



<p align="center"><b>Religious Studies</b>  <b>5. Teachings and Authority</b>  <i>Different sources of authority and how they inform people's beliefs, values and actions.</i></p>					
	Week 1	Week 2	Week 3	Week 4	Week 5
RE	<p><b>Objective:</b> To discuss our favourite books and why they are important to us.</p> <p><b>Success Criteria:</b> To be able to:</p> <p><b>Support:</b> P6 Listen to, and begin to respond to, familiar religious stories, poems and music and make their own contributions to celebrations and festivals. P7 Find out about aspects of religion through stories, music or drama, answer questions and communicate their responses. P8 Begin to understand that religious and other stories carry moral and religious meaning.</p> <p><b>Core:</b> AT1L1 Recall part of a story from a religion or world view and ask a simple question about it. AT1 L2 Use religious words and phrases to identify some aspects of religion and say why they are important to their followers. AT1 L3 Describe simply what a believer might learn from religious stories, practices and worldviews.</p> <p><b>Extension:</b> AT1 L4 Describe the impact of religion and belief on peoples' lives. AT1L5 Develop their own lines of enquiry and explain how religious sources and evidences are used to provide answers to questions about life and morality.</p> <p>LOtC: visit a library.</p> <p>SMSC considering personal experiences and how they shape us.</p> <p>Using IT: students could research to find a review of their favourite book.</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Talk about our favourite books.</li> <li>Do the stories have any meanings?</li> <li>Do they teach us anything?</li> <li>How do we look after our special books.</li> <li>Write about our own favourite books.</li> </ul>	<p><b>Objective:</b> To be able to name and describe some religious books that are important to believers.</p> <p><b>Success Criteria:</b> To be able to:</p> <p><b>Support:</b> P6 Listen to, and begin to respond to, familiar religious stories, poems and music and make their own contributions to celebrations and festivals. P7 Find out about aspects of religion through stories, music or drama, answer questions and communicate their responses. P8 Begin to understand that religious and other stories carry moral and religious meaning.</p> <p><b>Core:</b> AT1L1 Recall part of a story from a religion or world view and ask a simple question about it. AT1 L2 Use religious words and phrases to identify some aspects of religion and say why they are important to their followers. AT1 L3 Describe simply what a believer might learn from religious stories, practices and worldviews.</p> <p><b>Extension:</b> AT1 L4 Describe the impact of religion and belief on peoples' lives. AT1L5 Develop their own lines of enquiry and explain how religious sources and evidences are used to provide answers to questions about life and morality.</p> <p>LOtC: visit a place of worship or religious bookshop.</p> <p>SMSC to have opportunities to develop insight as well as knowledge and reason.</p> <p>Using IT: research to find the names of the holy books for the main religions.</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Where do religious believers get their ideas about God from?</li> <li>Look at and discuss a range of religious holy books.</li> <li>Why are they important to believers?</li> <li>What do they have in common?</li> <li>What are their differences?</li> <li>How are religious books treated by believers?</li> <li>Are all holy books treated in the same way?</li> <li>Make posters about each religion's holy book.</li> </ul>	<p><b>Objective.</b> To be able to know what morals are and when we make moral decisions.</p> <p><b>Success Criteria:</b></p> <p><b>Support:</b> P6 respond to others in group situations and cooperate when working in small groups. P7 understand that other people have needs and to respect these. P8 communicate simple facts about religions and important people in religions.</p> <p><b>Core:</b> AT1 L1 Pick out religious symbols or words e.g. in a picture or story. AT1 L2 Talk about what some religious words or symbols mean. AT1 L3 Use some words and symbols from religions and beliefs appropriately and independently.</p> <p><b>Extension:</b> AT1 L4 Use words and symbols from religions and beliefs correctly when providing descriptions and explanations. AT1 L5 Use and increasingly wide range of vocabulary and symbolism from different religions and world views when providing explanations.</p> <p>LOtC: visit a local charity shop.</p> <p>SMSC does having a faith make moral decisions more difficult or easier?</p> <p>Using IT: research a charity.</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>What does 'moral' mean?</li> <li>Can we suggest some examples?</li> <li>Look at a list of decisions we might make e.g. what to have for breakfast/should we give to charity? Which are moral decisions and which are not?</li> <li>Discuss some moral dilemmas and what we would do in these situations.</li> </ul>	<p><b>Objective.</b> To be able to describe where religious believers might get advice to help them with moral decisions?</p> <p><b>Success Criteria:</b> To be able to:</p> <p><b>Support:</b> P7 communicate their feelings about what is special to them. P8 They begin to understand that religious and other stories carry moral and religious meaning. AT2 L1 Ask questions about things they may find puzzling and talk about them. AT2 L2 Talk about what is important to them and others with respect for their feelings.