

EQUALS is committed to improving the lives of children and young people with learning difficulties and disabilities through supporting high quality education

Schemes of Work for the National Curriculum for pupils with learning difficulties. Interactive CD ROM

Dear Subject Coordinators

We hope that you will find the materials helpful when working with pupils who are achieving within the eight levels of the P Scales, the first two levels of the national curriculum and across all four key stages. In writing these examples of good working practice, special consideration was given to the current mainstream and Special Education guidance from the QCA at the time.

What is a Scheme of Work?

A Scheme of Work illustrates the different ways in which teachers can plan subject learning opportunities to respond to the specific needs and priorities of the children, their communities and the schools themselves. They also build on children's experiences and earlier learning from the Foundation Stage onwards.

Who writes Schemes of Work?

Schemes of Work are written by teachers with expertise in Special Education who are currently teaching pupils who are working within the full range of the P Scales and the early levels of the National Curriculum.

Who would use a Scheme of Work?

Schemes of Work are used by teachers involved in the delivery of the National Curriculum and support the statutory responsibilities of Head Teachers and Governors to ensure delivery of a broad and balanced curriculum.

What does a Scheme of Work include?

A Scheme of Work is the overall planned provision of a subject in a Key Stage. It is made up of the units of work, which may be taught in any order across the Key Stage. Some of the units will be more appropriately taught at a certain time in the school year such as a unit on Christmas and a unit on spring festivals. Units are medium-term plans, usually designed for half a term. They set out specific learning objectives as well as possible teaching activities and learning outcomes.

What ages are Schemes of Work available for?

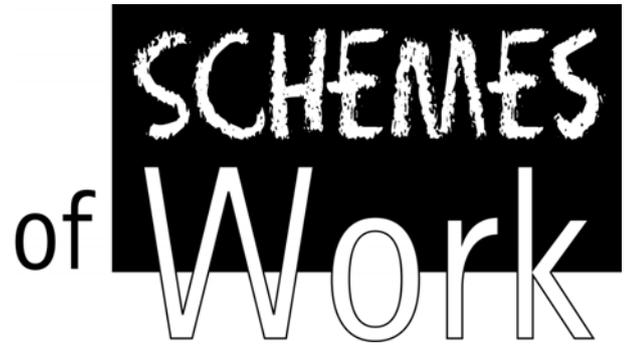
Schemes of Work are available for EYFS, Key Stages 1-4 and 16-19 pupils.

How useful are published Schemes of Work?

The use of published Schemes of Work gives valuable guidance to schools in their implementation of the curriculum and saves teacher planning time

Are the Schemes of Work linked to the P Scales?

Yes, the Schemes of Work are linked directly to the P Scales through differentiated learning outcomes.



Preview

Religious Education Key Stags 3 & 4

Religious Education

Key Stage 3

- 3.7.1 What do signs and symbols mean?
 - 3.7.2 How do Christian Aid and Muslim Aid help others?
 - 3.7.3 What does the story of the Good Samaritan teach us?
 - 3.7.4 How do Muslims live their life through the Qur'an?
 - 3.7.5 What can religious stories teach us about good and evil?
 - 3.7.6 What can a Humanist teach us?
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- 3.8.1 How can we be different but live together?
 - 3.8.2 How is faith expressed through buildings and statues?
 - 3.8.3 How and why do organisations like the Salvation Army help others?
 - 3.8.4 What happens when we die?
 - 3.8.5 Why is the gurdwara important to Sikhs?
 - 3.8.6 What effect does religion have on some people's lives?
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- 3.9.1 What did Jesus teach about forgiveness?
 - 3.9.2 How is the Hindu faith expressed?
 - 3.9.3 Origins – where do we come from?
 - 3.9.4 How do people show faith through the arts?
 - 3.9.5 Does having a religion help people to be peaceful?
 - 3.9.6 What can the Baha'i faith teach us?

Religious Education

Key Stage 4

- 4.10.1 What is it like to be part of a religious community in the world today?
- 4.10.2 How do I speak up for myself and the world?
- 4.10.3 Can we be reflective? What is spirituality?
- 4.10.4 What are the different religious beliefs about food?
- 4.10.5 Can we compare how different faiths worship?
- 4.10.6 How do communities celebrate growing up?

