



SPRING



YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)	OBJECTIVES, VOCABULARY AND ARTEFACTS See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to differentiate and pages 43-44 for pupil-friendly targets	HERTFORDSHIRE PROGRAMMES OF STUDY (2.1-2.25) Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning: (See Hertfordshire Agreed Syllabus pages 20-22):	SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING	POINTS TO NOTE AND RESOURCES
<p>Y4 Spring A</p> <p>This unit introduces Sikhism and what it means to belong to a religion. (6 hours)</p> <p>For time allocation see Hertfordshire Agreed Syllabus page 6</p>	<p>AT1 (Level 3) Beliefs and teachings Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions</p> <p>Ways of expressing meaning Begin to identify</p>	<p>AT1 2.3 about stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today;</p> <p>2:15 about the way verbal and non non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts, including sacred texts.</p>	<p>WHERE DO I BELONG? (2.3, 2.15, 2.16, 2.18, 2.19)</p> <ul style="list-style-type: none"> • Use image which reflects belonging, ask pupils to generate their own questions about the image using philosophy for children techniques. • Look at a selection of photographs and pictures showing people wearing clothes and/or symbols that identify them as members of particular communities. For example, police, cubs, brownies, footballers etc. Ask the pupils what communities they belong to? • Introduce Sikhism to the pupils by showing an image of a Sikh man wearing a turban. Ask the pupils, what religion does this person 	<p>Note: Restrict this part of the work. It is not the main purpose of the RE.</p> <p>RE today 'Opening up Respect' The world as a village of 100 people (ISBN 978-1-905893-51-5)</p>

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<p>Y4 Spring A</p> <p>This may include RE visits, visitors to RE lessons and RE curriculum days.</p> <p>Time allocation does <u>not</u> include: collective worship time school productions/ rehearsal time celebration assemblies</p>	<p>the impact of religious teachings, including the effect sacred texts have on believers' lives. Identify religious symbols and symbolic actions.</p> <p>AT2 (Level 3) Human identity, personality and experience Recognise what influences them in their lives. Identify the influence religion has on lives, cultures and communities</p>	<p>AT2 2:16 about the significance of their own religious, cultural and family traditions and how these relate to the experiences of others;</p> <p>2:18 that there are important landmarks in life, both religious and non-religious;</p> <p>2.19 to understand what it means to belong to groups and how believers demonstrate commitment to a faith group;</p>	<p>belong to? Explain to the pupils that people also belong to religious communities.</p> <ul style="list-style-type: none"> • <i>How do we know this person is a Sikh?</i> Tell the pupils that some Sikhs may be identified by clothes and symbols they wear. • Next show another image of a Sikh, but with cut hair. <i>Is this person a Sikh? Why?</i> Explain to the pupils that not all Sikhs choose to have uncut hair or to wear a turban, but that doesn't necessarily mean that they don't follow the religion. <i>Can pupils give other examples of looking different to what you might expect?</i> for example, Plain clothed police, footballers on training days not in their official kit. • Focus on the image of a Sikh with uncut hair wearing a turban, explain that this person is known as a 'Khalsa' Sikh. A Sikh who wears all 5Ks. • Show pupils a programme about the 5K's. 	<p>BBC 'Pathways of Belief': DVD Islam, Hinduism and Sikhism.</p> <p>www.bbc.co.uk/schools/religion/sikhism - for teachers' background knowledge</p> <p>http://atschool.eduweb.co.uk/carolrb/sikhism/fiveks.html</p> <p>http://www.strath.ac.uk/curricularstudies/re/db/reartefacts/sikh/</p>

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Y4 Spring A	including their own. Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Sikh Sikhism, 5 K's – Kangha (comb) Kirpan (sword) Kara (bangle) Kacchera (shorts) Kesh (uncut hair) Guru Gobind Singh Baisaikhi Khalsa		<ul style="list-style-type: none"> In 6 groups of 5's examine one of the 5K artefacts and if possible, a miniature Khanda, Kanga and Kirpan, generate three questions that they would like to ask to find out more about their given artefact. Give information for pupils to research their own answers. Jigsaw activity, number the pupils in each research groups (eg.1-5) then regroup all 1's, 2's etc. to tell each other about their artefact 1 minute each to speak. Give the pupils definitions with symbolic meaning of each artefact on a piece of card, pupils then have to match them to the correct symbol. <p>OR</p> <ul style="list-style-type: none"> Using a poster of the 5Ks, pupils work in teams to complete a "maps from memory" exercise. Plenary idea:- pupils play an articulate game to describe one of the 5K's for their partner 	<p>Speaking and Listening Activity</p> <p>See HGfL Year 4 Additional Resources '5K's card activity'</p> <p>See HGfL Year 4 Additional Resources 'Maps from memory notes'</p> <p>'Sikh stories' by Anita Ganeri ISBN 0237520370</p>

