



AUTUMN



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 See pages 43-45 for pupil friendly target statements.	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 Autumn A</p> <p>Interactive Overview (1hour- ongoing)</p> <p>For time allocation see Hertfordshire Agreed Syllabus page 6</p> <p>This may include RE visits, visitors to</p>	<p>AT1 (level 3) Beliefs and teachings develop religious and moral vocabulary to describe key features and know beliefs, ideas and teaching for some religions.</p> <p>Religious practices and lifestyles Know the function</p>	<p>AT1</p> <p>2.2 to use key religious vocabulary in communicating their knowledge and understanding</p> <p>2.5 to identify and begin to describe the similarities and differences within and between religions.</p> <p>2.6 to investigate the significance of religion in the local, national and</p>	<p>Introductory Unit and display: WHAT DO YOU ALREADY KNOW ABOUT CHRISTIANS, HINDUS AND SIKHS? (2.2, 2.5, 2.6)</p> <ul style="list-style-type: none"> Introduce topic by creating with the pupils a mind map of RE (ideally made into an interactive display). RE in the central bubble with the names of any religions the pupils can think of, then branches from these including for example, God, worship, festivals, belonging, food, sacred books, signs and symbols. Continuing the process creating further branches from these. Introduce the focus as learning about and from Christianity, Hinduism and Sikhism. Pupils should be invited to add to the mind 	<p>Sikhs believe in one God</p> <p>Hindus believe in different gods.</p> <p>This unit of work will link well with Geography study 'A village in India'</p> <p>Opening up RE Hinduism- RE Today ISBN 9781 905893-</p>

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<p>Y4 Autumn A</p> <p>RE lessons and RE curriculum days</p> <p>Time allocation <u>does not</u> include: collective worship time school productions/ rehearsal time celebration assemblies</p>	<p>of objects/places/people within religious practices and lifestyles.</p> <p>Vocabulary: <i>In this unit, pupils will have an opportunity to use words and phrases such as:</i> Christianity Christian Church Hinduism Hindu Mandir Sikhism</p>	<p>global communities.</p>	<p>map display as the year progresses. Any key words the children already know should now be added to the mind map – colour coded for each of the three religions on display sized card. The colours are important to help pupils distinguish between the religions and avoid confusion. Also, similarities and differences can be observed, for instance Diwali is a festival which is common to both Hindus and Sikhs.</p> <ul style="list-style-type: none"> • Create a ‘growing’ display, including photographs, with questions and answers during the year. 	<p>38-6 Mounting photos and vocabulary in the same colour code will avoid confusion. Gather these from visits, visitors and pupils own experiences. Emphasis that these are living religions in the local community, in Britain and throughout the world.</p>

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	Sikh Gurdwara			
Y4 Autumn A This unit is about: what do Hindus teach their children about god. (6 hours)	AT1 (Level 3) Beliefs and teachings Develop religious and moral vocabulary to describe key features and know beliefs and teachings for some religions. AT2 (Level 3) Questions of meaning and purpose	AT1 2.4 about individual beliefs and consider the ways in which members of faith communities describe their understanding of God/gods.	WHAT DO HINDUS TEACH THEIR CHILDREN ABOUT GOD? (2.4) <ul style="list-style-type: none"> • Talk about some of the things that parents think are important to teach their children. Show pupils an aum symbol and discuss what it means. Explain that in many Hindu families, children are taught about one supreme God who is in everything. • Show children a glass of water and tell the story of Svetaketu and the salt water (see <i>Hgfl additional resources for teachers</i>) After the story, allow a short time for the children to reflect in small groups, expressing their responses to this Hindu belief. • Work in small groups to produce a story to explain what God is like from the point of 	An 'Aum' symbol is a special sign for God, often seen in Hindu homes or places of worship. http://www.teachingideas.co.uk/re/files/hinduteachchildrenaboutgod.pdf Many Hindus may favour different representations of god and practise their religion in a variety of ways. Focus on discussion

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Y4 Autumn A	Identify ultimate questions and recognise that there are no universally agreed answers to these. Vocabulary: <i>In this unit, pupils will have an opportunity to use words and phrases such as:</i> Aum Supreme God Ganesh Krishna Lakshmi, Shrine	AT1 2:1 to describe the key aspects of religions and traditions that influence the beliefs and values of others	view of a Hindu child. Where appropriate groups may role-play and photograph their version of the story. Collate stories as class book/display. ONE GOD WHO TAKES MANY FORMS (2.1) <ul style="list-style-type: none"> • Watch a dvd extract/ clip which looks at the Hindu idea of God in many forms. Discuss and relate to things in our nature that are invisible but real (for example love, hate, kindness, cruelty, acceptance, prejudice). • Discuss some shrine figures or images. Many families choose a particular deity or form of the one supreme God to worship, for example Ganesha, the elephant-headed god. Ask the children to choose a shrine figure for example, Krishna, Lakshmi or Ganesha, 	of 'some Hindus', rather than all Hindus, or to look at the practice of an individual family and acknowledge that others may be different. BBC 'Pathways of Belief' DVD - Hinduism. 'Religious Artefacts, why? What? Who?' by Pamela Draycott ISBN 0851000941