- 4.11.1 Who is an inspiration today?
- 4.11.2 What is it like being a Christian today?
- 4.11.3 How should I behave towards others?
- 4.11.4 Why should I look after the environment?
- 4.11.5 Why do people suffer?
- 4.11.6 What events have made me who I am today?

Religious Education**Unit Title: How do Christian Aid and Muslim Aid help others?****Key Stage 3****Unit: 3.7.2****ABOUT THE UNIT**

Through this unit pupils will learn:

- why people give to charity
- Christian teaching on charity and wealth and how Christian Aid puts this into action
- Muslim teaching on the duty of Zakat and how Muslim Aid puts this faith into action

WHERE THE UNIT FITS IN	VOCABULARY	RESOURCES
<p>This unit builds on EQUALS Unit 2.4.2 and links to EQUALS Units 2.6.5, 3.7.3 and 3.8.3.</p> <p>Curriculum links with Maths, Citizenship, PSHE&C, ICT.</p>	<p>Zakat Charity Giving Duty</p>	<p>www.christianaid.co.uk</p> <p>www.muslimaid.org</p> <p>www.globalgang.org.uk – linked to Christian Aid, for children, includes games and activities regarding charitable projects.</p> <p>www.symbolworld.org for resources with symbols.</p> <p>www.widget.com for Writing With Symbols software.</p> <p>The Christian Bible</p>
		<p>RELIGIONS COVERED IN THIS UNIT</p>
		<p>Christianity Islam</p>

EXPECTATIONS

At the end of this unit:

All pupils will:

have opportunities to learn more about the main characteristics of religions, particularly, those practised in their own communities. They may explore similar areas and themes from different religions and may become more aware of what people from religious groups think, say and do. With help they may develop their skills of reflection and consideration.

Most pupils will:

subject relate their growing knowledge and understanding to their own experiences and to those of others. They become more aware of people who are part of a religious group, and can understand what they think, say, and do.

A few pupils will:

start to form their own views, ideas and beliefs, based on their knowledge and experiences.

Unit Title: How do Christian Aid and Muslim Aid help others? Key Stage 3 Unit 3.7.2

Attitudes in Religious Education

This permeates all other units and seeks to develop at each stage of Religious Education:

- Self awareness
- Respect for all
- Open-mindedness
- Appreciation and wonder

LEARNING OBJECTIVES	POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES	DIFFERENTIATED LEARNING OUTCOMES	POINTS TO NOTE
<p>why people give to charity</p>	<p>Learning from Religion What activities do we hold in school for charity? Non-uniform days, table top sales, etc. Who do you raise money for in school? Does school have a chosen charity or a charity of its own? Discuss fund-raising you have taken part in. Use photographs of events in school to remind pupils. This may include a fancy dress competition to raise funds for school to buy new play equipment. Ask pupils to write an account/draw a picture of something they have taken part in and explore their feelings after raising money.</p> <p>Learning from religion Organise a charity event in school. Ask pupils to choose the charity to donate to and what they would like to do to raise funds.</p> <p>Learning from Religion Think about why people give to charity. What is their motivation? Give pupils cards with different reasons e.g. a sense of duty, makes me feel good, you never know when you might need charity, etc. Ask them to choose which the best motivation is. This may lead to an open discussion with able pupils.</p> <p>Learning from Religion Think about different ways people give to charity. Do pupils know if their parents give regularly or whenever they see a collection box. Survey of staff in school (numeracy links) and what their giving habits are.</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • pupils may give intermittent reactions for example vocalising occasionally • pupils observe the results of their own actions with interest • pupils begin to respond to the feelings of others • pupils start to be aware of their own influence on events and other people • pupils are often be sensitive to the needs and feelings of others and show respect for themselves and others • pupils respond sensitively to the experiences and feelings of others, including those with a faith and to other people's values and concerns in relation to matters of right and wrong 	<p>Collect photos of charity events, at school or in the local community. Press cuttings, advertisements of local charities.</p> <p>Check rules and regulations relating to fundraising for example for raffles or sponsorship.</p> <p>Bear in mind colleagues' privacy. Do not discuss amounts.</p>

