

Webster Primary School: Subject Specific-Skills: Age-related expectations in R.E. and Citizenship

references UNICEF Children's Rights and Responsibilities-see below

Year	I can	
1	<ul style="list-style-type: none"> • Describe who I am. • Talk about my experiences and feelings. • Tell you about my family. • Describe a place that is special to me. • Tell you about a book that is special to me. 	<ul style="list-style-type: none"> • Describe a journey. • Tell you who my friends are. • Use some religious words and name some features of religious practices. • Recall some religious stories.
2	<ul style="list-style-type: none"> • Describe what is special and unique about me. • Ask and respond to questions about my own experiences and feelings and those of others. • Tell you about different families. • Tell you how it feels to have a safe and special place. • Tell you about a book that is special to me and say why. • Describe my journey so far. 	<ul style="list-style-type: none"> • Recognise the similarities and differences between me and my friends. • Use religious words and phrases to identify features of religions and their importance for some people. • Recall some religious stories and recognise how they demonstrate our rights and responsibilities. • Recognise some religious symbols. • Show awareness of similarities in religions. • Recognise that some questions cause people to wonder and are difficult to answer.
3	<ul style="list-style-type: none"> • Tell you where I belong and why. • Identify my values and attitudes and describe how they influence my feelings and behaviour. • Compare my family life with those in different religions • Describe some features of different places of worship. • Describe some features of different special books from a range of religions. • Tell you where I would like my journey to go. 	<ul style="list-style-type: none"> • Begin to identify the impact that religion and beliefs have on my life and the lives of others'. • Use a developing religious vocabulary to describe some key features of religions. • Describe some forms of religious expression. • Show awareness of similarities and differences in religions. • Ask questions about religion and beliefs.
4	<ul style="list-style-type: none"> • Explain what inspires and influences me and others. • Compare my ideas to my own and other peoples' lives. • Make links between different places of worship-describing similarities and differences. • Make links between different holy books and stories-describing similarities and differences. • Explain how journeys are made to escape danger and reach safety. • Describe the impact that religion and beliefs have on my life and the lives of others'. 	<ul style="list-style-type: none"> • Use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, feelings and experiences. • Suggest meanings for a range of forms of religious expression. • Make links between different religions-describing similarities and differences. • Raise and suggest answers to questions of identity, belonging, meaning, purpose, truth and values.
5	<ul style="list-style-type: none"> • Explain what inspires and influences me, expressing my own and others' views on the challenges of belonging to a religion. • Relate these ideas to my own and others' lives. • Describe the key features of places of worship from major religions. • Explain how religious sources are used to provide answers to questions and ethical issues. • Describe the impact of a journey going wrong (e.g. refugee experience). • Use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities • Describe why people belong to religions. • Understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. • Ask and suggest answers to questions of identity, belonging, meaning, purpose, truth and values. 	

6	<ul style="list-style-type: none"> • Explain the impact of not being allowed to practise your religion; the Nuremberg Laws in Nazi Germany. • Understand how Jews were persecuted through these laws; the wearing of stars. • Describe how the homes, property and livelihoods of Jews in Nazi Germany were taken away and they were forced into ghettos. • Relate the impact of these laws to the freedom of my own and others' lives. • Tell you about the destruction of the synagogues in Nazi Germany, particularly in relation to Kristallnacht in November 1938. • Explain how Jews in Nazi Germany had to undertake 'voluntary' or forced journeys, particularly in relation to the Kindertransports to the UK. • Retell the life story of a Kindertransportee. • Explain the impact of not being able to read what I want; the banning and burning of books in Nazi Germany.
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When teaching these skills, make specific reference to relevant rights and responsibilities from UNICEF. Can children identify relevant articles?

1. Everyone under 18 has these rights.
2. All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.
3. All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.
4. The government has a responsibility to make sure your rights are protected. They must help your family protect your rights and create an environment where you can grow and reach your potential.
5. Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.
6. You have the right to be alive.
7. You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).
8. You have the right to an identity – an official record of who you are. No one should take this away from you.
9. You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.
10. If you live in a different country than your parents do, you have the right to be together in the same place.
11. You have the right to be protected from kidnapping.
12. You have the right to give your opinion, and for adults to listen and take it seriously.
13. You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.
14. You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.
15. You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.
16. You have the right to privacy.
17. You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.
18. You have the right to be raised by your parent(s) if possible.
19. You have the right to be protected from being hurt and mistreated, in body or mind.
20. You have the right to special care and help if you cannot live with your parents.
21. You have the right to care and protection if you are adopted or in foster care.
22. You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.
23. You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.
24. You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.
25. If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.
26. You have the right to help from the government if you are poor or in need.
27. You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.
28. You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.
29. Your education should help you to use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

30. You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.
31. You have the right to play and rest.
32. You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.
33. You have the right to protection from harmful drugs and from the drug trade.
34. You have the right to be free from sexual abuse.
35. No one is allowed to kidnap or sell you.
36. You have the right to protection from any kind of exploitation (being taken advantage of).
37. No one is allowed to punish you in a cruel or harmful way.
38. You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.
39. You have the right to help if you've been hurt, neglected or badly treated. You have the right to legal help and fair treatment in a justice system that respects your rights.
40. You have the right to legal help and fair treatment in the justice system that respects your rights.
41. If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.
42. You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

