Religious Education
Schemes of Work for the National Curriculum for pupils with learning difficulties

1.1.1 Myself - who am I? Why am I unique?
1.1.2 Christmas - how is it celebrated?
1.1.3 How are Special Books treated?
1.1.4 Celebrations - how and why are they important?
1.1.5 How do Jewish people welcome and say goodbye to Shabbat?
1.1.6 What can we learn from visiting a church?

1.2.1 Why do some people say thank you at Harvest?
1.2.2 What does light mean? Diwali / Advent / Hanukkah
1.2.3 How do we recognise a religious leader?
1.2.4 What makes Easter a special time for Christians?
1.2.5 What words are important to me? How and why do some people pray?
1.2.6 Belonging - How are new babies welcomed into the World?
Religious Education
Schemes of Work for the National Curriculum for pupils with learning difficulties

Key Stage 2

2.3.1 How is Ganesh worshipped by Hindus?
2.3.2 Why is Jesus a special person?
2.3.3 What happens at a wedding?
2.3.4 What can the Buddha teach us?
2.3.5 Why did Jesus tell stories?
2.3.6 What do people around me believe?

2.4.1 What does it mean to be part of a Jewish / Muslim family?
2.4.2 How does our community care for others?
2.4.3 What festivals do we celebrate at Spring?
2.4.4 What makes Guru Nanak a special teacher?
2.4.5 What do the creation stories teach us?
2.4.6 Who was St. Francis and what did he teach us about caring for animals?

2.5.1 What is it like inside a religious building?
2.5.2 Why are prayers and praying important to some people?
2.5.3 Why do people go on journeys to sacred places?
2.5.4 How is Easter celebrated around the world?
2.5.5 Why is Muhammad important to Muslims?
2.5.6 Why is the Bible a special book for Christians?

2.6.1 How and why should we care for our world?
2.6.2 How is Christmas expressed through the arts?
2.6.3 What is the Torah and why is it important to Jewish people?
2.6.4 Why is sharing food important on special occasions?
2.6.5 How can religion make a difference in peoples' lives?
2.6.6 Why do we wear different clothes for different occasions?

EQUALS is committed to improving the lives of children and young people with learning difficulties and disabilities through supporting high quality education.
## Religious Education
### Schemes of Work for the National Curriculum for pupils with learning difficulties

### 3.7 What do signs and symbols mean?
1. What do signs and symbols mean?
2. How do Christian Aid and Muslim Aid help others?
3. What does the story of the Good Samaritan teach us?

### 3.7.4 How do Muslims live their life through the Qur’an?
4. How do Muslims live their life through the Qur’an?
5. What can religious stories teach us about good and evil?
6. What can a Humanist teach us?

### 3.8 How is faith expressed through buildings and statues?
7. How can we be different but live together?
8. How is faith expressed through buildings and statues?
9. How and why do organisations like the Salvation Army help others?

### 3.8.4 What happens when we die?
10. What happens when we die?
11. Why is the gurdwara important to Sikhs?
12. What effect does religion have on some peoples’ lives?

### 3.9 What did Jesus teach about forgiveness?
13. What did Jesus teach about forgiveness?
14. How is the Hindu faith expressed?
15. Origins - Where do we come from?

### 3.9.4 How do people show faith through the arts?
16. How do people show faith through the arts?
17. Does having a religion help people to be peaceful?
18. What can the Bahá’í faith teach us?

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<th>Questions</th>
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<tr>
<td>4.10.1</td>
<td>What is it like to be part of a religious community in the world today?</td>
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<td>4.10.2</td>
<td>How do I speak up for myself and the world?</td>
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<td>4.10.3</td>
<td>Can we be reflective? What is Spirituality?</td>
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<td>4.10.4</td>
<td>What are the different religious beliefs about food?</td>
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<td>4.10.5</td>
<td>Can we compare how different faiths worship?</td>
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<td>4.10.6</td>
<td>How do communities celebrate growing up?</td>
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<tr>
<td>4.11.1</td>
<td>Who is an inspiration today?</td>
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<td>4.11.2</td>
<td>What is it like being a Christian today?</td>
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<td>4.11.3</td>
<td>How should I behave towards others?</td>
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<td>4.11.4</td>
<td>Why should I look after the environment?</td>
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<td>4.11.5</td>
<td>Why do people suffer?</td>
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<td>4.11.6</td>
<td>What events have made me who I am today?</td>
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</table>
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

This unit builds on EQUALS Unit 2.4.2 and links to EQUALS Units 2.6.5, 3.7.3 and 3.8.3.