</p> <p><b>Core:</b> AT2 L3: identify similarities and differences about things that influence them and others. AT2 L4 ask questions about the meaning and purpose of life and moral decisions and suggest answers which take into account the views of religious believers and those who hold a world view.</p> <p><b>Extension:</b> AT2 L5 give reasons for more than one point of view, providing evidence to these views e.g. a quotation, personal experience. AT2 L6 Use evidence from statistics, science, religion, media, history, world affairs or personal experience to support a particular view and to counter this view.</p> <p>LOtC: invite a visiting speaker from a faith community to talk about where they get their ideas about morality from.</p> <p>SMSC to have opportunities to understand human feelings and emotions.</p> <p>Using IT: research the Ten Commandments.</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Make a list of rules for our own behaviour. Could illustrate by making a poster.</li> <li>What would happen if someone thought about breaking the rules?</li> <li>Discuss whether modern (present) forms of media have an impact on our decision making.</li> </ul>	<p><b>Objective:</b> To explore how morals are used in stories to teach us how to behave.</p> <p><b>Success Criteria:</b> To be able to:</p> <p><b>Support:</b> P7 communicate their feelings about what is special to them. 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AT2 L6 Use evidence from statistics, science, religion, media, history, world affairs or personal experience to support a particular view and to counter this view.</p> <p>LOtC: perform a dramatic version of one of the fables in a natural setting.</p> <p>SMSC consider where we get our own ideas of right and wrong.</p> <p>Using IT: make a powerpoint or film of one of the fables.</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Read through one of Aesop's fables (or watch a film of it). Could repeat with other stories.</li> <li>What is the moral of the story?</li> <li>Explain who Aesop was. It is thought he lived about 620 BCE.</li> <li>His stories probably wouldn't have been written down then but were passed from generation to generation by word of mouth. Can they still teach us anything today?</li> <li>Why did he often use animals or things found in nature like the sun and the wind to tell stories.</li> <li>Write a moral story that will still be relevant in the future.</li> <li>Write a moral story that might be outdated very quickly (using current technology for e.g.).</li> </ul>
		<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>



**Medium Term Plan – Key Stage 3 – 7/8- Past Present and Future**

<p><b>Objective:</b> To explain what parables are and to explore some Christian parables.  <b>Success Criteria:</b> To be able to:  <b>Support:</b> P7 communicate their feelings about what is special to them. . P8 They begin to understand that religious and other stories carry moral and religious meaning. AT2 L1 Ask questions about things they may find puzzling and talk about them. AT2 L2 talk about what is important to them and others with respect for their feelings.  <b>Core:</b> AT2 L3: identify similarities and differences about things that influence them and others. AT2 L4 ask questions about the meaning and purpose of life and moral decisions and suggest answers which take into account the views of religious believers and those who hold a world view.  <b>Extension:</b> AT2 L5 give reasons for more than one point of view, providing evidence to these views e.g. a quotation, personal experience. AT2 L6 Use evidence from statistics, science, religion, media, history, world affairs or personal experience to support a particular view and to counter this view.            LOtC: visit a farm.            SMSC discuss whether it is important to share with others.            Using IT: make a cartoon strip of the story.  <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Explain what parable means.</li> <li>• Show a clip of a Christian parable e.g. The Two Sons:  <a href="http://www.youtube.com/watch?v=8tRAOZGACa8">http://www.youtube.com/watch?v=8tRAOZGACa8</a></li> <li>• Discuss the meaning of the parable (actions speak louder than words).</li> <li>• Can students give some examples of this?</li> <li>• Do they think this is true?</li> <li>• Act out some examples.</li> </ul>	<p><b>Objective:</b> To explain what parables are and to explore some Christian parables.  <b>Success Criteria:</b> To be able to:  <b>Support:</b> P7 communicate their feelings about what is special to them. . P8 They begin to understand that religious and other stories carry moral and religious meaning. AT2 L1 Ask questions about things they may find puzzling and talk about them. 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Using IT:  <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• .Recap what parable means.</li> <li>• Show a clip of a parable e.g. Lazarus and the Rich Man:  <a href="http://www.youtube.com/watch?v=UHQ231lmhzQ">http://www.youtube.com/watch?v=UHQ231lmhzQ</a></li> <li>• Discuss what it means. What does it teach Christians about Jesus? How might they apply the teachings of this parable to their own lives?</li> <li>• Film a news report interviewing one of the characters from one of the parables.</li> </ul>	<p><b>Objective:</b> To explore parables from Islam.  <b>Success Criteria:</b> To be able to:  <b>Support:</b> P7 communicate their feelings about what is special to them. . P8 They begin to understand that religious and other stories carry moral and religious meaning. AT2 L1 Ask questions about things they may find puzzling and talk about them. 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Using IT: research Islam.  <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Read one of the Islamic parables e.g. The Emperor and the Seed.</li> <li>• Discuss the meaning of the story. Is it important to be honest? Think of a situation where being honest is very important.</li> <li>• Retell the story as a cartoon.</li> </ul>	<p><b>Objective:</b> To explore parables from Islam.  <b>Success Criteria:</b> To be able to:  <b>Support:</b> P7 communicate their feelings about what is special to them. . P8 They begin to understand that religious and other stories carry moral and religious meaning. AT2 L1 Ask questions about things they may find puzzling and talk about them. AT2 L2 talk about what is important to them and others with respect for their feelings.  <b>Core:</b> AT2 L3: identify similarities and differences about things that influence them and others. 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What happens when we give our best effort?</li> <li>• Why do people respond well to parables?</li> </ul>	<p><b>Objective:</b> To be able to create a parable of our own.  <b>Success Criteria:</b> To be able to:  <b>Support:</b> P7 communicate their feelings about what is special to them. . P8 They begin to understand that religious and other stories carry moral and religious meaning. AT2 L1 Ask questions about things they may find puzzling and talk about them. AT2 L2 talk about what is important to them and others with respect for their feelings.  <b>Core:</b> AT2 L3: identify similarities and differences about things that influence them and others. AT2 L4 ask questions about the meaning and purpose of life and moral decisions and suggest answers which take into account the views of religious believers and those who hold a world view.  <b>Extension:</b> AT2 L5 give reasons for more than one point of view, providing evidence to these views e.g. a quotation, personal experience. AT2 L6 Use evidence from statistics, science, religion, media, history, world affairs or personal experience to support a particular view and to counter this view.            LOtC:            SMSC giving students the opportunity to explore values and beliefs, including religious beliefs and the ways in which they affect peoples' lives.            Using IT: present their story as a powerpoint.  <b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>• Students to consider a phrase or a rule that they think is important such as 'don't judge a book by its cover'.</li> <li>• Students to write a parable of their own to get to the meaning.</li> <li>• Read parables to each other. Guess their meaning.</li> </ul>
<p><b>Week 11</b></p>	<p><b>Week 12</b></p>	<p><b>Week 13</b></p>	<p><b>Week 14</b></p>	<p><b>Suggested Home Learning</b></p>
<p><b>Objective:</b> To consider ways stories may be passed on in the future.  <b>Success Criteria:</b> To be able to:  <b>Support:</b> P7 communicate their feelings about what is special to them. . P8 They begin to understand that religious and other stories carry moral and religious meaning. AT2 L1 Ask questions about things they may find puzzling and talk about them. AT2 L2 talk about what is important to them and others with respect for their feelings.  <b>Core:</b> AT2 L3: identify similarities and differences about things that influence them and others. AT2 L4 ask questions about the meaning and purpose</p>	<p><b>Objective:</b> To review reasons for religious festivals and practices.  <b>Success Criteria:</b> To be able to:  <b>Support:</b> P7 communicate their feelings about what is special to them. . P8 They begin to understand that religious and other stories carry moral and religious meaning. AT2 L1 Ask questions about things they may find puzzling and talk about them. AT2 L2 talk about what is important to them and others with respect for their feelings.  <b>Core:</b> AT2 L3: identify similarities and differences about things that influence them and others. AT2 L4 ask questions about the meaning and purpose</p>			<p>Talk about celebrations and festivals.            Make celebration food.</p>



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<p>of life and moral decisions and suggest answers which take into account the views of religious believers and those who hold a world view. <b>Extension:</b> AT2 L5 give reasons for more than one point of view, providing evidence to these views e.g. a quotation, personal experience. AT2 L6 Use evidence from statistics, science, religion, media, history, world affairs or personal experience to support a particular view and to counter this view. <b>LOtC:</b> SMSC opportunities to develop and expressive or creative impulse. Using IT: research futuristic books.</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"><li>• Make a collage of ways people tell stories e.g. verbally, books, comics.</li><li>• Discuss and futuristic ideas for conveying stories.</li></ul>	<p>of life and moral decisions and suggest answers which take into account the views of religious believers and those who hold a world view. <b>Extension:</b> AT2 L5 give reasons for more than one point of view, providing evidence to these views e.g. a quotation, personal experience. AT2 L6 Use evidence from statistics, science, religion, media, history, world affairs or personal experience to support a particular view and to counter this view. <b>LOtC:</b> SMSC developing awareness of their own and others beliefs. Using IT: write a futuristic story with meaning. <b>Suggested Activities:</b></p> <ul style="list-style-type: none"><li>• Mind map what we have discovered about stories.</li><li>• What would the world be like without stories?</li></ul>			
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