RE and Citizenship Medium Term Learning Plan

Overview Our RE/PSHE curriculum is taught through whole school themes. Each year group learns about a different religion each term.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Autumn One</p>	<p style="text-align: center;">Identity and Difference <i>I value who I am and celebrate the differences between us.</i></p> <p>Rights Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis. Article 7 You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country). Article 8- You have the right to an identity – an official record of who you are. No one should take this away from you.</p> <p>Years 1-4</p> <ul style="list-style-type: none"> • Who am I? • What makes a family? • Where do we belong? • Belonging to a Hindu (Year 1), Christian (Year 2), Sikh (Year 3), Christian (Year 4) family. • Comparing our family life with those in different religions. • Year 5 study the Peace Mala programme through the Autumn Term. 	<p style="text-align: center;">Year 1-Hinduism Year 2-Christianity Year 3-Sikhism Year 4-Christianity Year 5-Peace Mala</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Autumn Two</p>	<p style="text-align: center;">Core Beliefs <i>I know the key features of major religions.</i></p> <p>Rights Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you. Article 29 Your education should help you to use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. Article 30 You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.</p> <p>Years 1-4</p> <ul style="list-style-type: none"> • Year 5 study the Peace Mala programme throughout the Autumn Term 	<p style="text-align: center;">Year 1-Hinduism Year 2-Judaism Year 3-Sikhism Year 4-Christianity Year 5-Peace Mala</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring One</p>	<p style="text-align: center;">Places of Worship <i>The importance of having a place that is safe and peaceful.</i></p> <p>Rights Article 9 You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you. Article 10. If you live in a different country than your parents do, you have the right to be together in the same place. Article 22 You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention. Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.</p> <p>Years 1-5</p> <ul style="list-style-type: none"> • What places are special to me? How does it feel to have a safe and special place? • Create a class special place • Learning about places of worship in specific religions. Year 1-Church, Year 2-Gurdwara, Year 3- Church, Year 4-Synagogue, Year 5- Hindu temple. • Class visit to a place of worship • Year 5: (after studying Hindu temple) two lessons on the following themes; • a. How does it feel when the place you call home becomes unsafe? Watch 'Heinz's Story' from BBC Children of the Holocaust; http://www.bbc.co.uk/programmes/p01zx5g7/clips • b. What would your family do if you were not allowed a place of worship? Kristallnacht in Nazi Germany- Google search for images of Kristallnacht. 	<p>Year 1- Christianity Year 2-Sikhism Year 3-Islam Year 4-Judaism Year 5- Hinduism</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring Two</p>	<p style="text-align: center;">Special Books <i>Why are books special to us?</i></p> <p>Rights Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p> <p>Years 1-5</p> <ul style="list-style-type: none"> • Which books are special to me and why? • Share our favourite books. Families welcome to come and read favourite book to the class. • Learn about special books from the different religions. • Create special books together: Joe Ford bookmaking session. • Year 5: (after studying Hindu Special Book) two lessons on the following themes; • a. Who should decide what you are allowed to read? How would it feel if you were not allowed to choose your own books? The banning and burning of books in Nazi Germany. YouTube footage of book burning https://www.youtube.com/watch?v=VxzIhUWguAk (German but better quality film) https://www.youtube.com/watch?v=wELrtx8NxoU (English sub-titles) • b. What else did the Nazis forbid Jews to do? Investigate the various segregation laws. Watch 'Escaping the Nazis' from BBC Children of the Holocaust; http://www.bbc.co.uk/programmes/p0274903 Watch 'Suzanne's story' from BBC Children of the Holocaust http://www.bbc.co.uk/programmes/p0201k2d 	<p>Year 1-Christianity Year 2-Sikhism Year 3-Islam Year 4-Judaism Year 5-Hinduism</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer One</p>	<p style="text-align: center;">Journeys <i>The journeys we follow to reach our dreams. Journeys to escape danger and reach safety.</i></p> <p>Rights Article 4 The government has a responsibility to make sure your rights are protected. They must help your family protect your rights and create an environment where you can grow and reach your potential. Article 19 You have the right to be protected from being hurt and mistreated, in body or mind. Article 22 You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention. Article 38 You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.</p> <p>Years 1-4</p> <ul style="list-style-type: none"> • My journey so far. • Where I would like my journey to go? • What happens when you are forced to go on a journey; e.g. as a refugee? • What can we learn from this? How can we help? • Year 5: Forced journeys-would you send your own children away if you thought it was the only way to keep them safe? <p>The Kindertransport of 1938-1940; watch 'Trude's story' from BBC Children of the Holocaust; http://www.bbc.co.uk/programmes/p0201jnn</p>	<p style="text-align: center;">Year 1-Islam Year 2-Buddhism Year 3-Buddhism Year 4-Buddhism Year 5-Islam</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer Two</p>	<p style="text-align: center;">S.R.E. Growing and Changing</p> <p>Rights Article 16 You have the right to privacy Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.</p> <p>Follows the Manchester Healthy Schools scheme. Years 1-3: Friendships and relationships. Years 4-6: Understanding our bodies and the changes they will go through. Year 6 also study <i>The Horrors of War</i> project. What happens when your rights to religion, identity and family are stripped away?</p>	<p style="text-align: center;">Year 6-Judaism</p>