



St Nicholas CofE (VC) School

"A variety of gifts, but the same spirit" 1 Corinthians 12

Hear My Cry RE scheme of work

(links to English, History and Art identified)

This document is a mixed age plan based on the Bible Society publication *Hear My Cry*. It aims to give children the opportunity to mark the centenary of the start of World War One in the following ways:

- **Investigate** the experiences of Christians who fought in the war, through their first-hand accounts and through associated scripture.
- **Express** their understanding in a variety of ways.
- **Interpret** religious texts, photographs and accounts.
- **Reflect** on the experiences of those involved (feelings, relationships and experiences) and use stillness to think with clarity and care.
- **Empathy** for those involved and to use their imagination to consider feeling such as love, forgiveness and sorrow.
- **Application** making the association between religions and individual, community, national and international life.
- **Discernment** developing insight into people, motives, actions and consequences.
- **Analysis** drawing out essential ideas about WW1 and being able to sort out their component parts.
- **Synthesis** linking significant features of religion together in a coherent pattern.
- **Evaluation** debating issues, relating to WW1, of religious significance with reference to evidence and argument.

The skills are taken from the Wiltshire agreed syllabus for RE and Curriculum 2014. I have aimed to keep the resources the same throughout the age range so that there is continuity throughout the school and so that collective worships can link in easily. In addition I have kept the activities as similar as possible, so that the same activity may be adapted for slightly different skills – making them easier to adapt for any mix of age ranges.

Many of the concepts raised by this scheme of work are challenging to primary school aged children as, for many, they are alien concepts. I anticipate that these will be adapted to suit the needs of the individuals in the classes that it is being taught in. In addition to this some of the resources are very moving, but the overall aim of this scheme is that all children should find something positive and affirming from reflecting upon them.

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Investigate - opportunity for children to explore the resources at a range of levels

	Skill	Activity	Resources	Assessment opportunity	Links
Key Stage 1					
Level 1	AT2 – pupils talk about what they find interesting or puzzling in relation to religion and belief.	<p>Inside the old suitcase place the photos, part of the psalm (e.g. first and last verse), last letter (written as a letter), an old pocket bible, cross/candle.</p> <p>Explain that this was found in an attic covered in dust, unopened for years, all it said was Great Granddad’s WW1 things. Explain the things in the suitcase are the things that the family chose to keep after the war. Why would they keep these things and not others like his uniform? What is special about the things in the case? What do they tell us about the person?</p> <p>Children to work in groups to generate questions on post it notes that they want to ask about the resources they are sharing.</p> <p>Mini plenary – share questions and discuss. Can any of the other children answer the questions they have generated? What can we do if we don’t know the answer straight away?</p> <p>What are values? Look at the resources again. What values and beliefs can they find evidence of?</p> <p>Looking at the resources again as a group for links between the resources.</p> <p>Plenary – discussion what have they found interesting about the resources? What have they found about the values of the soldiers we have read about? What about their own values? Are there similarities?</p>	<ul style="list-style-type: none"> ▪ Prayer p7 ▪ Photo p8 ▪ Psalm 3 p9 ▪ Last letter p12/13 ▪ Soldier and poet p17 ▪ http://www.britishepatothe.com/video/battlefield-and-germans-in-bunkers ▪ Old suitcase if possible 	<p>Are they engaged in talk within the group? Can they explain what they have found interesting? Are they able to ask questions about what they have heard?</p>	<p>History KS1 – pupils should be taught about events beyond living memory that are significant nationally or globally</p> <p>English year 1- pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>
Level 2	AT2 – pupils recognise their own values and those of others.	<p>What are values? Look at the resources again. What values and beliefs can they find evidence of?</p> <p>Looking at the resources again as a group for links between the resources.</p> <p>Plenary – discussion what have they found interesting about the resources? What have they found about the values of the soldiers we have read about? What about their own values? Are there similarities?</p>		<p>Do they understand ‘values’? Can they recognise the values of the soldiers involved? Can they put that into words?</p>	<p>English year 2 – pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p>
Lower Key					

Stage 2					
Level 2	<p>AT2 – pupils recognise their own values and those of others.</p>	<p>Inside the suitcase place the prayer, last letter and poem – written by hand and aged if possible. Also the accompanying explanations, prayer and photo. In addition a small pocket bible and a candle/cross.</p>	<ul style="list-style-type: none"> ▪ Prayer p7 ▪ Photo p8 ▪ Psalm 3 p9 ▪ Last letter p12/13 ▪ Soldier and poet p17 	<p>Can they articulate and exemplify what values are? Can they identify them within the resources?</p>	<p>History Key Stage 2 – study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 a significant turning point in British history, for example, the first railways or the Battle of Britain.</p>
Level 3	<p>AT2 – pupils make links between religious and non-religious values and commitments, and their own attitudes and behaviour.</p>	<p>Explain that this was found in an attic covered in dust, no opened for years, all it said was Great Granddad’s WW1 things. Explain the things in the suitcase are the things that the family chose to keep after the war. Why were these things important?</p> <p>Children to look at them as a group and choose one to Share their initial thoughts about with rest of the class. Encourage them to think about relationships, feelings and questions they might have.</p> <p>Share initial thoughts. Are there any questions the rest of the class can answer? Where can we look to find the answers to questions we don’t know the answer to?</p> <p>What are values? Generate a class list of values and identify which are religious and which are non-religious.</p> <p>Children to look for evidence of these values in the resources.</p> <p>Long plenary, which have they found? Why? How would they affect the soldiers’/families’ behaviour?</p>	<ul style="list-style-type: none"> ▪ http://www.britishtpathe.com/video/battlefield-and-germans-in-bunkers ▪ An old suitcase where possible 	<p>Can they identify which values are religious and which are non-religious? During Plenary – can they make links between these and how they affect behaviour.</p>	<p>English year 3 and 4 – develop positive attitudes to reading, and an understanding of what they read, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>
Upper Key Stage 2					
Level 4	<p>AT2 – pupils describe what inspires and influences themselves and others, in relation</p>	<p>Inside the suitcase place the prayer, last letter and poem – written by hand and aged if possible. Also the accompanying explanations, prayer and photo. In addition a small pocket bible and a candle/cross.</p> <p>Explain that this was found in an attic covered in dust, no</p>	<ul style="list-style-type: none"> ▪ Prayer p7 ▪ Photo p8 ▪ Psalm 3 p9 ▪ Last letter p12/13 ▪ Soldier and poet p17 	<p>Can they identify what influences and inspires the soldiers in the resources? How could this inspire/influence them?</p>	<p>History Key Stage 2 – study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 a significant</p>

	to religion and belief.	opened for years, all it said was Great Granddad's WW1 things. Explain the things in the suitcase are the things that the family chose to keep after the war. Why were these things important? Allow the children time to explore the resources before introducing the activity.	<ul style="list-style-type: none"> ▪ http://www.britis hpathe.com/video/battlefield-and-germans-in-bunkers ▪ An old suitcase where possible 	<p>Can they identify what influences and inspires the soldiers in the resources? How could this inspire/influence them?</p> <p>Can they understand and explain the challenges of belonging to a religion at this time?</p>	<p>turning point in British history, for example, the first railways or the Battle of Britain.</p> <p>English year 5 & 6 – maintain positive attitudes to reading and an understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>
Level 5	AT2 – pupils explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.	<p>Activity 1: discuss as a group children's first impressions of the resources. Looking at the resources investigate the question: what inspiration can they find in these? Children to work as a group to find evidence of inspiration in the resources. Challenge the children by asking them to find evidence of what may have inspired the soldiers.</p> <p>Share</p> <p>Activity 2: Why would it be hard to have faith during this time? Paired work – reading through the accounts in particular. Challenge by asking what would help them?</p>			