<p>Christian teaching on charity and wealth and how Christian Aid puts this into action</p>	<p>Learning about Religion Read the story of the rich young man to the pupils. Ask them to think about what Jesus was teaching. Ask pupils to recreate the story in modern terms, draw their account of the story, complete a cartoon strip of the story, card sort pictures of the story, match pictures or odd one out.</p> <p>Learning from Religion Talk about the idea of wealth and how it may effect people. Talk about famous people who are rich and may appear to behave inappropriately and compare to rich famous people who are kind to others, e.g. Bono, Madonna, Prince of Wales (the Prince's Trust). Pupils could research a chosen individual. Use news clippings or printouts from Internet.</p> <p>Learning from Religion Ask pupils to think about giving away everything they have that is worth something to them, for example games, iPods, TV and DVDs etc. Would that make them happy? Talk about the idea that Jesus was teaching that if you have riches you become obsessed with them and it is all you think about. Do we sometimes become too concerned with what we 'have'? Ask pupils to make a list of the things that they have that are 'riches' and sort them into things that they want and things they need. What could they live without? Have a day of 'no riches' in class, where all things that we can live without are given away (maybe to another class) for the day. How does this make the pupils feel?</p> <p>Learning from religion Visit www.christianaid.co.uk to research the charity. Find useful resources pupils in 'le@rn zone'. Visit www.globalgang.org.uk for games for more able pupils.</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • pupils react to new activities and experiences • Pupils participate in shared experiences with less support • pupils respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings • pupils listen to and follow religious stories • pupils begin to understand that religious and other stories carry moral and religious meaning • pupils re-tell religious stories, identify some religious beliefs, teachings and practices 	<p>The Christian Bible Matthew 19:16 - 25 The story of the rich young man</p> <p>www.princes-trust.org.uk</p> <p>http://en.wikipedia.org/wiki/Bono</p> <p>www.makepovertyhistory.org</p> <p>Be aware of pupils who may not have many material things. Be sensitive to pupil's status</p>
<p>muslim teaching on the duty of Zakat and how Muslim Aid puts faith into action</p>	<p>Learning about religion Zakat (charity) is one of the five pillars of Islam and is therefore a duty for Muslims. It is not only financial but also charitable acts of kindness. Explore the idea of duty. What things do pupils consider to be their duties? Model by giving examples of your own duties, for example, feeding the dog, taking your neighbour shopping, etc. Have duties in the classroom that can be given to pupils for the day. Talk about the idea of responsibility.</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • pupils show emerging awareness of activities and experiences • pupils co-operate with shared exploration and supported participation 	<p>www.islamicity.com for information on five pillars.</p>

	<p>Learning about Religion Ask pupils to calculate their own monetary Zakat. Muslims are expected to give 2.5% of their annual income, after they have accounted for what they need to spend on essentials. Ask pupils about pocket money etc. and ask them to work out how much they would be expected to give.</p> <p>Learning about Religion Show pictures of poor people. Ask pupils to express their feelings when they look at the pictures. Record answers in a thought shower, PECS or other picture/symbol system, use cards with symbols of feelings on for less able pupils to choose from. This may lead to discussion on how we can help poor people, and whose responsibility it is to help them.</p> <p>Learning from Religion Ask pupils who they depend on and who depends on them. Record results in a chart (Venn diagram maybe) or using symbols, pictures, words.</p> <p>Learning from Religion Being kind to others. Talk about things that we do for other people that are kind and why it is nice to be kind. Award a 'being kind to others' award for the pupil who has done the kindest things. Talk about why we should help others.</p> <p>Learning from Religion If not done earlier in the unit: Organise a charity event in school. Pupils could choose what they want to do for charity, raise funds or give time to help someone. They could give ideas and decide what to do to raise the money, organise marketing for the event, raise awareness and support in school.</p>	<ul style="list-style-type: none"> • pupils apply potential solutions systematically to problems pupils may engage in moments of individual reflection • pupils communicate their ideas about religion, life events and experiences in simple phrases • pupils reflect on what makes them happy, sad, excited or lonely • pupils recognise features of religious life and practice, and some religious symbols and words • pupils identify some religious beliefs, teachings and practices 	<p>Be sensitive to pupils who may be from less fortunate backgrounds. Use an example if appropriate.</p> <p>Collect pictures from magazines, newspapers, Internet.</p> <p>www.widget.com for Writing With Symbols software.</p> <p>Numeracy across the curriculum.</p> <p>Contact local organisations for support. Ask local charities if a representative can visit school to talk to pupils.</p>
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Religious Education**Unit Title: Why do people suffer?****Key Stage 4****Unit: 4.11.5****ABOUT THE UNIT**