Curriculum links with Maths, Citizenship, PSHE&C, ICT.

VOCABULARY

Zakat  
Charity  
Giving  
Duty

RESOURCES

www.christianaid.co.uk  
www.muslimaid.org  
www.globalgang.org.uk – linked to Christian Aid, for children, includes games and activities regarding charitable projects.  
www.symbolworld.org for resources with symbols.  
www.widget.com for Writing With Symbols software.  
The Christian Bible

RELIGIONS COVERED IN THIS UNIT

Christianity  
Islam

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
--- | --- | --- | ---
**why people give to charity** | 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.  
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.  
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.  
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. | Pupils will:  
- 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 | Collect photos of charity events, at school or in the local community. Press cuttings, advertisements of local charities.  
Check rules and regulations relating to fundraising for example for raffles or sponsorship.  
Bear in mind colleagues’ privacy. Do not discuss amounts. |
| **Christian teaching on charity and wealth and how Christian Aid puts this into action** | **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.

**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.

**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?

**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.

| **Pupils will:**
- 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

| **www.princes-trust.org.uk**
**http://en.wikipedia.org/wiki/Bono**
**www.makepovertyhistory.org**

**Be aware of pupils who may not have many material things. Be sensitive to pupil’s status**

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| **Muslim teaching on the duty of Zakat and how Muslim Aid puts faith into action** | **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.

| **Pupils will:**
- pupils show emerging awareness of activities and experiences
- pupils co-operate with shared exploration and supported participation

| **www.islamicity.com** for information on five pillars.
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.

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.

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.

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.

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.

- 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

Be sensitive to pupils who may be from less fortunate backgrounds. Use an example if appropriate.

Collect pictures from magazines, newspapers, Internet.

www.widget.com for Writing With Symbols software.

Numeracy across the curriculum.

Contact local organisations for support. Ask local charities if a representative can visit school to talk to pupils.
Schemes of Work for the National Curriculum for Pupils with Learning Difficulties

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
Pinnochio 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 affects 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

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| to begin to understand the idea of free will | 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 Pinnochio.  
Learning from Religion  
*Rabbi Akiva – suffering to prevent greater suffering*…  
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.  
*9.11 The Little Things*  
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.  
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. | Pupils will:  
- 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 | Art and design technology links.  
Pinocchio from Disney video/DVD.  
The stories of Rabbi Akiva and 'The Little Things' can be found on most major Internet search engines. |
| What the difference is between natural and man-made suffering | 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.  
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.  
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.  
Learning from Religion  
Discuss current news stories about suffering. Which global suffering can pupils remember? Discuss feelings about suffering.  
Learning about Religion  
The ten plagues of Egypt. Use [www.thebricktestament.com](http://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? | Pupils will:  
- they accept and engage in cooperative 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 | Use images from safe image site on the Internet. Make sure you follow school guidelines and policy on Internet images.  
Collect newspaper clippings and news footage.  
Found in the Jewish Torah and The Christian Bible. Exodus, chapters 4 - 11.  
Jesus of Nazareth DVD or The Miracle Maker DVD. |
| What Christians can learn from Jesus’ suffering and his act of forgiveness | 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, Christian’s 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.  
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. | Pupils will:  
- 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 |
### Schemes of Work for the National Curriculum for Pupils with Learning Difficulties