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<p>Y4 Spring A</p>	<p>Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:-</i> 5 K's - Kangha (comb), Kirpan (sword), Kara (bangle), Kacchera (shorts). Image of a Sikh with uncut hair wearing a turban and a Sikh with cut hair. Images of baby, Christian and Sikh initiation ceremonies.</p>		<p>to guess. Ask questions which prompt learning from the 5K's for example, Kirpan – <i>Is it right to fight for your beliefs?</i> Kara – <i>Have pupils ever worn something around their wrists – what does it tell you? What does it say to other people about you?</i></p> <ul style="list-style-type: none"> • Introduce Guru Gobind Singh, exploring the story of Baisaikhi and the founding of the Khalsa, and discovering the origin of the five Ks. Ask pupils to imagine they were part of the crowd in the story. Hot seat how they might feel at different points in the story. Repeat with other characters. <i>Have pupils ever had feelings like this?</i> Two volunteers become a sculpture. Standing still and pliable, others sculpt them, listening to the story and sculpting the pupils in character to show their reactions at key points. • Discuss what it means to be “pure of heart”. <i>Who was pure of heart in the story? Why?</i> 	<p>Bring out the idea of belonging to a family or a group.</p>

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<p>Y4 Spring A</p>	<p>AT1 (level 3) Religious practices and lifestyles. Know the function of objects/places/</p>	<p>AT2 2:18 that there are important landmarks in life, both religious and non-religious</p>	<ul style="list-style-type: none"> • Discuss with pupils that the Khalsa is important to Sikhs today – “any Sikh may join the Khalsa but they must show this by wearing the 5Ks and agreeing to live as good Sikhs”. This is why they are called Khalsa Sikhs. This takes place during a special ceremony. Relate to the festival of Baisakhi where this story is remembered. • Pupils identify or make a symbol that has a meaning or significance to them. Display on a string across the classroom. Relate to the Kanga Kirpan and Kesh worn as miniature symbols on a necklace. <p>HOW DO CHRISTIAN AND SIKH COMMUNITIES WELCOME NEW BABIES? (2.18)</p> <ul style="list-style-type: none"> • Show pupils an image of a baby. <i>Why do we celebrate the birth of a baby?</i> Refer to pupils celebrating their own birthdays. Discuss life 	

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<p>Y4 Spring A</p>	<p>people within religious practices and lifestyles. Begin to recognise key similarities and differences.</p>		<p>stages and celebrations of belonging, both religious and non-religious.</p> <ul style="list-style-type: none"> • Show pictures/ DVD clips illustrating Christian and Sikh initiation ceremonies for babies. Discuss with the pupils how babies are welcomed into some religious families (also include some non-religious civil naming ceremonies). Note similarities/ differences. • Using information create a living picture of a welcoming ceremony from a family album, unfreeze individuals to explain their role. Describe initiation ceremonies for Christian and Sikh babies, noting similarities and differences. • Pupils share their own experiences and any birth ceremony certificates or photographs. • If pupils were creating an imaginary belonging service, <i>what do they consider would be appropriate to ask parents to promise when they have a new baby?</i> 	<p>Also note differences within denominations of a religion.</p>

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<p>Y4 Spring B</p> <p>This unit is about: Sharing foods as part of religious worship.</p> <p>The Last Supper at Easter and Christians today. (7 hours)</p> <p>For time allocation see Hertfordshire Agreed Syllabus page 6</p>	<p>AT2 (Level 3) Human identity, personality and experience Recognise what influences them in their lives. Identify the influence religion has on lives, cultures and communities including their own.</p> <p>AT2 (Level 3) Religious practices and lifestyles. Know the function of objects/places/people within religious practices</p>	<p>AT2 2:16 about the significance of their own religious, cultural and family traditions and how these relate to the experiences of others;</p> <p>AT1 2:13 about places of religious importance, preferably exploring through visits; the way each place is used and its meaning and significance;</p> <p>2:15 about the way verbal and non non-verbal</p>	<p>WHY IS IT IMPORTANT TO SHARE FOOD? (2.16)</p> <ul style="list-style-type: none"> Use image of a shared meal to discuss times when pupils have shared a special meal and to generate questions. Write a letter to a friend describing the occasion, <i>What happened and why? What did it mean to you and to others who were present?</i> Bring out the importance of sharing. <p>HOW IS FOOD SHARED AS PART OF SIKH WORSHIP? (2.13, 2.15)</p> <ul style="list-style-type: none"> Discuss the importance of food as part of worship. Tell the pupils that many religions share food within acts of worship. Explain the importance of the Sikh Langar, after a religious service in the Gurdwara and that anyone can come and eat. Explore the Langar in more detail for example: <i>What is it and why it is important to</i> 	<p>Note: Restrict this part of the work. It is not the main purpose of the RE</p> <p>Brethren do not share food with others</p> <p>In the Summer Term the pupils will be learning about Sacred Texts and how the Guru Granth Sahib is handled.</p>