Through this unit pupils will learn:

- to begin to understand the idea of free will
- what the difference is between natural and man-made suffering
- what Christians can learn from Jesus' suffering and his act of forgiveness
- what Buddhist teaching is on suffering

WHERE THE UNIT FITS IN

This unit builds on EQUALS Unit 2.3.4 and is linked to EQUALS Unit 2.6.5.

VOCABULARY

Suffering
Free will
Dukkha
Disaster
Four Noble Truths
The Eightfold Path
Forgiveness
Greed
Selfishness
Desire
Ignorance

RESOURCES

www.thebricktestament.com

The Christian Bible or Jewish Torah

Pinochio DVD or video

Jesus of Nazareth
The Miracle Maker (available from www.biblesociety.org)

RELIGIONS COVERED IN THIS UNIT

Judaism
Christianity
Buddhism

EXPECTATIONS

At the end of this unit:

All pupils will:

consolidate their experience and knowledge of the special features of religions and experience religious ideas expressed in a variety of ways.

Most pupils will:

extend their knowledge of the lives and religious beliefs of people and appreciate the diversity of views and experience.

A few pupils will:

offer their own responses to questions and recognise that some questions cannot be answered or may take time to answer. They understand that people's religious beliefs can sometimes affect their views on non-religious issues.

Unit Title: Why do people suffer? Key Stage 4 Unit 4.11.5

Attitudes in Religious Education

This permeates all other units and seeks to develop at each stage of Religious Education:

- Self awareness
- Respect for all
- Open-mindedness
- Appreciation and wonder

LEARNING OBJECTIVES	POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES	DIFFERENTIATED LEARNING OUTCOMES	POINTS TO NOTE
<p>to begin to understand the idea of free will</p>	<p>Learning from Religion Create a puppet show. Spend time talking about the puppet and making them together. Ask the pupils to control the puppet. Ask the pupils if a puppet has feelings. If the puppet does something wrong, who is responsible? Can the puppet make decisions? Who is in control? Develop the idea by setting it up on another occasion so one child is puppet and another puppeteer. Watch clips from the film Pinocchio.</p> <p>Learning from Religion <i>Rabbi Akiva – suffering to prevent greater suffering...</i> This story explains how Rabbi Akiva was chased out of a village, his rooster was killed, his lamp blew out and his donkey ran away. At the time he could not understand why he was suffering. But he discovered that the villagers were all killed in an attack and his donkey, rooster or lamp would have drawn attention to him outside the village, leading to his own death. <i>9.11 The Little Things</i> This poem talks about the little things that stopped people from making it in to work at the World Trade Center on 11th September 2001. The idea behind it is that even though at the time they felt they were suffering (one of them has a blister and has to stop to buy a plaster from a chemist) this 'little' suffering prevented a greater suffering.</p> <p>Learning from Religion Talk to the pupils about how we all experience things that are annoying or painful even. Explore the idea that all things happen for a reason, even though we do not know at the time what the reason is.</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects • apply potential solutions systematically to problems • may also engage in moments of individual reflection • show concern and sympathy for others in distress • begin to understand that religious and other stories carry moral and religious meaning • respond sensitively to the experiences and feelings of others, including those with a faith and to other people's values and concerns in relation to matters of right and wrong 	<p>Art and design technology links.</p> <p>Pinocchio from Disney video/DVD.</p> <p>The stories of Rabbi Akiva and 'The Little Things' can be found on most major Internet search engines.</p>