Collective Worship

Resource	Starter	Discussion	Reflection	Prayer	Hymn
Psalm 8 (P11)	<p>Share Psalm 8.</p> <p>The psalm is all about the beauty of God's creation. What awe and wonder can they see around them?</p> <p>Display photo p8. What Awe and Wonder can be seen in this photo?</p>	<p>Children to work in mixed age groups with paper and pens to record. What Awe and Wonder would the soldiers have seen around them in WW1? What would have reminded them of God's presence around them? Have Psalm 8 and photo to aid.</p> <p>Draw back and share ideas.</p> <p>Display modern images, e.g. Afghanistan, Sudan etc. Remind the children there are places and people around the world today who suffer because of war. We can see the beauty of God's creation around us every day, but for others it is hard to see beyond the war and suffering that surrounds them.</p>	<p>Displaying images of WW1 and modern conflict while children quietly reflect on what we have discussed today and this week in RE.</p>	<p>Prayer p7 (as used in RE this week).</p>	<p>How Great thou Art</p> <p>For the beauty of the Earth (Complete Come and Praise no 11)</p>

Interpret – opportunity for children to interrogate the resource further

	Skill	Activity	Resources	Assessment opportunity	Links
Key Stage 1					
Level 1	AT1 – use some religious words and phrases to recognise and name features of religious life and practice.	<p>Remind the children of the work from last week and share the photo again. Ask the children to look at the picture and quietly think of words that describe how the people in the photo might be feeling in that moment.</p> <p>Using verse 3:</p> <p>You, Lord, are all I have, and you give me all I need; my future is in your hands. How wonderful are your gifts to me; how good they are!</p>	<ul style="list-style-type: none"> Psalm 16 p16 Anzac Prayer at the Somme p26 	Can they use religious words and phrases to explain what the soldiers could do?	<p>History KS1 – pupils should be taught about events beyond living memory that are significant nationally or globally.</p> <p>English year 1 – pupils should be being encouraged to link what they read or hear to their own experiences.</p>
Level 2	AT1 – use religious words and phrases to identify some features of religion and its importance for some people.	<p>Explain that Christians believe that God is with them even in the most difficult moments in their life, he is guiding them and watching over them.</p> <p>Ask the children to think of a really difficult time in their lives, e.g. falling out with friends, hurt themselves etc. What could they do? (Ask for help, listen, talk to someone.)</p> <p>Explain that Christians do this with God in difficult times they pray, trust in God, listen, ask for his help and read the Bible.</p> <p>Share the story of Lance Corporal Elvas Jenkins, adapted to audience.</p> <p>Activity: With the photos, children to identify some things that the people in the photo might have done if they were Christian.</p>		Can they use religious words and phrases to explain what the soldiers could do? Can they explain why these are important in times of war?	<p>English year 2 – pupils should be taught to participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p>

		Share ideas to make into a class display.			
Lower Key Stage 2					
Level 2	AT1 – use religious words and phrases to identify some features of religion and its importance for some people.	Remind the children of the work from last week and share the photo again. Ask the children to look at the picture and quietly think of words that describe how the people in the photo might be feeling in that moment, encourage them to extend their sentences to give reasons. Using the last two verses of Psalm 16 – would these verses help the soldiers? Why? Why not?	<ul style="list-style-type: none"> ▪ Psalm 16 p16 ▪ Anzac Prayer at the Somme p26 	Can they use religious words and phrases to explain what the soldiers could do? Can they explain why these are important in times of war?	History Key Stage 2 – study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 a significant turning point in British history, for example, the first railways or the Battle of Britain. English year 3 and 4 – participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
Level 3	AT1 – begin to identify the impact religion has on believers’ lives.	<p>Explain that Christians believe that God is with them even in the most difficult moments in their life, he is guiding them and watching over them.</p> <p>Ask the children to think of a really difficult time in their lives, e.g. falling out with friends, hurt themselves etc. What could they do? (ask for help, listen, talk to someone)</p> <p>Explain that Christians do this with God in difficult times they pray, trust in God, listen, ask for his help and read the Bible.</p> <p>Share the story of Lance Corporal Elvas Jenkins.</p> <p>Activity: With the photos, children to identify some things that the people in the photo might have done if they were Christian and how their faith would have helped them in these difficult times.</p> <p>Share ideas to make into a class display.</p>		Can they explain how having faith would have made the unbearable situations more bearable?	
Upper Key Stage 2					
Level 4	AT1 – describe the impact of religion	Remind the children of the work from last week and share the photo again. Ask the children to look at the picture and	<ul style="list-style-type: none"> ▪ Psalm 16 p16 ▪ Anzac Prayer at 	Can they describe how Corporal Jenkins’ faith	History Key Stage 2 – study of an aspect or

	on people's lives.	quietly think of how the people in the photo might be feeling in that moment, giving reasons and how Faith might have helped them in this situation.	the Somme p26	affected the way he behaved?	theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history, for example, the first railways or the Battle of Britain.
Level 5	AT1 – explain how religious sources are used to provide answers to ultimate questions and ethical issues.	<p>Looking at the whole of Psalm 16 – would this scripture help the soldiers? Why? Why not?</p> <p>Explain that Christians believe that God is with them even in the most difficult moments in their life, he is guiding them and watching over them. Do they know what Christians might do when they are in a particularly difficult situation?</p> <p>Share the story of Lance Corporal Elvas Jenkins.</p> <p>Activity: How could Psalm 16 have helped someone like Corporal Jenkins? How did his faith make a difference to the way he behaved and acted in war?</p> <p>Share ideas to make into a class display.</p>		<p>Can they explain how the psalm may have helped soldiers during WW1?</p> <p>How could it help Christians today?</p> <p>Themselves?</p>	<p>English year5 & 6 – participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p>

Collective Worship

Resource	Starter	Discussion	Reflection	Prayer	Hymn
<ul style="list-style-type: none"> ▪ Psalm 20 p20 ▪ Prayer p33 ▪ Anzac Prayer at the Somme p26 	<p>Share Psalm 20.</p> <p>The psalm is all about trusting in the Lord in times of trouble and asking for God's help.</p>	<p>What things can we not do on our own? Children to discuss and then generate a collective list. Would all of these be things that Christians could bring to God? Why? Why not?</p> <p>Link back to RE – Christians believe that God is with them even in the most difficult times.</p> <p>Lance Corporal Jenkins. What happened to Lance Corporal Jenkins? Recap and discussion – read again if needed. Show the picture of the Bible that saved his life.</p> <p>Read Psalm 16 again.</p>	<p>Displaying the image of the Bible. Children reflect on the things they cannot do on their own and who has helped them.</p>	<p>Prayer p33</p>	<p>Father Hear the Prayer we offer (Complete Come and Praise no 48)</p>

Empathy – opportunity for children to use their imagination to consider emotions such as love, forgiveness or sorrow.

	Skill	Activity	Resources	Assessment opportunity	Links
Key Stage 1					
Level 1	AT2 – pupils talk about their own experiences and feelings, in relation to religion and belief.	<p>So far we have thought about the active service men. But what about the people who were left behind?</p> <p>How did they know what was happening in the war? How did they know what was happening to their loved ones? If one of your parent/carers went away – how would you keep in touch? How do/would they feel?</p>	<ul style="list-style-type: none"> ▪ Prayer p85 ▪ A widow at 23 p82 	Can they talk about their own feelings and experiences?	<p>History KS1 – pupils should be taught about events beyond living memory that are significant nationally or globally.</p> <p>Spoken language year 1-6 – give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>
Level2	AT2 – pupils ask and respond sensitively to, questions about their own and others’ experiences and feelings, in relation to religion and belief.	<p>Explain how different it would have been at the time of WW1.</p> <p>Share Albert Penn’s story, particularly the way that Florence, his wife, heard about his experience. Explain that she would have found out that he had been killed by a letter from the War office. His daughter was only 11 months old when he died, still a baby and she would not have remembered him at all.</p> <p>How would Florence have felt? What would she be worried about? What would she be cross about? Who would she be angry with? Ask children for other emotions she might have felt. Put all the emotions onto bubbles. Spread them around the room.</p> <p>Give the children time to talk and time to think about the questions. Then children to circulate and add their answers to the bubbles either drawings, words or sentences.</p> <p>Share the bubbles, asking children to explain or expand where appropriate.</p> <p>Explain that Florence and Albert were both Christians and so her faith helped her to remember him and made losing him less painful. Read the prayer to the children asking them to listen quietly and allowing a time for reflection.</p>		Can they respond sensitively to questions about their own and others’ experiences?	