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<td><strong>Learning from Religion</strong></td>
<td><strong>Pupils will:</strong></td>
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<tr>
<td>Ask pupils to decide what forgiveness is. Give them examples of definitions to choose from or examples of how we might forgive.</td>
<td>- be increasingly able to communicate ideas, feelings or responses to experiences or to re-tell religious stories</td>
</tr>
<tr>
<td>Learning from Religion</td>
<td><strong>realise that some questions that cause people to wonder are difficult to answer</strong></td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Learning about Religion</strong></td>
<td></td>
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<tr>
<td>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.</td>
<td><strong>Pupils will:</strong></td>
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<tr>
<td>Learning from Religion</td>
<td>- begin to respond consistently to familiar people, events and objects</td>
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<tr>
<td>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.</td>
<td>- may demonstrate an appreciation of stillness and quietness</td>
</tr>
<tr>
<td>Learning from Religion</td>
<td>- show concern and sympathy for others in distress</td>
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<tr>
<td>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.</td>
<td>- evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences</td>
</tr>
<tr>
<td>Learning from Religion</td>
<td>- communicate simple facts about religion and important people in religions</td>
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<tr>
<td><strong>Learning from Religion</strong></td>
<td>- re-tell religious stories, identify some religious beliefs, teachings and practices, and know that some are characteristic of more than one religion</td>
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**Religious Education KS 4**
ABOUT THE UNIT

Through this unit pupils will learn:

• how to select, read and care for a book
• about special things
• why special books are important in school, home and faith
• how people of faith treat their special books and how they are used in worship
• about a story or teaching from a religion’s special book

WHERE THE UNIT FITS IN

This unit is closely linked to the following units:

1.1.1* Myself – who am I? Why am I unique?

1.2.5 What words are important to me? Why do some people pray?

2.3.5 What special stories did Jesus tell?

Curricular links with:

English - Experiencing and reading different types of books, making choices, talking about favourite books.

VOCABULARY

Books
Stories
Special
Language
Qur’an
Bible
Torah
Guru Granth Sahib
Prayers
Worship
Arabic
Jesus
Muhammad
Teachings

RESOURCES

Bag books
Sensory Story Packs
Bible
Candles
Qur’an
Photos of Guru Granth Sahib
Photo of the Torah
Qur’an cover and stand
Qur’an readings on CD
Prayers/Hymns on CD
Photos/pictures of different religious buildings

www.tts-shopping.com

RELIGIONS COVERED IN THIS UNIT

Islam
Sikhism
Judaism
Christianity

EXPECTATIONS

At the end of this unit:

All pupils will:

have opportunities to build on their own experiences and knowledge of activities from the Foundation Stage. They experience some of the characteristics and people associated with a variety of religions and begin to appreciate the world and the diversity of the people in it. They are enabled to express their feelings.

Most pupils will:

begin to explore what it means to belong to a variety of groups and communities.

A few pupils will:

begin to identify similarities and differences in others, for example what they believe and what they do, and answer questions about such differences.
### Unit Title: How are Special Books treated?  
**Key Stage 1  
Unit 1.1.3**

