lives on a worksheet of Russian dolls.</p> <p>How do people expect Christians to feel about God’s world – make posters for conservation</p>
Special Times, Places and Events	<p>To know and understand the importance of a Church in Worship and in the community Understand the significance of Christmas & Easter for Christians today</p>	<p>Prepare for and visit a Church, Cathedral/Abbey or place of Pilgrimage for Christians (eg Westminster Abbey or Canterbury Cathedral which are all three). Make a video of the visit to help pupils share experiences both positive and negative. Ensure you give value to pupils who found it frightening or unpleasant too</p> <p>Use pupils’ baby photos, items from past to make a pilgrimage into the past. What are we remembering? Why do Christians do it? Consider Lourdes, Jerusalem, Walsingham, Canterbury, London and Lindisfame etc</p> <p>Remembering special events in Life of Jesus, Christmas, Easter as Pilgrimage & celebrations</p>



Christianity

Developing personal responses	Towards the more formalised
<p>Consider one another as the culmination of God's creation. What makes us all individuals? Look at the notion that we are made in God's image. Find examples of times when Jesus felt sad, angry, lonely, hungry – disabled, in pain, facing death</p> <p>Invite pupils to volunteer to insert one hand and arm into a concealed tank of pre-prepared slime. Watching pupils will be encouraged/put off by responses of peers. What qualities must the pupil have to do this? What encourages others to follow? Why does it get easier as the task continues? Write up how this feels.</p> <p>What qualities did Jesus have that encouraged people to follow him? What made him exciting, challenging, and a heroic figure?</p>	<p>Use slides (from National Gallery or similar) to evoke vocabulary about God and about Jesus. Find the Bible story in the picture. Talk about what the artist wanted to show us, how & why. Use the 'Christ We Share' pack to discuss portrayals of Jesus.</p> <p>Look at some of the things Jesus got people to do eg. Peter walking on water, disciples visiting Matthew's house, touching the leper, and ultimately giving their lives to follow Him. What made them do all those things? Love and trust</p> <p>Look at New Testament Bible stories of Jesus to find out if He had all the qualities associated with leadership.</p>
<p>Look at Old & New Testaments. Consider stories and poems from each section. If appropriate use role-play/collage/modelling clay</p> <p>Pupils can be encouraged to role-play if they write scripts themselves taken directly from the story or written in modern situations. Pupils can video each others plays and make a whole group tape.</p> <p>Write a children's version of a Bible story or a modern equivalent of a Bible story for younger children taking care to retain the original message</p>	<p>Pupils can begin to discover the difference between the Old Testament God and the New Testament God by comparing stories</p> <p>Classify Bible stories as history, teachings, songs, letters etc. explain why those kinds of writings are included in the Bible. Consider the Bible as a collection of useful guidelines for today by exploring Bible study notes</p>
<p>What is confirmation? Is it private or public or both. Build on KS2 work about Baptism, confirmation is the next step. What happens? Have a class confirmation role-play where appropriate – what gifts might be given and what they might mean. Explore outfit of Bishop – discover what each item symbolises</p> <p>Individual responses to good and evil. How do we make choices? Is it by faith, could it be?</p> <p>What is the Christian viewpoint about the environment? Find Bible references. Do we agree?</p>	<p>Find modern equivalents or modern interpretations for the 10 Commandments. Are they 'good' rules to live by? Use episodes of modern day soaps on TV, discuss solutions to moral issues/modern dilemmas. Does Christianity provide answers? If you knew you had been confirmed in the Christian faith how would you be expected to behave as a result?</p> <p>People and our environment, using media – news – internet – material from charities to create wall displays and/or individual folders of work or small group presentation.</p>
<p>Explore the role of Church in the community through visit experience and/or by inviting a member of the clergy in to talk about their work. Prepare an interview and collate the results. Evidence can be audio/video/digital</p> <p>Look in greater detail at one/two places of pilgrimage in this country. Pinpoint and label a map of Christian sites of pilgrimage. Investigate faith stories associated with them</p> <p>Prepare a collective worship which includes all the key issues – or devise a service with key elements in it</p>	<p>Discuss and consider issues around whether or not it is possible/advisable to try and be a Christian without the support of church community. Debate, 'To be a practising Christian you should go to Church'</p> <p>Why do Christians feel it important to celebrate Christmas? Why do non Christians celebrate?</p> <p>Use internet to find out more about famous sites and to download information. Prepare a report about specific places of Christian pilgrimage around the world including personal responses</p> <p>Deliver or contribute to a whole school collective worship</p>