Lower Key Stage 2					
Level 2	<p>AT2 – pupils ask and respond sensitively to, questions about their own and others’ experiences and feelings, in relation to religion and belief.</p>	<p>So far we have thought about the active service men. But what about the people who were left behind? How did they know what was happening in the war? How did they know what was happening to their loved ones? If one of your parent/carers went away – how would you keep in touch? How do/would they feel? Explain how different it would have been at the time of WW1.</p> <p>Share Albert Penn’s story, particularly the way that Florence, his wife, heard about his experience. Explain that she would have found out that he had been killed by a letter from the War office. His daughter, Mary, was only 11 months old when he died.</p>	<ul style="list-style-type: none"> ▪ Prayer p85 ▪ A widow at 23 p82 	<p>Can they respond sensitively to questions about Florence’s experiences?</p>	<p>History Key Stage 2 – study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 a significant turning point in British history, for example, the first railways or the Battle of Britain.</p>
Level 3	<p>AT2 – pupils ask important questions about religion and beliefs, making links between their own and others’ responses.</p>	<p>How would Florence have felt? What would she be worried about? What would she be cross about? Who would she be angry with? Ask children for other emotions she might have felt and other questions they could ask. . Show the picture of the family together.</p> <p>Explain that some of the things she felt might be about herself, e.g. angry she had not written to him more often. Model writing this inside Florence. Others might be things she felt for Mary or Albert and others still might be outside the family. Model writing an example outside the family in the picture, e.g. angry at the German soldier who killed him.</p> <p>Children to work on a washed out copy of the picture to write words and/or sentences about how Florence might have felt. Challenge them to give reasons and to think about where her faith fitted in.</p> <p>Challenge them to find someone who thinks something different to them and find out why.</p> <p>Draw together ideas and challenge them to find ways that her faith would have helped at this time.</p>		<p>Can generate questions about Florence’s beliefs? Can they make links between their responses and the responses of others?</p>	<p>Spoken language year 1-6 – give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>

		Share the prayer. Children listening quietly, allow time to reflect.			
Upper Key Stage 2					
Level 4	AT2 – pupils raise and suggest answers to questions and issues raised by religion and belief.	<p>So far we have thought about the active service men. But what about the people who were left behind? How did they know what was happening in the war? How did they know what was happening to their loved ones?</p> <p>Share the poem and the account with the children. Compare the two responses to the same thing. Both have lost someone they love. What is different? Establish that Florence and Albert were both Christians.</p>	<ul style="list-style-type: none"> ▪ Prayer p85 ▪ ‘Perhaps’ p47 ▪ A widow at 23 p82 	Can they describe how Corporal Jenkins’ faith affected the way he behaved?	<p>History Key Stage 2 – study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 a significant turning point in British history, for example, the first railways or the Battle of Britain.</p> <p>Spoken language year 1-6 – give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>
Level 5	AT2 – pupils formulate and suggest answers to questions raised by religion and belief, relating them to their own and others’ lives.	<p>How does having a faith make a difference at a time of loss? Did she feel the loss less? What do they believe?</p> <p>If possible share some of the ideas from Lower Key Stage 2 of how she might be feeling. If not generate a list of how she might be feeling. How might her faith have fitted in? How might Faith have helped Vera Brittain (poet)? Allow the children time to talk about these and any other questions the children generate before writing. Extended writing opportunity. Children to write an explanation which answers the questions and explains the feelings of both women. Where possible talk about their own feelings. Children to generate Success Criteria for writing – related to RE not English.</p> <p>Peer assess against Success Criteria.</p> <p>Share the prayer. Children listening quietly, allow time to reflect.</p>		Can they formulate questions about Florence Penn and Vera Brittan? Can they relate their own feelings to those of the two women?	

Collective Worship – in bigger schools this collective worship may work better as a Key Stage/class worship.

Resource	Starter	Discussion	Reflection	Prayer	Hymn
▪ A Christian service for a prisoner of	Share Walter’s story.	Have big sheets of paper prepared with different lines from the verse on each. Split the school into smaller groups, e.g. houses. Each group to start at a different sheet and record	Ask the children sit quietly and reflect on what you read	Prayer p85	Make me a channel of your peace (Complete Come and Praise no 147)

<p>war p72</p>	<p>Come back to the page that his Bible falls open on. Romans 12. Why do books fall open at certain pages? Why would this page be important to him?</p>	<p>the group's ideas about how each line might relate to their own lives. How can they learn from this? What could they do in school? Out?</p> <p>If time and organisation allows move through the different sheets so that they have an opportunity to contribute to them.</p> <p>Move them onto another sheet which they have not worked on yet. As a group choose one of the statements which they think is most important and underline it.</p> <p>Draw children back together and review the main ideas in the verse.</p>	<p>out, then read the underlined statement on each sheet.</p>		
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Reflect – opportunity for children to pause and use stillness to reflect on the experiences of people during WW1

	Skill	Activity	Resources	Assessment opportunity	Links
Key Stage 1					
Level 1	<p>AT2 – pupils talk about what is of value and concern to themselves and to others.</p>	<p>As a class talk about who was involved in the war and sort into groups. Use Prayer 83 if appropriate to give them ideas of who might be affected.</p> <p>e.g. soldiers, people at home, children. Record these on separate sheets.</p> <p>How would they be feeling?</p> <p>If they had a faith how would it help them?</p> <p>Add these questions to the sheets and children's suggested answers.</p>	<ul style="list-style-type: none"> ▪ Appropriate selection of resources used to date. ▪ Prayer p87 	<p>Can they reflect on what is of value and concern to them about what they have learnt or about what may be of value or concern to those at the time?</p>	<p>History KS1 – pupils should be taught about events beyond living memory that are significant nationally or globally.</p> <p>English year 1 – pupils should be being encouraged to link what they read or hear to their own experiences.</p>
Level 2	<p>AT2 – pupils ask, and respond sensitively to, questions about their own and others' experiences</p>	<p>Spread the sheets around the room, with appropriate images and resources that we have already used. In addition it may help to have a cross, bible and other Christian symbols at each station.</p> <p>Explain to the children that reflection is a time to think on</p>		<p>Can they respond sensitively in their reflections and in discussion to the experiences of people during WW1? Can they</p>	<p>English year 2 – pupils should be taught to participate in discussion about books, poems and other works that are read to them and those that</p>