#### 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

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</table>
| How to select, read and care for a book | Learning from Religion  
**Story time - sharing and exploring books together, picture books, soft books, sound books, pop-up books, sensory bag books, sensory stories, tactile books.**  
**Follow a sensory story or sensory bag book story for a number of weeks to build on anticipation skills.**  
**Introduce to a number of different kinds of books: picture books, story books, magazines, CD books to listen to fiction and non-fiction.**  
**Pupils can select a book by speech, sign or symbol e.g. using PEC’S.**  
**Pupils to explore these different kinds of books. Pupils can talk about the books that they like/dislike and why?** | **Pupils will:**  
- focus their attention on events, objects or parts of objects  
- respond to options and choices with actions or gestures  
- express and communicate their feelings in different ways  
- communicate ideas, feelings or responses to experiences  
- identify aspects of their own experience and feelings | Bag books  
“Story Sensations”  
Sensory stories |
| About special things | Learning from Religion  
**Refer back to the work on memory chest/boxes from the “Myself” unit. Look at pupils’ important, meaningful artefacts.**  
Pupils are given the opportunity to experience the feel, sound, smell and taste of the artefacts in their own memory chest.  
**Show memory chest to the class - talk about artefacts why they are important and special.** | **Pupils will:**  
- recognise familiar people, events and objects | Refer back to Unit 1.1.1  
“Myself” and “Religious Education for Very Special Children” by Flo Longhorn (ORCA services 1993) |
| why special books are important in school, home and faith | Make a special book to keep and read in class - one that is relevant to the pupils in the class group e.g. book of tactile materials, book of favourite pictures or activities, book of photos of the class members, books that relay information about each person in the classroom. Make a book “All about me”, “Our class”, “Special times” or “Our favourite things”. Staff and pupils to bring in photos, pictures and books that hold meaning or to bring in a favourite photo/picture or book. Learning about Religion Make a computer switch file/book with photos, pictures, music and sounds from home. Create a different atmosphere in the classroom when a special book is brought in - dim the lighting, create a different seating arrangement, make a special table to focus attention, tapes of readings/prayers from the book e.g. candles on a table next to a Bible, tape of Qur’an being read out while Qur’an in its cover is placed on a stand. Talk about books that we need e.g. information books, school information and school rules, instruction books, writing books, work books, text books, song books, photo albums, books/files on computer. Experience, look at and use these books. Explore the question “Why do we need books?” - that books are a way of communicating. What do special and holy books communicate? | use single elements of communication e.g. words, gestures, signs or symbols to express their feelings communicate their ideas about life events and experiences in simple phrases identify what they find of value in the material supplied Pupils will: react to new activities and experiences demonstrate an appreciation of stillness and quietness find out about aspects of religion through stories, music or drama recognise features of religious life and practice Care must be taken when handling the Qur’an in the classroom. It should be kept covered and kept on the highest shelf. Hands should be washed before touching it. Never place the Qur’an on the floor or under other books. Miniature scroll and chrome yad (TTS -Religion in Evidence) “Sacred Texts - The Qur’an, The Guru Granth Sahib” (Anita Ganeri) “Sacred Texts - The Torah” (Vivienne Cato) “Sacred Texts - The Bible” (Alan Brown) |
### Learning about Religion

Explore artefacts from the religion of the special book that you are studying. Look at photos and pictures of the place of worship. Listen to prayers/worship/reading of the special book. Watching prayers and other rituals on video and DVD e.g. “Adam’s World” for worship in the mosque.

Making a model of a Torah from cardboard rolls and a yad (pointer).
Take part in role-play illustrating how the Torah is treated.

Handling a special book - doing this respectfully and considering the rituals involved.
Look at the text - explore differences e.g. script, left to right, right to left.

Listen to the book being read in its original language and its translation - consider the question “Why is it important to read the Qur’an in Arabic?”

### Learning about Religion

Find a story that has a number of sensory elements- Make a sensory story based on this – include sounds, visual and tactile stimuli e.g. Story of Jesus calming the storm, “Watching for the Moon” has a good story about Muhammad.

Listen to/take part in the story for a number of weeks to build on anticipation skills/sensory awareness.

Pupils to read/listen to stories from a special book.
Consider the meaning behind the stories - “What does the story tell or teach you?”

Look at teachings that relate to everyday beliefs e.g. “Qur’an for Little Muslims” CD, “Jesus’ parables”, “10 commandments”.

<table>
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<td>• respond to a variety of new religious experiences e.g. involving music, drama and tactile objects</td>
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<td>• find out about aspects of religion through stories, music or drama</td>
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<td>• recognise features of religious life and practice, and some religious symbols and words</td>
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<td>Matthew chapter 8 Mark chapter 4</td>
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Unit Title: How does our community care for others?        Key Stage 2        Unit: 2.4.2

ABOUT THE UNIT

Through this unit pupils will learn:
- to recognise they are part of a community
- how they can show care and help others in their community
- what organisations are in their local area that help others
- about what the religious communities are doing locally to help people

WHERE THE UNIT FITS IN

This unit relates to:
- Unit 2.3.6
- What do the people around me believe?

Curriculum links:
- PSHCE
- Literacy

VOCABULARY

- Community
- Care
- Help
- Respect
- Rules
- Taking turns
- Feelings
- Emotions
- Sharing
- Poor
- Sick
- Prisoner
- Needy
- Homeless
- Elderly
- Friend

RESOURCES

- Selection of games that involve turn-taking.
- Sandra Palmer & Elizabeth Breuilly ‘A Tapestry of Tales’ Collins Educational ISBN 0 00 312000 7.
- Bible, Bible storybook
- People from local community and local religious communities.
- Local libraries and resources such as information boards and newsletters.
- Religions covered in this unit
  (This will depend on the nature of the religions found in the local area.)
  - Christianity
  - Sikhism
  - Islam
  - Buddhism

EXPECTATIONS

At the end of this unit:

All pupils will:
be encouraged to learn more about some of the characteristics of, and people associated with, religions. They have opportunities to develop further ways of expressing themselves.