Hinduism

Special Needs Key Stage 3

Theme	Learning objectives	Consolidating basic concepts
Authority	<p>To recognise Hindus belief in Brahman as the ultimate reality</p> <p>To know the significance of the Trimurti for many Hindus</p> <p>To be aware of the many roles a Hindu priest performs</p> <p>To know key events in the life of Mahatma Gandhi</p>	<p>Visit a Temple – if possible make a video and take still photographs. Through pupils’ experiences of the visit and their questions about the statues begin to talk through concepts of different representations of God</p> <p>What problems would pupils take to which Hindu shrine in a Temple? Discuss how helpful it might feel to know that you could identify an aspect of the nature of Brahman to deal particularly with specific issues</p> <p>What is the role of the Hindu priest in the community? Compare with another faith</p>
Inspirational Writing	<p>To recognise the importance of Hindu sacred writings and religious literature</p> <p>To know and reflect upon some stories and teachings from sacred writings and religious literature</p>	<p>Explore the concept of what makes books special, why some are so special that they are called ‘sacred’. Brainstorm useful key words (eg old, lovely, special, powerful) Explore the quality of ‘sacred’ books</p> <p>How might these writings be used, when and by whom?</p> <p>Look at more of the stories and give pupils opportunities to reflect and respond to them</p>
Lifestyle and Identity	<p>To consider how a Hindu lifestyle can help some people deal with modern issues</p> <p>To understand and reflect on the many ways Hindus show concern for others and the environment</p> <p>To know and understand the importance of the home and family for Hindu religious lifestyle and identity</p> <p>To realise the importance of preparation for festivals and rites of passage</p>	<p>Any of the activities from the above sections of this sheet will also address issues in this section. Most valuable of all are the visit and the interview</p> <p>Stories about Krishna and the special role of cows in the Hindu faith</p> <p>Consider vegetarianism and its various reasons including as an act of religious observance</p> <p>Why is it important to prepare for festivals?</p>
Special Times, Places and Events	<p>To understand the importance of the Mandir in worship and community</p> <p>Recognise role of home worship for Hindus</p> <p>Understand significance of Divali, Janmashtami or Navarati</p>	<p>Visit Mandir (see above) and video visit if possible</p> <p>Talk through Worship witnessed during visit.</p> <p>Importance of belonging</p> <p>Look at key elements of a shrine in a Hindu home, the role of puja. Use artefacts to help demonstrate the importance of home prayer for Hindus. Use incense and music for atmosphere.</p> <p>Explore light and darkness, good and evil, why we celebrate and what we celebrate. Divali in context of other known festivals of light and victory of good over evil.</p>