	and feelings, in relation to religion and belief.	<p>their own about the things we have talked about so far. It may be appropriate or helpful to play calming music during this time, e.g. be still for the presence of the Lord. It may also be helpful to start them at a station and have a signal for moving on.</p> <p>Children then to circulate with their own personal reflection sheet/diary stopping at each station. Completing each section as is appropriate to them. This may be words, pictures, sentences or symbols.</p> <p>Gather together and share ideas, partner to partner, as a small group or as a whole.</p>		reflect on the impact of religion at this time?	they can read for themselves, taking turns and listening to what others say.
Lower Key Stage 2					
Level 2	AT2 – pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief.	<p>Prayer p38. Read this to the children asking them to listen quietly in stillness. After reading, allow them time to reflect on their own to the words (displayed on whiteboard).</p> <p>Around the room have the resources we have used so far and the prayer (broken into chunks in order to create more stations if required). Also have religious symbols, e.g. Bibles, crosses, prayer hands, candles.</p> <p>Explain to the children they are going to choose four stations to visit and reflect on the experiences of people during WW1 using the resources at the station. Explain that this is a personal reflection and should be quiet and still so that we can all think about our own ideas.</p> <p>Allow the children a few moments to circulate and decide on their four stations. It may be appropriate or helpful to play calming music during this time, e.g. 'Be still for the presence of the Lord'. It may also be helpful to have a signal for moving on.</p> <p>Children to circulate the stations with their own personal reflection sheet/diary stopping at each station. Completing each section as is appropriate to them. This may be words,</p>	<ul style="list-style-type: none"> ▪ Appropriate selection of resources used to date. ▪ Prayer p87 	Can they respond sensitively in their reflections and in discussion to the experiences of people during WW1? Can they reflect on the impact of religion at this time?	History Key Stage 2 – study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history, for example, the first railways or the Battle of Britain.
Level 3	AT2 – ask important questions about religion and beliefs, making links between their own and others' responses.			Can they generate questions about the beliefs of people during WW1? During reflection can they respond sensitively and link this to their own beliefs?	English year 3 and 4 – participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

		pictures or sentences. Encourage them to record what they think as well as what it might have been like for people at the time.			
Upper Key Stage 2					
Level 4	AT2 – raise and suggest answers to questions and issues raised by religion and belief.	Prayer p38. Read this to the children asking them to listen quietly in stillness. After reading, allow them time to reflect on their own to the words (displayed on whiteboard). Around the room have the resources we have used so far and the prayer (broken into chunks in order to create more stations if required). Also have religious symbols, e.g. Bibles, crosses, prayer hands, candles.	<ul style="list-style-type: none"> ▪ Appropriate selection of resources used to date. ▪ Prayer p87 	Can they describe how Corporal Jenkins' faith affected the way he behaved?	History Key Stage 2 – study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history, for example, the first railways or the Battle of Britain. English year5 & 6 – participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
Level 5	AT2 – formulate and suggest answers to questions raised by religion and belief, relating them to their own and others' lives.	<p>Explain to the children they are going to choose four stations to visit and reflect on the experiences of people during WW1 using the resources at the station. Explain that this is a personal reflection and should be quiet and still so that we can all think about our own ideas.</p> <p>Allow the children a few moments to circulate and decide on their four stations. It may be appropriate or helpful to play calming music during this time, e.g. 'Be still for the presence of the Lord'. It may also be helpful to have a signal for moving on.</p> <p>Children to circulate the stations with their own personal reflection sheet/diary stopping at each station. Completing each section as is appropriate to them, encouraging them to extend ideas with reasoning. Also encourage them to record what they think as well as what it might have been like for people at the time.</p>		<p>Can they explain how the psalm may have helped soldiers during WW1?</p> <p>How could it help Christians today?</p> <p>Themselves?</p>	

Collective Worship – this worship may work better in Key stages or as class worship in bigger schools.

Resource	Starter	Discussion	Reflection	Prayer	Hymn
▪ 'In Flanders Fields' p69	Explain the principles of	Three stations	Throughout	Prayer p87 to close	'Be still for the presence of the Lord' or similar playing

<ul style="list-style-type: none"> ▪ A Matter of seconds p120 ▪ paths marked out between the resources for reflection. ▪ Prayer p83 & WW1WW1 to Afghanistan p102 	<p>this worship. Using the labyrinth to reflect on the impact of WW1 on people involved and on how faith helped them.</p>	<p>‘In Flanders fields’ – children to share poem and add paper poppy petals to green paper, so that by the end this is swamped with petals (these could have the names of those who lost their lives during WW1 in the parish or could simply be blank)</p> <p>A matter of seconds – share story. Focus on ‘I will preserve thee’. Who preserves/protects us? Time to reflect on who protects us and on how God protected/preserved people during the war. Quiet and Stillness.</p> <p>Prayer p83 & WW1 to Afghanistan p102 – map of the world, current conflicts marked. Adult led, explain that there are conflicts happening in the world now. They may not affect us directly but they will affect people like us. Time to reflect on current conflicts.</p> <p>When moving between stations encourage quiet so that this can be a time to reflect on the stations so far. Children do not need to move between all three, as there may not be time.</p>			<p>throughout reflection.</p>
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Express — opportunity to express their ideas through art					
	Skill	Activity	Resources	Assessment opportunity	Links
Key Stage 1					
Level 1	<p>AT2 – pupils talk about what is of value and concern to themselves and to others.</p>	<p>Share the art. Allowing children time to look at the two pieces and talk with partners about things they like and do not like.</p>	<ul style="list-style-type: none"> ▪ <i>Kit inspection</i> p66; ▪ <i>With the Rainbow</i>, p67 	<p>Can they show in their art what they value or what is of concern to them?</p>	<p>History KS1 – pupils should be taught about events beyond living memory that are significant nationally or globally.</p>
Level 2	<p>AT2 – pupils ask, and respond sensitively to,</p>	<p>These artists didn’t use words to express their feelings about war. They used their art. Outline that this is the task for today. To pick one of the artists and create a piece of art that shows how faith was important during war in the</p>		<p>Can they sensitively show through art their understanding of</p>	<p>Art KS1 – to use drawing, painting and sculpture to develop and share their</p>

	<p>questions about their own and others' experiences and feelings, in relation to religion and belief.</p>	<p>style of one of the artists. What symbols could we include to show how faith was important? E.g. crosses, bibles etc.</p> <p>Split into two adult-led groups if possible. One for each of the pieces of art. Short talk/modelling session – how can we incorporate some of these symbols into the art? E.g. a Bible and cross in <i>Kit Inspection</i>.</p> <p>Children to create their own piece of art.</p> <p>Mini-plenaries where appropriate to share best practice and level up in terms of RE – can we see any evidence of faith in this piece? Are there any religious symbols they could include?</p> <p>Plenary – gallery. Sharing best bits and even better if...</p>		<p>people's feelings and experiences?</p>	<p>ideas, experiences and imagination.</p>
Lower Key Stage 2					
Level 2	<p>AT2 – pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief.</p>	<p>Share the art.</p> <p>These artists didn't use words to express their feelings about war. They used their art. Outline that this is the task for today. To pick one of the artists and create a piece of art that shows how faith was important during war in the style of one of the artists. Short input to allow time to complete art.</p> <p>Mini-plenaries where appropriate to share best practice and level up in terms of RE – can we see any evidence of faith in this piece? Are there any religious symbols they could include?</p> <p>Plenary – gallery. Sharing best bits and even better if...</p>	<ul style="list-style-type: none"> ▪ <i>Parable of the blind</i> p64; ▪ <i>Kit inspection</i> p66; ▪ <i>With the Rainbow</i> p67; ▪ <i>The Cornfield</i> p68 	<p>Can they sensitively show through art their understanding of people's feelings and experiences?</p>	<p>History Key Stage 2 – study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history, for example, the first railways or the Battle of Britain.</p>
Level 3	<p>AT2 – ask important questions about religion and beliefs, making links between their own and others' responses.</p>	<p>Mini-plenaries where appropriate to share best practice and level up in terms of RE – can we see any evidence of faith in this piece? Are there any religious symbols they could include?</p> <p>Plenary – gallery. Sharing best bits and even better if...</p>		<p>Can they show through their art the importance of faith in times of war?</p>	<p>Art KS2 – pupils should be taught to develop their techniques, including their control, use of materials and creativity.</p>

Upper Key Stage 2					
Level 4	AT2 – raise and suggest answers to questions and issues raised by religion and belief.	Share the art and text associated. These artists didn't use words to express their feelings about war. They used their art. Outline that this is the task for today. To pick one of the artists and create a piece of art that shows how faith was important during war in the style of one of the artists. Short input to allow time to complete art.	<ul style="list-style-type: none"> ▪ <i>Parable of the blind</i> p64; ▪ <i>Kit inspection</i> p66; ▪ <i>With the Rainbow</i> p67; ▪ <i>The Cornfield</i> p68 	Can they show through their art the importance of faith in times of war?	History Key Stage 2 – study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history, for example, the first railways or the Battle of Britain. Art KS2 – pupils should be taught to develop their techniques, including their control, use of materials and creativity.
Level 5	AT2 – formulate and suggest answers to questions raised by religion and belief, relating them to their own and others' lives.	<p>Mini-plenaries where appropriate to share best practice and level up in terms of RE – can we see any evidence of faith in this piece? Are there any religious symbols they could include?</p> <p>Plenary – gallery. Sharing best bits and even better if...</p>		Can they show through their art the importance of faith in times of war? Are they able to add personal reflection to this?	