Most pupils will:
realise that they are not the same as others, they do not always think, experience or believe the same things as others. They develop a fundamental sense of right and wrong.

A few pupils will:
ask questions about, compare and contrast aspects of religion and are able to personally reflect during times of stillness and quietness.
### How does our community care for others?  
**Key Stage 2  Unit: 2.4.2**

#### 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

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES</th>
<th>DIFFERENTIATED LEARNING OUTCOMES</th>
<th>POINTS TO NOTE</th>
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| to recognise they are part of a community | Learning about Religion  
Pupils should begin to recognise that they belong to a group and acknowledge others in their ‘community’. You can use the greetings and games that encourage pupils to learn the names of others in their class or group. Do pupils recognise the names or faces? Images of pupils can be displayed on the interactive whiteboard as ‘hello’ is said or sung. Do pupils respond to their names? Do they respond to the names of others by looking at them? Can they identify others in their group? Do they greet people appropriately?  
Sharing news about the evening or about the weekend is a way of finding out more about others in the group. Pupils may be able to share verbally, or through communication passports, signing or contact books. You could play some ‘getting to know you’ games where each pupil shares something they like to do.  
Pupils should have turn-taking opportunities – playing games, waiting for their turn, watching as others take a turn. Some pupils will begin to understand team games and could take part in a team game where they are working together and recognising that they are part of a group not just looking out for themselves. The importance of following the rules of games and class rules could be discussed to show how it is an important part of living in a community. Some pupils may be able to explain why we need rules. If you haven’t already got some class rules pupils could think of some that could help to make living in community easier by considering others e.g. using ‘please’ and ‘thank you’. | Pupils will:  
- begin to respond consistently to familiar people, events and objects  
- greet known people and may initiate interactions and activities, for example, prompting an adult to sing or play a favourite song. They can remember learned responses over increasing periods of time and may anticipate known events, for example, celebrating the achievements of their peers in assembly  
- begin to respond to feelings of others, for example, matching their emotions and laughing when another pupil is laughing  
- respond to others in group situations and co-operate when working in small groups  
- begin to understand that other people have needs and to respect these  
- are often sensitive to the needs and feelings of others and show respect for themselves and others  
- respond sensitively to the experiences and feelings of others, including those with a faith | These activities are going on daily and are part of the whole curriculum. |
Pupils can take part in school assemblies – showing acknowledgement of the achievements of others e.g. clapping, smiling, cheering. Looking at others when they talk, listening to others when they make a noise or are taking a turn in group times.

Some pupils may be able to begin to develop an awareness of the feelings of others in the group. Use symbols, images of some basic feelings e.g. happy, sad, angry, ill. Ask how do you feel? How do you think your friend feels? How can you tell? Look at facial expressions, the way people speak or act. There may be a chance to role play some situations which show we should consider the feelings of others e.g. being selfish compared to sharing – what could I share with my friends? Have some images or symbols so that pupils can make a response.

**Learning about Religion**

Read or re-tell the story from the Bible of the feeding of the 5000 using a multi-sensory approach. Have a bag of props, including some bread, tin of tuna, baskets, tea towels for pupils to wear as part of the crowd. Show how Jesus cared for the people, he was concerned they were hungry. There are also stories about Guru Nanak and his concern for others, these can be found in various sources, including ‘A Tapestry of Tales’.

**Learning from Religion**

Ask the question ‘what can we do to be helpful?’ Some pupils may be able to make suggestions which can be put onto the Interactive Whiteboard. Some pupils may need some images or symbols to prompt – you could show a variety of different images, some showing people helping others not being helpful. Can pupils identify what is helpful?

Ask a further question ‘what can we do to help in class?’ Pupils could discuss what they can do to help in class and around the school – making drinks, taking messages, looking after class pet, clearing away, washing up after snack time, taking little jobs and responsibilities. Other pupils may need to have some images or symbols of these things so that they can see how they can help people around them. As a class you could have a rota for a couple of weeks so that everyone has a chance to be helpful.