<p>what the difference is between natural and man-made suffering</p>	<p>Learning from Religion Ask pupils to create a story board from one of the two examples. Learning from Religion Use images of 9/11 from the internet to create a PowerPoint presentation including the poem.</p> <p>Learning from Religion Give pupils cards with examples of suffering on them. For example, earthquake, tsunami, flood, murder, cancer, war, pollution, holocaust. Ask pupils to categorise the suffering into man-made and natural. Ask if they have criteria for deciding which goes where. Discussion may follow on how different groups have sorted their cards.</p> <p>Learning from Religion Create a collage of pictures depicting man-made and natural suffering. Ask pupils to choose images to represent each heading. Display in classroom.</p> <p>Learning from Religion Discuss current news stories about suffering. Which global suffering can pupils remember? Discuss feelings about suffering.</p> <p>Learning about Religion The ten plagues of Egypt. Use www.thebricktestament.com to illustrate the story. These are examples of 'natural' disasters, believed to have been sent by God to punish man. Are earthquakes and hurricanes a modern version?</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • they accept and engage in coactive exploration • they greet known people and may initiate interactions and activities • respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings • they show concern and sympathy for others in distress • they treat living things and their environment with care and concern • they realise that some questions that cause people to wonder are difficult to answer 	<p>Use images from safe image site on the Internet. Make sure you follow school guidelines and policy on Internet images.</p> <p>Collect newspaper clippings and news footage.</p> <p>Found in the Jewish Torah and The Christian Bible. Exodus, chapters 4 - 11.</p>
<p>what Christians can learn from Jesus' suffering and his act of forgiveness</p>	<p>Learning about Religion Tell the story of the last week of Jesus' life. Use DVD to tell the story. Even though Jesus suffered in the way that he did, Christians believe that he forgave his enemies as he was dying. Ask pupils to draw a story board of what happened. Give them cards to sort out into the correct order to tell the story.</p> <p>Learning about Religion Show pupils examples of artwork depicting Jesus's suffering. Discuss feelings of the characters in the picture. How do the pupils feel on looking at the picture? Ask them to create their own pictures of someone suffering.</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • perform actions, often by trial and improvement, and they remember learned responses over short periods of time • join in with activities by initiating ritual actions or sounds • listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution 	<p>Jesus of Nazareth DVD or The Miracle Maker DVD.</p>

<p>what Buddhist teaching is on suffering</p>	<p>Learning from Religion Ask pupils to decide what forgiveness is. Give them examples of definitions to choose from or examples of how we might forgive.</p> <p>Learning from Religion Ask pupils to think about something that they have forgiven. Ask pupils to identify an act that they think they would not be able to forgive. Why could they not forgive it? Compare answers in the form of a spider diagram.</p> <p>Learning about Religion Talk about the Four Noble Truths. This explains to Buddhists about the idea of suffering being caused by greed, selfishness and ignorance. The only way to stop suffering is to stop selfishness and greed. The only way to stop selfishness and greed is to follow the eightfold path. Ask pupils if they can think of a time when they have suffered because of greed or ignorance. Discuss answers within the class.</p> <p>Learning from Religion The Eightfold Path gives guidance on how Buddhists should live their life. Buddhists think of Right as meaning the 'best possible' not just right or wrong. Ask pupils to make their own eightfold path. Make it in the shape of a lotus flower, one of the symbols in Buddhism. Use a circle with eight petals laid on it in a flower shape. Ask the pupils to write eight guidelines for themselves for how they can do the right thing or the best possible thing.</p> <p>Learning from Religion Give pupils images that represent greed, selfishness, and hate. Also give them images of love, peace and contentment. Ask them to sort them into categories of good and bad and create a collage of the images.</p>	<ul style="list-style-type: none"> • be increasingly able to communicate ideas, feelings or responses to experiences or to re-tell religious stories • realise that some questions that cause people to wonder are difficult to answer <p>Pupils will:</p> <ul style="list-style-type: none"> • begin to respond consistently to familiar people, events and objects • may demonstrate an appreciation of stillness and quietness • show concern and sympathy for others in distress • evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences • communicate simple facts about religion and important people in religions • re-tell religious stories, identify some religious beliefs, teachings and practices, and know that some are characteristic of more than one religion 	
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