Collective Worship

Resource	Starter	Discussion	Reflection	Prayer	Hymn
<ul style="list-style-type: none"> ▪ <i>With the Rainbow</i> p67 	<p>Time to look at the image.</p> <p>In the centre, below the rainbow what do the children think that shape could be? Church?</p> <p>Give the children time to talk about</p>	<p>Story of Noah – God Keeps his promises. Why would this be an important idea in times of war?</p> <p>Create a rainbow as a school. Children have slips of paper in every colour of the rainbow, record their ideas of how 'God keeps his promises' would be important during times of war. Can work in groups/pairs etc. Could record in words/pictures/sentences.</p> <p>Introduce the prayer by reminding children the story teaches us God keeps his promises.</p>	<p>As children come up a few at a time to add their ideas to the rainbow. Others listen quietly as leader share key ideas.</p>	<p>Prayer p43 – prayer for Peace.</p>	<p>Colours of day (Complete Come and Praise no 550)</p>

	why that would be there? Why it would be important at time of war?				
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Discernment – opportunity to think about why people did the things they did during WW1

	Skill	Activity	Resources	Assessment opportunity	Links
Key Stage 1					
Level 1	AT1 – use some religious words and phrases to recognise and name features of religious life and practice.	<p>Share the story of Thomas Winter. Explain that he did not have to sign up; he could have stayed a home. Why did he choose to work for the YMCA?</p> <p>read Luke 12.33: ³³Sell all your belongings and give the money to the poor. Provide for yourselves purses that don't wear out, and save your riches in heaven, where they will never decrease, because no thief can get to them, and no moth can destroy them. (GNB)</p> <p>Because he was a Christian, he believed that he had helped the soldiers in some way. He read the Bible and listened to God and did what he thought God wanted him to.</p>	<ul style="list-style-type: none"> ▪ Too old for active service p106 ▪ Prayer p79 ▪ Luke 12.33 	Activity 1 – can they use the phrases to describe Thomas Winter's choices with support?	<p>History KS1 – pupils should be taught about events beyond living memory that are significant nationally or globally.</p> <p>English Year 1 write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it.
Level 2	AT1 – use religious words and phrases to identify some features of religion and its importance for some people.	<p>Write the words in bold on the board. Explain that these are all things which are important to Christians. Because Thomas Winter did these things he was able to help thousands of soldiers during the war and make a difference to their lives.</p> <p>Activity 1 – short activity, adding to their reflection diary/sheet from the reflection lesson. Can they record why the words on the board were important to Thomas Winter? This could be in small groups with an adult to scribe while the rest of the group get on with activity 2.</p>		Activity 1 – can they use the phrases to describe Thomas Winter's choices?	<p>English Year 2 consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary.

		Activity 2 – Thomas Winter made a difference to the people around him by the choices he made and through his actions during WW1. How can they make a difference through the choices they make? If they could change one thing what would it be? E.g. listening to parents/teachers? Speaking kindly to people at playtime? Etc. Record as a <i>change one thing</i> poster.			
Lower Key Stage 2					
Level 2	AT1 – use religious words and phrases to identify some features of religion and its importance for some people.	<p>Share the story of Thomas Winter. Why did he do what he did? Encourage them to link back to his faith.</p> <p>Read Luke 12.33: ³³ Sell all your belongings and give the money to the poor. Provide for yourselves purses that don't wear out, and save your riches in heaven, where they will never decrease, because no thief can get to them, and no moth can destroy them. (GNB)</p> <p>The Bible talks about charity and that does not just mean giving money, but also giving of ourselves. How does his relate to Thomas Winter's story?</p> <p>Activity 1 – short activity, adding to their reflection diary/sheet from the reflection lesson. Can they record how what Thomas Winter did was an act of charity?</p> <p>Look at the last line of the Psalm 116 – What can I offer the Lord? What does this mean to Christians? What could it mean to us?</p> <p>Activity 2 – How can they give of themselves to benefit others? What one thing could they do differently at school that would make a difference to the whole school community? Class? Group? Record as a <i>change one thing</i> poster.</p>	<ul style="list-style-type: none"> ▪ Too old for active service p106 ▪ Prayer p79 ▪ Psalm 116 p80 ▪ Luke 12.33 	Activity 1 – can they use the phrases to describe Thomas Winter's choices?	<p>History Key Stage 2 – study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history, for example, the first railways or the Battle of Britain.</p> <p>English Year 3 & 4 – draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>
Level 3	AT1 – describe some forms of religious expression.			Activity 1 – can they describe Thomas Winter's actions and how they were a form of religious expression (charity)?	
Upper Key					

Stage 2					
Level 4	AT1 – suggest meanings for a range of forms of religious expression.	Group activity. Have the story, prayer, psalm and verse on the tables in an envelope marked ‘Charity’, with a dictionary definition of charity underneath. Give the children time share the resources. Explain that charity is a form of religious expression. Ask the children to identify in all the resources where charity is referenced. How are Thomas’ actions charitable? Etc.	<ul style="list-style-type: none"> ▪ Too old for active service p106 ▪ Prayer p79 ▪ Psalm 116 p80 ▪ Luke 12.33 	Can they suggest reasons why charity is important to Christians?	History Key Stage 2 – study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 a significant turning point in British history, for example, the first railways or the Battle of Britain. English Year 5 & 6 – plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
Level 5	AT1 – explain how religious sources are used to provide answers to ultimate questions and ethical issues.	<p>Why is charity important to Christians? Assessment opportunity L4.</p> <p>How do all the resources help to explain to Christians why charity is important? Assessment Opportunity L5.</p> <p>Explain what the other children have been doing around the school. If these were to be used in a display they would need an explanation to accompany them. If this is an RE display what would they need to include? Children to develop Success Criteria for the explanation.</p> <p>Each group to write a display explanation.</p>		Can they explain how the prayer and verses could help Christians to understand why charity is important?	