Hinduism

Developing personal responses	Towards the more formalised
<p>Using video and photos of a visit as major resource material build on pupil experience to explore Hindu story and belief. Look into Hindu Creation stories and explore any possible links with beliefs of other faiths studied</p> <p>Look at Hindu symbols. Use story of the Blind man and the Elephant to explain 'many but one'. Think up suitable petitions to various Gods.</p> <p>Look up Guru on C.D. Rom and/or internet.</p>	<p>Using internet and CD Rom resources explore in greater depth the beliefs about Brahman and Trimurti, present findings in a fact file.</p> <p>Choose a favourite story or teaching to make a play script to demonstrate how the beliefs within it could be true today. Role-play or act out as appropriate</p> <p>Look up Gandhi in several sources and see how closely his life and actions fit the notion of Guru. Explore his importance for Hindu (& non-Hindu).</p>
<p>Sacred books hold the belief systems and teachings about faith. Try to read some of the Bhagavad Gita. Talk about the special language of the Hindu priests and what Sanskrit means to the Hindu faithful</p> <p>Take some of the issues arising from the stories, are they similar to today's issues?</p>	<p>Look at the Bhagavad Gita. Pupils will have explored the Ramayana and some of the Vedic writings in previous studies. Further explore and investigate using the internet and CD Rom.</p> <p>Pupils record their individual personal responses to the stories.</p>
<p>Explore the word 'sacred' as it relates to water, trees, animals and vegetarianism. Make a collection of items or memories that are sacred to the class through drawing or written work.</p> <p>How does our home show what we value? Look at pictures for the role of murtis in worship</p>	<p>Hindu Rites of Passage – naming of babies, marriage and death practices and the extensive preparations for all these times</p> <p>The idea of Karma can be carefully and sensitively introduced, in some circumstances. <i>With sensitive disabled pupils it may not be appropriate, or if there is any chance of difficulties from other pupils towards disabled pupils.</i></p>
<p>Speak/interview with a practising Hindu about the function of worship, as part of the visit or as follow up. Pupils to prepare questions in advance.</p> <p>Isolate and fully explore the different elements of a home shrine and explore why each is important.</p> <p>Concept of festival as a remembering of favourite stories, celebrating a pattern of victory over evil.</p> <p>Explore Hindu festival stories and recreate traditions as appropriate.</p>	<p>Explore the key elements present in a Mandir and their purpose. How is the Trimurti represented? Describe a visit using the 5 senses.</p> <p>Explore Dharma and the 4 stages of life. Make a personal time line and see where the divisions might come</p> <p>Explore the Ramayana and pay special attention to the moral values and issues raised. Look for the reason and meanings behind the key events. What do we learn?</p>



Judaism

Special Needs Key Stage 3

Theme	Learning objectives	Consolidating basic concepts
Authority	<p>To recognise Jewish beliefs about the nature and ways of experiencing God</p> <p>Understand the significance of the Torah as a source of authority for Jews</p> <p>To be aware of the many roles of a Rabbi</p> <p>Re-visit Moses to reinforce significance of key figures</p>	<p>Visit a synagogue to experience the way that the Torah scroll is kept and respected.</p> <p>Audio taped responses of pupils can be typed up for a wall display as a constant reinforcement of the study.</p> <p>Invite a Rabbi to talk to class. Consider what the word means, what the job might be and how it correlates with other leaders of faith.</p> <p>Brainstorm knowledge of Moses to fill gaps and reinforce information.</p>
Inspirational Writing	<p>* To know that there are different types of writing in the Tenakh</p> <p>To know and reflect upon some stories from Tenakh and Talmud</p> <p>* To learn words Tenakh, Talmud & Torah</p>	<p>Look at Jewish stories from different sources. Read and explore the stories, see if they exist in other places (eg Bible, Apocrypha) to find most important message</p> <p>Role-play activities and find modern equivalents to convey same/similar messages</p> <p>Try to isolate the main message from each story.</p>
Lifestyle and Identity	<p>Know and understand the importance of synagogue in Jewish community</p> <p>Understand the significance for Jews of Shabbat and either Pesach or Rosh Hashanah</p> <p>To understand the significance of the decalogue for many Jews</p> <p>Identify and reflect on the importance of the home for Jewish religious lifestyle and identity.</p>	<p>Visit a Synagogue.</p> <p>Re-visit creation what did God do on the seventh day. Explore idea of day of rest and prayer. Discover Shabbat – use artefacts and Challah loaf to welcome Shabbat, in the classroom.</p> <p>Use Ram’s horn and honey and apples to celebrate Rosh Hashanah.</p>
Special Times, Places and Events	<p>To realise the importance of preparations for festivals and Rites of Passage</p> <p>To understand the ways Jews show concern for others and the environment</p> <p>To consider how following a Jewish lifestyle can help some people deal with modern issues</p>	<p>Consider the concept of getting ready for festivals in a secular and a spiritual way. Discuss the importance of both. Think about special foods (eg birthday cake) & their symbolism. Make a symbolic Jewish food (eg Hamataschen for Purim)</p> <p>Explore Tu B’Shevat where trees are honoured. Share Israeli fruit and think about conservation issues, from the simple stance of how they would feel if they lost trees and fruit.</p>