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<p>Y4 Spring B</p> <p>This may include RE visits, visitors to</p> <p>RE lessons and RE curriculum days</p> <p>Time allocation does <u>not</u> include: collective worship time school productions/rehearsal time celebration assemblies</p>	<p>and lifestyles. Begin to recognise key similarities and differences. influence their attitudes and actions.</p> <p>AT2 (Level 3) Ways of expressing meaning</p> <p>Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives. Identify religious symbols and symbolic actions.</p>	<p>symbolic expression and action are used to convey meaning, particularly in religious contexts; including sacred texts;</p> <p>AT1</p> <p>2:3 about stories of the lives of key religious people, the significance of</p>	<p><i>Sikhs?</i> Focus on Sewa (service with humility), equality, sharing with others, non-discrimination and community.</p> <ul style="list-style-type: none"> Look at a visual stimulus or ideally take the pupils on a visit to a Gurdwara to see the langar hall. Recreate a langar in the classroom for example pupils and teachers can bring in food to share with one another. The pupils can be invited to sit on the floor and experience shoes off and heads covered as Sikhs would in a Gurdwara. Make Karah Parshad which is served in the Gurdwara after a service and/or taste some typical Indian food. <p>HOW IS FOOD SHARED AS PART OF CHRISTIAN WORSHIP? (2.3, 2.15)</p> <ul style="list-style-type: none"> Examine the use of bread and wine as part of Christian worship. Draw outlines of the 	<p>See Faith Communities Directory HGfL RE General Guidance Documents.</p> <p>Take plenty of digital photos or digital film on the visit to refer to back in the classroom.</p> <p>Pictures and images of the Eucharist REtoday.org.uk</p> <p>HGfL Yr 4 Additional Resources; REonline.org.uk;</p>

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<p>Y4 Spring B</p>	<p>Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Langar Sewa Gurdwara Karah Parshad Jesus Last Supper Christians Easter</p> <p>Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:-</i></p>	<p>these in their own lives and in the lives of believers today;</p> <p>2:15 about the way verbal and non non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts; including sacred texts;</p>	<p>bread and wine cup; fill them with the words said by Jesus at the last supper or create shape poems with words which symbolise what worshippers are sharing when they take part in such a service. For example 'This is a cup of my memories of you, it is filled with... understanding, pain, etc.' 'this is the bread we break together, it helps us to share, etc.' (collect examples of appropriate abstract nouns before composing final drafts). Display ideas.</p> <p>HOW DID JESUS SHARE HIS LAST SUPPER? (2.15)</p> <ul style="list-style-type: none"> Revise existing knowledge of Jesus. Use the Bible to explore how he chose his special friends. Repeat 'Belonging Circles', plotting the information in a series of concentric circles, Jesus at the centre followed by family, disciples, friends and church. 	<p>Mark (ch14 v 12-25) 'Jesus Through Art' by Margaret Cooling ISBN 978-1851751198</p> <p>www.WhyEaster.com</p>

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<p>Y4 Spring B</p>	<p>Chalice Paten Bible Model/picture of the Last Supper Pancakes Hot Cross Buns Easter Eggs</p>	<p>AT1 2:15 about the way verbal and non non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts; including sacred texts;</p>	<ul style="list-style-type: none"> • Tell the story of the Last Supper. Highlight again, the significance of the bread and wine. Examine paintings depicting the scene, eg. The Last Supper by Leonardo Da Vinci. Insert thought bubbles above each person and ask pupils to imagine the thoughts of those in the scene. Pupils to create their own black and white image of the event. Place themselves at a table with 11 people of their choice, explain their choices, including where they are seated. • A keyhole snapshot – cut the shape of the keyhole from dark paper, place on the picture to look at a small part of the drawing from an outsider’s point of view. Write observations, questions and comments based on this detail. Draw out the questions and allow for a range of possible answers. Finally, colour the part of the scene that they have brought to life. 	

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<p>Y4 Spring B</p>			<ul style="list-style-type: none"> Find out about Easter foods, pancakes, hot cross buns, Easter eggs, and Easter foods from other cultures. Compare to their own family traditions at this time. Record some recipes and explain their symbolism. Pupils can cook/taste traditional Easter foods. Link to sharing symbolic food in other religious traditions, eg. Sikhism and the sharing of Karah Parshad. 	