Collective Worship

Resource	Starter	Discussion	Reflection	Prayer	Hymn
Prayer p75 Luke 12:33	Luke 12:33 Could also listen to Lord you have my heart? The verse tells us to sell all our possessions, but we don’t need to do that in order to become	Read the first three lines of the prayer. What would they stand up and be counted for? Get the children to ‘stand up and be counted’ for: <ul style="list-style-type: none"> ▪ fairness ▪ taking urns ▪ sharing ▪ listening to adults ▪ using kind words etc. There are lots of things that we can stand up and be counted for, some will be the same as the person sitting next to you, others will be different. Read the story of Moses. Moses stood up for his people	Images of events that have been organised at school for charity events. With the question ‘What will you stand up and be counted for?’ Running through them all. Children to sit and reflect on this and change they will make personally	Prayer p79 – prayer to stand up and be counted.	You’ve got to move when the spirit says move (Complete Come and Praise no 107).

	more charitable.	even though it meant going against his brother and he knew it would be scary and dangerous, he was prepared to stand up and be counted.	(RE).		
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Application – opportunity to apply what they have learnt about charity

	Skill	Activity	Resources	Assessment opportunity	Links
Key Stage 1					
Level 1	AT2 – what is of value and concern to themselves and to others.	<p>Why do people give to charity? Do you give to charity? Does anyone in your family?</p> <p>Remind them of the map from the reflection collective worship. Showing the different places around the world where wars are still being fought. Share the story of Curtis Welsby if appropriate. He is a soldier today. Explain that there are lots of charities that help people in war torn countries or who help soldiers today. Choose 2/3 to explain in more detail, e.g. Help for Heroes, British Legion, Red Cross etc.</p>	Prayer p79 From WW1 to Afghanistan p110	Why do people give to charity?	<p>History KS1 – pupils should be taught about events beyond living memory that are significant nationally or globally.</p> <p>English Year 1 – write sentences by re-reading what they have written to check that it makes sense.</p>
Level 2	AT2 – recognise their own values and those of others.	<p>Remind them of the stand up and be counted prayer. Explain we are going to plan something we can do as a class to raise money for one of these charities. They need to have a think about which of these they think is most important and in a minute they will stand up and be counted. Give them time to think and then ask them to stand up and be counted. Decide on a charity.</p> <p>What can we do? Talk about things we could do to raise money for charity and what you would need to make it possible, e.g. cakes for a cake sale.</p> <p>Need to advertise it so everyone knows when and what we are doing. Design posters. Encourage them to include essential information but also explain why it is important.</p>		Why should I give to charity?	<p>English Year 2 -consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.</p>
Lower Key Stage 2					

Level 2	AT2 – recognise their own values and those of others.	<p>Why do people give to charity? Do you give to charity? Why do Christians believe it is important to give to charity? Do you believe it is? Why/Why not?</p> <p>Remind them of the stand up and be counted prayer.</p>	<ul style="list-style-type: none"> ▪ Prayer p79 ▪ From WW1 to Afghanistan p110 	Why should I give to charity?	<p>History Key Stage 2 – study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 a significant turning point in British history, for example, the first railways or the Battle of Britain.</p> <p>English Year 3 & 4 to draft and write by; in non-narrative material, using simple organisational devices [for example, headings and sub-headings].</p>
Level 3	AT2 – make links between religious and non-religious values and commitments, and their own attitudes and behaviour.	<p>Explain we are going to plan something we can do as a class to raise money for one of these charities. They need to have a think about which of these they think is most important and in a minute they will stand up and be counted. Give them time to think and then ask them to stand up and be counted. Decide on a charity.</p> <p>What can we do? Talk about things we could do to raise money for charity and what you would need to make it possible, e.g. cakes for a cake sale. Children plan resources and advertisements for charitable event. On posters encourage them to include essential information but also explain why it is important.</p>		Why do Christians believe it is important to give to charity? Why do non-Christians believe it is important to give to charity?	
Upper Key Stage 2					
Level 4	AT2 – apply their ideas relating to their study of religion and belief to their own and other people’s lives.	<p>Why do people give to charity? Why do Christians give to charity? What have we done as a school to raise money for charity? Distinguish between events which have directly benefited the school and those for charities beyond the school.</p> <p>Share the map from the reflection collective worship.</p>	<ul style="list-style-type: none"> ▪ Prayer p79 ▪ From WW1 to Afghanistan p110 	Can they suggest ways we can put our learning from last week into practice?	<p>History Key Stage 2 – study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 a significant turning point in British history, for example, the first railways or the Battle of Britain.</p> <p>English Year 5 & 6 – to draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p>
Level 5	AT2 – formulate and suggest answers to questions raised by religion and belief, relating them to their own and others’ lives.	<p>Share the prayer –Stand up and be counted. What is most important to us as a class, the soldiers, the sick and injured, the spiritual needs of all involved? Class discussion. Once you have agreed, find an appropriate charity, e.g. British Legion.</p> <p>How can we make a difference? What can we do to raise money for and awareness of this charity? Children to allocate roles and plan, organise and resource a charity event, including who else will need to be involved, initial outlay etc.</p>		How can we apply what we have learnt about charity to our own lives?	

Collective Worship – this could work as well at the start or end of the week, i.e. before or after the RE sessions.

Resource	Starter	Discussion	Reflection	Prayer	Hymn
Prayer p79/p33 From WW1 to Afghanistan p110	Share Curtis Welsby's story. Who knows where Afghanistan is? Locate it on the map. Who are they fighting? Does it just affect the soldiers on both sides? Establish other groups of people it affects.	Share the information from Save the Children's website on their work for children in Afghanistan. Highlighting in particular: Education – girls only educated until seven, teachers are allowed to physically punish children. Poor health care means many children die before they are five. Children the same age as the children in assembly, with very different lives, through no fault of their own. Charities like Save the Children work to improve the lives of children here in the UK but also in countries like Afghanistan. They have to work in scary and dangerous places in order to do that. Why do charity workers do that?	Images of events that have been organised at school for charity events. With the question 'What will you stand up and be counted for?' running through them all. Children to sit and reflect on this and any change they will make personally (RE).	Prayer p79/p33	Give us hope lord, for each day (Complete Come and Praise no 87).

Analysis – opportunity for children to draw out essential ideas relating to WW1

	Skill	Activity	Resources	Assessment opportunity	Links
Key Stage 1					
Level 1	AT2 – pupils talk about what they find interesting or puzzling in relation to religion and belief.	Who knows what happens on November 11 th each year? May need to use terms they will know, e.g. poppy day. Why do we wear poppies? Explain to them about why we mark Remembrance on that day. Explain to them that one of the most important things that we can learn is that no matter which side wins that there are always huge losses for both sides. That peace is what both sides are aiming for, they just don't agree on how to get there – both want their way.	<ul style="list-style-type: none"> ▪ Prayer p87 ▪ Psalm 30 p28 	Do they understand why we wear poppies?	History KS1 – pupils should be taught about events beyond living memory that are significant nationally or globally.
Level 2	AT2 – pupils recognise their own values and those of others.	The poppies that grew on Flanders field remind us of the people who lost their lives in the World Wars and conflicts		Can they explain why poppies are an important symbol? Why is it important to remember the people who died in the war?	

		<p>since. White poppies are worn to symbolise peace.</p> <p>Verse 1 Psalm 30.</p> <p>Talk about Psalm 30. The verse expresses gratitude to God for saving them.</p> <p>Create a class poppy field with ‘We shall remember them’ written on the leaves of green poppies and a scattering of white poppies with ‘Peace’ written on their leaves. Each child to create their own poppy to add to the display.</p> <p>Plenary – why have we made poppies?</p>			
Lower Key Stage 2					
Level 2	AT2 – pupils recognise their own values and those of others.	<p>Who knows what happens on November 11th each year? May need to use terms they will know, e.g. poppy day. Why do we wear poppies?</p> <p>Explain why we celebrate Remembrance Day on November 11th.</p>	<ul style="list-style-type: none"> ▪ Prayer p87 ▪ Psalm 30 p28 	<p>Can they explain why poppies are an important symbol? Why is it important to remember the people who died in the war?</p>	<p>History Key Stage 2 – study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 a significant turning point in British history, for example, the first railways or the Battle of Britain.</p>
Level 3	AT2 – pupils make links between religious and non-religious values and commitments, and their own attitudes and behaviour.	<p>Verse 1 Psalm 30.</p> <p>Talk about Psalm 30. The verse expresses gratitude to God for saving them.</p> <p>Show them a red and a white poppy. We know why we have red poppies. Many people also wear white poppies, Christians and non-Christians. They symbolise peace. Why might this be important?</p> <p>Create a class poppy field. Each child choosing which poppy they make, white or red. On the red leaves write we shall remember them, on the white write peace.</p> <p>Which do we have most of? Which is most important? Can we believe in both?</p>		<p>Can they understand why some people think it is important to value peace as well on remembrance day?</p>	