Judaism

Developing personal responses	Considering more specific work
<p>Visit a synagogue – make a video and/or take photos as a major resource for all future studies of Judaism</p> <p>Pupils select aspects of their visit to write about and illustrate. Present a collective worship or display to demonstrate some of what they have learned, and to reinforce it.</p> <p>Consider the work of the Rabbi.</p> <p>Moses as Law giver re-examine 10 Commandments in modern Jewish context and symbol as well as the historical context.</p>	<p>Visit a synagogue – make a video with pre-discussed questions.</p> <p>Explore the contexts of the Mezuzah and look at the key content of its message</p> <p>Explore the process of writing a Torah Scroll, and look closely at Hebrew. Explore the service of Simchat Torah</p> <p>Consider the work of the Rabbi</p> <p>Formalise with internet/CD input information about Moses and the connection with modern Pesach celebration</p>
<p>All the previous section plus try to categorise the stories as history, law, teachings.</p> <p>Pupils to select favourite stories to write about why they are important. What makes a good story? Can be a whole class activity to be written up later.</p>	<p>As in previous section but in greater detail</p> <p>See if pupils can begin to see the value of learning through the medium of stories. Why? How?</p> <p>Write own stories independently and with use of internet and I.C.T. skills</p> <p>Visit a Synagogue to look at the Ark</p>
<p>Visit a Synagogue. Essential as part of KS3 work on Judaism</p> <p>Make Havdalah candles (and clay holders) sample Challah bread. Explain the role of the women at Shabbat. Kosher kitchens and food</p> <p>Pesach can be prepared and re-enacted using knowledge of Moses story.</p>	<p>Visit a Synagogue. Essential as part of KS3 work on Judaism</p> <p>Shabbat as previous section. Pupils to research on CD ‘World religions’ and from books and write a group report</p> <p>Kosher kitchen and food</p> <p>Look at the Hagadah and discuss the history of Moses and its modern implications for Judaism today</p> <p>Consider Rosh Hashanah and discuss concept of atonement and the capacity to celebrate with the new beginnings</p>
<p>Look at Hebrew writing and discuss reading it in public. Would you need some help? Explore Bar-Mitzvah and its preparation both actual and spiritual.</p> <p>Make a chart of festivals in columns, including kinds of preparation, pictures of celebration foods and something about each festival. Reserve a space for analysing the importance of each festival.</p> <p>Talk about growing up and how we mark important phases in our lives. ‘Discuss process of taking responsibility as an adult for being part of our faith – becoming morally aware’.</p>	<p>Investigate Jewish Rites of Passage. Trace origin of circumcision to Abraham and discuss its significance and importance today. Find out about Bar and Bat Mitzvah</p> <p>Trace each Jewish festival through several important phases to see if they all have special preparation, a seasonal date, historical origins, special foods, religious significance for today, any significance as a Rite of Passage</p> <p>Consider the role of an adult Jew in making modern moral choices and decisions and taking responsibility</p>

Challenging attitudes

In special schools these units are especially valuable

Theme	Learning objectives	Consolidating basic concepts
Authority	<p>Be aware of people's suffering and personal qualities which can help in such times</p> <p>Recognise that faith can help in such times</p> <p>Explore examples of people whose faith has helped</p>	<p>Pupils experiences wherever possible. Encourage them to share what had been difficult or to look at what might become so and to share any ideas they might have about what helps</p> <p>Equally to express the view that faith might not help or may have been destructive</p> <p>Stories from the Bible about healing and suffering</p>
Inspirational Writing	<p>To recognise the importance of sensible attitudes to wealth</p> <p>Explore teaching of Jesus about wealth</p> <p>Ideas on importance of being able to give and receive</p>	<p>Discuss money. How do pupils feel about it? Is it important? What would they do with lots of money? Are there any other people who might need it more than they do and could they bring themselves to give it away?</p> <p>Talk about what Jesus had to say (Rich man) and decide if we can learn about money from that.</p> <p>Are there some things we can't buy, which matter very much?</p>
Lifestyle and Identity	<p>To reflect from own experiences upon teachings in Bible and responsibility to others</p> <p>Explore religious teachings about giving to the poor</p> <p>Look at a religious charity</p>	<p>Who cares about us? Who do we care about? What is the difference between caring and being responsible? Who matters, and should we either care to be responsible? (This group of pupils will probably find these concepts extremely hard to grasp, as discussion points – it will be better to concentrate on religious stories and talk in general terms about kindness and charity)</p> <p>Explain that some religions give as part of their faith. Salvation Army soup runs will probably be amongst the best examples of how it might feel to be helped</p> <p>Look at the concept of sewa practised by Sikhs</p>
Special Times, Places and Events	<p>To recognise the importance of memories and memorials</p> <p>Reflect on pupils' experiences of loss and change</p> <p>Recognise ways people cope with loss and change</p> <p>Be aware of teachings about death and mourning and afterlife</p>	<p>Allow pupils to safely explore loss and bereavement, and to remember lost loved ones positively whilst acknowledging sorrow. Pupils at this level sometimes need help to accept that death is permanent.</p> <p>Explore how remembering can be really helpful and can keep us cheerful. Discuss pupils' views about what might happen after death</p> <p>What would we like to be remembered for?</p>