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<td>- show concern and sympathy for others in distress, for example, through gestures, facial expressions or by offering comfort</td>
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<td>- begin to understand that other people have needs and to respect these</td>
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<tr>
<td>- often be sensitive to the needs and feelings of others and show respect for themselves and others. They treat living things and their environment with care and concern</td>
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The next question could be ‘what can we use to be helpful?’ Have images or symbols of different parts of the body – mouth, hands, ears, legs, arms. How can we use these to help or care for people? Pupils may make some suggestions or you could put up another list – mouth: speaking kind words; ears: listening to our friends; arms: giving a hug; legs: taking a message; hands: helping, caring, touching, healing. Pupils could make hands prints or cut out hand prints and make a ‘Helping Hands’ display, where you put on a ‘hand’ for every caring or helpful act they do in class, or at home.

Learning about Religion

Some pupils could try and make a list of all the people who help them in their local community.

Have a selection of images on the Interactive whiteboard or photocards that show people who help in the community – doctors, nurses, police, firefighter, lollipop lady/man, teachers, dentists, carers, parents. Pupils could have symbols to match to the correct image or they could be asked to identify the correct person by giving a choice. Make a collage of people who care for us and help us in our community.

Go on a visit into the local community. Take photos of the different organisations and facilities that are there to help e.g. charity shops, Help Centres, CAB, library, Tourist Information, places of worship. Visit the local library to see what notices or leaflets are available to advertise different organisations and meetings for support groups, people that can offer help.

Use the photos taken around the local community and also photos of pupils being helpful and caring to one another in class and around the school. Make a multi-media presentation using the images, words and symbols related to being helpful, music such as ‘Help’ The Beatles or ‘With a little help from my friends’ The Beatles.

Pupils will:
- show emerging awareness of activities and experiences
- begin to communicate intentionally
- use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings
- express and communicate their feelings in different ways
- are increasingly be able to communicate ideas, feelings or responses to experiences or to retell religious stories

Be sensitive about the different material that is available and choose what will be suitable to the pupils you have in your group.

You may be able to invite someone from a local organisation to come in and chat about what they do. Be sure to brief them fully on what level would be appropriate for the pupils in your group.
**Learning about Religion**

Put the images of the places of worship onto the interactive whiteboard. Can pupils identify what they are? What do they think happens there? How do they think these places can help people?

Read a passage from the Bible Matthew 25:31 - 46 about caring for the hungry, the sick, prisoners. Some pupils may need to have some objects of reference for each thing – e.g. empty packet of crisps for hungry, chains for prisoner, thermometer for being ill. It may be possible to invite someone from a local church to come in and talk about what they do e.g. parent and toddler groups, café’s, drop-in centres, visiting elderly. Pupils could make a poster to advertise one of these events.

The local Muslim community will have similar and it may be appropriate to introduce the teaching of ‘zakat’ which is giving money to be used to help the poor and needy in the community. Again you may be able to invite someone along to share what they do as a community.

If there is a Sikh gurdwara in the area there will be a kitchen called the langer which will provide free meals for people who are in need, regardless of who they are. They also give a tenth of all they earn to charity to be used to help the homeless, poor and needy.

Some pupils may be able to identify the similarities across the different faiths about their attitude towards helping those in need.

There may be an opportunity to put on an event or think of a way to raise some money, or provide an opportunity for pupils to help a local organisation in some way. For example, do some paintings to brighten up a care home, have a cake sale, record some songs to cheer up people who may be unwell in hospital or make some cards.

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<td>• use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings</td>
</tr>
<tr>
<td>• respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings</td>
</tr>
<tr>
<td>• find out about aspects of religion through stories, music or drama, answer questions and communicate responses</td>
</tr>
<tr>
<td>• communicate simple facts about religion and important people in religion</td>
</tr>
<tr>
<td>• identify some religious practices, and know that some are characteristic of more than one religion</td>
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If you have people in from religious organisations please make sure that they are briefed on what they are to talk about.

Be sure to brief them fully on what level would be appropriate for the pupils in your group.