Upper Key Stage 2					
Level 4	AT2 – pupils describe what inspires and influences themselves and others, in relation to religion and belief.	<p>Who knows what happens on November 11th each year? May need to use terms they will know, e.g. poppy day. Why do we wear poppies?</p> <p>Explain why we celebrate Remembrance Day on November 11th.</p> <p>Verse 1 Psalm 30.</p>	<ul style="list-style-type: none"> Prayer p87 Psalm 30 p28 	<p>Why have they chosen peace/remembrance? Can they explain why it is important to them?</p>	History Key Stage 2 – study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history, for example, the first railways or the Battle of Britain.
Level 5	AT2 – pupils explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.	<p>Talk about Psalm 30. The verse expresses gratitude to God for saving them.</p> <p>Show them a red and a white poppy. We know why we have red poppies. Many people also wear white poppies, Christians and non-Christians. They symbolise peace. Why might this be important?</p> <p>Create a class poppy field. Each child choosing which poppy they make, white or red. On the red leaves write 'We shall remember them', on the white write 'Peace'. On the petals, in a similar coloured pencil as the colour of the petals, write why remembrance/peace is important to them.</p> <p>Which do we have most of? Which is most important? Can we believe in both?</p>		<p>Why have they chosen peace/remembrance? Can they explain why it is important to them? Can they also identify why the other is important to others? Why there is a balance?</p>	
Collective Worship					
Resource	Starter	Discussion	Reflection	Prayer	Hymn
<ul style="list-style-type: none"> Prayer p43 Psalm 30 p28 	<p>Share Psalm 30.</p> <p>Look at the second verse.</p>	<p>How did people feel at the end of the war? Show relevant images.</p> <p>Celebrating the achievement of peace is not necessarily a peaceful event. After four years of war how would they celebrate? What would they be looking forward to? How would Christians mark this event?</p>	<p>Images of the end of WW1.</p> <p>Children to reflect on how they can celebrate in their everyday</p>	Prayer p43	<p>Before singing, explain it is a song of celebration, look at the words together – peace and celebration are mentioned in the first two lines.</p>

	<p>We are thinking about peace today. Can we 'Sing praise to the Lord, all his faithful people!' and be peaceful?</p>	<p>The future should be a celebration because all these amazing people gave their lives so that we can have it. We can celebrate in many different ways – it doesn't mean we have to have a party every day! We could celebrate by making the most of opportunities which we are given, by appreciating the people around us etc.</p> <p>How else?</p>	<p>activities.</p>		<p>You shall go out with joy (Complete Come and Praise no 88).</p>
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Synthesis — opportunity for children to link features of Christianity together

	Skill	Activity	Resources	Assessment opportunity	Links
Key Stage 1					
Level 1	<p>AT1 – pupils can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.</p>	<p>Show the children a selection of the resources we have used so far:</p> <ul style="list-style-type: none"> ▪ Scripture – psalms ▪ Charity – personal accounts and our work to raise money for a charity ▪ Worship – each week a collective worship has focused on WW1 and <i>Hear my Cry</i>. ▪ Reflection – built in several opportunities to stop and reflect. ▪ Prayer – in collective worship and in lessons we have looked at prayers. 	<p>Prayers used so far and examples of other resources.</p>	<p>Can they explain why Christians pray?</p>	<p>History KS1 – pupils should be taught about events beyond living memory that are significant nationally or globally.</p> <p>English Year 1 – discuss what they have written with the teacher or other pupils.</p>
Level 2	<p>AT1 – pupils can identify how religion is expressed in different ways.</p>	<p>These are all features of Christianity. All things which are important to Christians. Today we are going to focus on one in particular: prayer.</p> <p>Christians pray for lots of reasons a teaspoon will help us to remember. In a recipe we write 'tsp' when we need to measure in teaspoons. Hold up a teaspoon and write 'TSP' on the board. We can pray to say:</p> <p>T – thank you S – sorry P – please.</p>		<p>Can they explain why Christians pray? Can they explain the different kinds of prayer?</p>	<p>English Year 2 – make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p>

		<p>Today we are going to be writing our own teaspoon prayers. Generate ideas for thank you, sorry and please.</p> <p>Write prayers Lower ability working as a group to write a collective prayer, with an adult. MA working independently to write their own teaspoon prayer. HA working as a group, with an adult if possible, to write a teaspoon prayer for conflicts, either WW1 or today.</p>			
Lower Key Stage 2					
Level 2	AT1 – pupils can identify how religion is expressed in different ways.	<p>Show the children a selection of the resources we have used so far: Scripture – psalms Charity – personal accounts and our work to raise money for a charity Worship – each week a collective worship has focused on WW1 and <i>Hear my Cry</i>. Reflection – built in several opportunities to stop and reflect. Prayer – in collective worship and in lessons we have looked at prayers.</p> <p>These are all features of Christianity. All things which are important to Christians. Today we are going to focus on one in particular. Prayer.</p> <p>Christians pray for lots of reasons, which can be grouped into four areas: thank you sorry please praise</p> <p>Today we are going to be writing our own prayers. Children to pick one of the reasons for prayer and write a prayer of this kind. Challenge them to link it to WW1 –</p>	Prayers used so far and examples of other resources.	Can they explain why Christians pray? Can they explain the different kinds of prayer?	<p>History Key Stage 2 – study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 a significant turning point in British history, for example, the first railways or the Battle of Britain.</p> <p>English Years 3 & 4 – evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements.</p>
Level 3	AT1 – pupils can describe some forms of religious expression.			Can they describe the different kinds of prayer and their purpose?	

		<p>which kind of prayer could we write about WW1? What about conflicts that are still happening today?</p> <p>Give the children examples of prayers to use as examples for structure. Where could they build in quiet time for reflection?</p> <p>Generate success criteria with the children for how to write a good prayer.</p> <p>Share and review prayers. Select ones to be shared in collective worship.</p>			
Upper Key Stage 2					
Level 4	<p>AT1 – pupils can suggest meanings for a range of forms of religious expression.</p>	<p>Show the children a selection of the resources we have used so far:</p> <p>Scripture – psalms</p> <p>Charity – personal accounts and our work to raise money for a charity</p> <p>Worship – each week a collective worship has focused on WW1 and <i>Hear my Cry</i>.</p> <p>Reflection – built in several opportunities to stop and reflect.</p> <p>Prayer – in collective worship and in lessons we have looked at prayers.</p> <p>These are all features of Christianity. All things which are important to Christians. Today we are going to focus on two in particular. Prayer and scripture.</p> <p>Prayer is how Christians talk to God. You can pray anywhere and at any time. The main reasons for prayer are:</p> <p>thank you</p> <p>sorry</p> <p>please</p> <p>praise</p> <p>We have looked at a lot of psalms so far and the words</p>	<p>Prayers used so far and examples of other resources.</p>	<p>Can they explain the different purposes of prayer? Can they explain why Christians read the Bible?</p>	<p>History Key Stage 2 – study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 a significant turning point in British history, for example, the first railways or the Battle of Britain.</p> <p>English Year 5 & 6 – evaluate and edit by assessing the effectiveness of their own and others’ writing.</p>
Level 5	<p>AT1 – pupils can use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities.</p>	<p>Can they explain the impact of prayer and scripture on Christians?</p>			

		<p>of psalms often lend themselves to be used as prayers.</p> <p>Look at verse 2 Psalm 3.</p> <p>But you, O Lord, are always my shield from danger; you give me victory and restore my courage. I call to the Lord for help, and from his sacred hill he answers me.</p> <p>Model using this to create a prayer. What kind of prayer could we make this into?</p> <p>Give the children a selection of psalms we have already used to choose from and then adapt into a prayer.</p> <p>Generate success criteria with the children for how to write a good prayer.</p> <p>Share and review prayers. Select ones to be shared in collective worship.</p>			
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Collective Worship