Challenging attitudes

In special schools these units are especially valuable

Developing personal responses	Towards the more formalised
<p>How do we feel about well-meaning, do-gooders and trips to Lourdes for healing? What is healing? What do people expect and have any of us experienced degrees of it?</p> <p>Freedom to express both positive and negative feelings and experiences about this. Finding solace in Anne Frank, and making connections with Job</p> <p>Developing defence strategies against assaults by people claiming to be faith healers</p>	<p>Looking for role models eg paralympic sportsmen and women, ex-pupils who have made it in the outside world. Pupils can write to ask them to come in and speak, or demonstrate their skills</p> <p>Brave debate entitled, 'I've got a bone to pick with you, God!' in which they put dangerous questions like, 'Why am I disabled?' And we try to talk about it...allowing room for anger and for not knowing answers. Handled with care, can be excellent</p> <p>How are our belief systems affected by misfortune and can they survive adversity?</p>
<p>In groups discuss how you would divide a church's annual giving. You have a budget and a list of possible charities/courses, how do you decide who gets what?</p> <p>Would money make you selfish? Role-play situations in a circle. One suddenly becomes rich, the others have to try and talk him/her into giving some of it to them. What situations/attitudes work best? Why?</p> <p>Explore religious views about the Lottery</p>	<p>In groups decide what is really important to you, what do you want more than anything in the world? Can it be bought?</p> <p>Talk about 'Fair Trade' and what it means. Is it important? Can we make a difference? Hold a class debate about fair use of world resources</p> <p>Make a list of things that matter more than money</p>
<p>Identify times when we have needed people and/or helped others. Look at the kinds of questions asked in teenage magazines – try answering some made up ones, as though close friends had problems. Discuss possible needs and outcomes</p> <p>Explore video footage of the work of an overseas Aid agency eg Christian Aid or Tear Fund. Could they do that work? Do they admire it? How might they help? Who does it? Why?</p> <p>Examine religious teaching about responsibility</p>	<p>Look at world-wide Aid agencies through multi-media and web sites. Choose one to explore in greater depth. Try to answer some of the criticisms levelled against them sometimes. Evaluate those comments</p> <p>Present a report on a religious charity to the rest of the class/group</p> <p>Invite a guest speaker to talk about religious duty and giving</p>
<p>Accepting death as a fact of life, and designing a semi-precious grave for themselves, with dates, names and something they would like to be remembered for, however outrageous and humorous they like</p> <p>Use of objects from home taking back memories of good/bad times. Photos can be used in the same way</p> <p>Discuss pupils' own views of life after death and what they would like/believe it will be like</p>	<p>Special schools pupils often have to live with decreasing function, death of peers and sometimes fear of their own imminent deaths. This is therefore a crucial but sensitive unit. It needs careful, positive handling, at the same time honest and sensitive</p> <p>An annual memorial service can be usefully and helpfully incorporated into the life of a special school as a time when loss of function can be accepted along with loss of life as a fact worthy of emotional response</p> <p>Consideration of Remembrance Day and evaluation of its place and format</p>