Resource	Starter	Discussion	Reflection	Prayer	Hymn
<p>Children's prayers written throughout the week</p>	<p>Why do Christians pray? What do we do when we pray in school?</p>	<p>What do we do to get ready for school in the morning? Get the children to think of lots of different things they do each day to get ready for school.</p> <p>It is the same with prayer. We get ready for prayer by emptying our mind of all the other things, like what happened a playtime and what we are having for lunch. One way people do this is to close their eyes so that they are shutting out the outside world.</p> <p>Another way we get ready for prayer is to open our hearts to be ready to listen to God. One way that some people do this is to open their hands and place them in their laps.</p> <p>Our closed eyes and open hands show people we are</p>	<p>Through prayers.</p>	<p>During discussion children's prayers will be used.</p>	<p>Before singing, explain it is a song of celebration, look at the words together – peace and celebration are mentioned in the first two lines.</p> <p>You shall go out with joy (Complete Come and Praise no 88).</p>

		<p>ready to pray. Why do we say amen at the end? Explain it means 'so be it', it means that we want everything we have said to be carried out, to happen. So if we are praying as a group then we say amen at the end to show we agree with what has been said.</p> <p>Reflection. Why do we have reflection in collective worships?</p> <p>Have several prayers from RE lessons prepared and children with them to explain them.</p> <p>Get the children to read out and explain their prayer. Then read it a second time with the rest of the school with closed eyes and open hands. Say amen if they want to make it their own prayer.</p>			
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Evaluation – opportunity for children to evaluate their learning over the whole topic

	Skill	Activity	Resources	Assessment opportunity	Links
Key Stage 1					
Level 1	<p>AT2 – what they find interesting or puzzling in relation to religion and belief.</p>	<p>Where possible enlist the help of someone from beyond the class/school to be in character as a soldier from WW1. This session would work best as two short sessions to give the 'special visitor' time to prepare answers.</p> <p>Explain to the class that there will be a special visitor and that he is a soldier from WW1. Explain that he is a Christian, like all those that we have learned about previously. What things do Christians do? Pray, worship read the Bible etc. This is an amazing opportunity, we are so lucky to have such a special visitor. We need to have some questions ready to ask him about WW1 but especially about his faith.</p>		<p>Can they explain what they have found interesting about the special visitor? Puzzling?</p>	<p>History KS1 – pupils should be taught about events beyond living memory that are significant nationally or globally.</p> <p>English Year 1 – write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have

		In groups children generate questions for the special visitor. Share these as a class and edit to eliminate repetitions. Which questions will be most difficult to answer? Why?			written to check that it makes sense.
Level 2	AT2 – recognise that some questions cause people to wonder and are difficult to answer, in relation to matters of right and wrong.	<p>PART 2 Special visitor question and answer session.</p> <p>After the special visitor has been, children to record their own ideas about the visitor in pictures words or sentences. They could have a bank of photographs and the questions asked as prompts.</p>		Can they ask appropriate questions? Do they know which are difficult to answer?	English Year 2 – make simple additions, revisions and corrections to their own writing by rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
Lower key stage 2					
Level 2	AT2 – recognise that some questions cause people to wonder and are difficult to answer, in relation to matters of right and wrong.	Sci-fi link to capture the children’s interest. Using a VOIP connection (e.g. Skype) explain to the children that we have managed to create a link back in time, not strong enough for humans to travel back through but we have managed to pass technology back and establish communication. Through this we are able to speak directly to a WW1 soldier! This is such a unique and amazing opportunity we need to think of some impressive questions to show him how much we have learnt about Christian faith during WW1.	Any from the entire scheme that the children would find useful.	Can they ask appropriate questions? Do they know which are difficult to answer?	History Key Stage 2 – study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 a significant turning point in British history, for example, the first railways or the Battle of Britain.
Level 3	AT2 – ask important questions about religion and beliefs, making links between their own and others’ responses.	<p>Time to generate questions. Review and collectively agree on the order we should ask them in, as the connection could fail at any time and we need to make sure weak the most important ones first.</p> <p>Which questions will be difficult to answer? Is there always going to be a right and wrong answer? Will the soldier from 100 years ago think and feel the same as us about things?</p> <p>Encourage them to ask questions about beliefs and</p>		Can they ask important questions about belief during wartime? Can they make links between their own ideas and the ideas from the past?	English Year 3 & 4 -evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

		<p>feelings and how these are affected by the experiences of war.</p> <p>Question and answer session, children making notes throughout.</p> <p>After the connection has been lost children to carry out extended writing task explaining what they have learnt over the unit about faith and war, using quotes from the interview, examples from work throughout the unit and their own ideas.</p>			
Upper Key Stage 2					
Level 4	AT2 – apply their ideas relating to their study of religion and belief to their own and other people’s lives.	<p>Sci-fi link to capture the children’s interest. Using a VOIP connection (e.g. Skype) explain to the children that we have managed to create a link back in time, not strong enough for humans to travel back through but we have managed to pass technology back and establish communication. Through this we are able to speak directly to a WW1 soldier! This is such unique and amazing opportunity we need to think of some impressive questions to show him how much we have learnt about Christian faith during WW1.</p> <p>Time to generate questions. Review and collectively agree on the order we should ask them in, as the connection could fail at any time and we need to make sure we ask the most important ones first.</p> <p>Question and answer session, children making notes throughout.</p> <p>After the connection has been lost children to carry out extended writing task explaining what they have learnt over the unit about faith and war, using quotes from the interview, examples from resources and their own ideas.</p> <p>Generate success criteria.</p> <p>Review writing and edit against success criteria.</p>	Any from the entire scheme that the children would find useful.	Can they apply what they have learnt about WW1 and faith to their own lives and the lives of others, particularly the soldier from today?	<p>History Key Stage 2 – study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 a significant turning point in British history, for example, the first railways or the Battle of Britain.</p> <p>English Year 5 & 6 evaluate and edit by:</p> <ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing.
Level 5	AT2 – formulate and suggest answers to questions raised by religion and belief, relating them to their own and others’ lives.			Can they suggest appropriate questions? Answers? Can they relate what they have learnt about WW1 and faith to their own lives and the lives of others?	

Collective Worship – in a larger school this may work better in classes or Key Stages, it would also work best in the round. Ideally this could be split into two sessions, one to prepare (at the start of the week) and one to present, (at the end of the week)

Resource	Starter	Discussion	Reflection	Prayer	Hymn
	<p>Have the words ‘We shall remember them’ in centre of the round.</p> <p>Explain the task for this collective worship – use all our many talents and all that we have learnt in this unit of work to show how WE in this school will remember them.</p>	<p>Children to choose a group from the following:</p> <p>Art – have a selection of red materials, e.g. milk bottle tops, paper, fabric, t-shirts, toys etc. with the instructions that they need to create a wreath for the centre of the worship.</p> <p>Drama – create a freeze frame which shows how we will remember them/why we will remember them. With a larger groups split into groups to represent; sacrifice, prayer, worship, relationships, those left behind, people now etc.</p> <p>Poem – Using what they know about WW1 and why we should remember them, create a poem collectively to express this, provide this group with a selection of the resources we have previously used.</p> <p>Prayer – Similarly to poem group, create a prayer which expresses how we will remember them.</p> <p>Dance – work together to create a dance which shows how we will remember them.</p> <p>Reflection – work together to create a reflection with images/words/stillness.</p> <p>Reading – work together to choose one of the psalms from <i>Hear My Cry</i> to read at the start of worship.</p> <p>Song – choose and rehearse a hymn to lead the rest of the school in.</p> <p>After time to plan and rehearse, draw together and put together into worship.</p>	<p>As created by children.</p>	<p>As led by children.</p>	<p>Chosen by children.</p>