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Y4 Autumn A	<p>Loving devotion</p> <p>Artefacts: <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Aum symbol Shrine figures Mandir pictures/photos Puja tray</p>	<p>AT1 2.9 the main rituals within acts of worship or meditation and recognise that shared feelings are a part of worship.</p> <p>AT2 2.25 examples of the way</p>	<p>investigate what they are holding or wearing and explain why.</p> <ul style="list-style-type: none"> Ask the children to annotate/draw a picture of themselves which shows their many different roles, eg. brother, cousin, daughter, friend, showing the many roles and characteristics that one person can have. <p>WHY IS A SHRINE IMPORTANT TO SOME HINDUS? (2.9; 2:25)</p> <ul style="list-style-type: none"> Talk about places where the children go if they want to be calm, quiet or thoughtful. Show them the word 'shrine'. Explain that there are many types of shrine, including those in some Hindu homes. Share a collection of pictures or images of Hindu shrines. Ask pupils to generate 	<p>The word 'shrine' is used here to denote a place of worship in the home. The term 'mandir' may also be used, this is more often used to describe a Hindu temple or place of worship outside the home. A shrine must be in a clean area of the house. It is often found in the kitchen or in a bedroom.</p>

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Y4 Autumn A	<p>AT1 (Level 3) Religious practices and lifestyles Know the function of objects/places/people within religious practices and lifestyles. Begin to recognise key similarities and differences.</p> <p>AT2 (Level 3) Values and Commitments Recognise and begin to ask</p>	in which personal and religious beliefs may influence their behaviour and that of others	<p>questions about an image and then to select the one question which they would like to investigate further.</p> <ul style="list-style-type: none"> • Explore religious practices at a shrine. Discuss <i>how one might prepare for the visit of a special guest. How do we try to make people feel welcome?</i> Explain that Hindus treat the images of the gods and goddesses like extra-special guests: they're respected, cared for, talked to, offered food and kept clean. <i>Why do you think this might be?</i> • Ask the children what they think 'loving devotion' means. Use a selection of resources to explore how Hindus may show 'loving devotion' and care for of the deities. • Invite a Hindu visitor, where possible, to talk about why a shrine is important to them and how it is used. 	<p>For visits to a Hindu Mandir BAPS Shri Swaminarayan Mandir, Neasden Tel: 020 8965 2651 Ext. 2406 bookings@mandir.org</p> <p>Bhaktivedanta Manor, near Watford ISKCON Educational Services 01923 859578 bookings@ies.iskcon.com</p>

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Y4 Autumn A	important questions about how religious and moral values, commitments and beliefs can influence behaviour.		<ul style="list-style-type: none"> • Create a shrine area showing significant Hindu artefacts. Pupils describe an aspect of the Hindu shrine and why a shrine is an important place in a Hindu home. • Explain how religious beliefs might influence some Hindus' way of life. 	See HGfL Faith Communities Directory for Hindu visitors
Y4 Autumn B This unit is about Hindus worship. (3 hours)	AT1 (Level 3) Ways of Expressing Meaning Begin to identify the impact of religious	AT1 2.9 the main rituals within acts of worship or meditation and recognise that shared feelings are a part of worship.	WHAT ACTIONS ARE SYMBOLIC IN AN ACT OF WORSHIP IN SOME HINDU HOMES? (2.9, 2.15. 2.24) <ul style="list-style-type: none"> • Ask the children to work in pairs to practise miming the following: being pleased to see someone, saying thank you, being sorry, giving/ receiving a present, meeting 	Don't involve the children in an act of worship. Make it clear you are 'finding out about' Hindu worship, not worshipping.

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<p>Y4 Autumn B</p> <p>For time allocation see Hertfordshire Agreed Syllabus page 6</p> <p>This may include RE visits, visitors to RE lessons and RE curriculum days</p> <p>Time allocation <u>does not</u> include:</p>	<p>teachings, including the effect sacred texts have on believers' lives. Identify religious symbols and symbolic actions</p> <p>AT2 (Level 3) Values and Commitments Recognise and begin to ask important questions about how religious and moral values, commitments and</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>AT2 2.24 about religious codes of conduct and rules of living, considering the effect of these on daily lives</p>	<p>someone important. Pupils will see some of these ideas and actions in Hindu worship.</p> <ul style="list-style-type: none"> • Watch clip describing Hindu puja in the home, without sound. The director has lost the script. Ask pupils in pairs/ groups to write one. • Ask the pupils to write questions for the 'ask it basket' about things they need or want to find out. • Look at artefacts on a puja tray. Discuss how the different artefacts are used. • Think about elements of puja, for example ringing the bell, making offerings, touching/bowing to the image, using incense, receiving prasad, caring for the image. • Think about the idea of 'offering'. <i>Who do we give things to? When? Why? How can</i> 	<p>Puja is worship, a way of showing devotion and love for God.</p> <p>DVD of puja at home – BBC 'Pathways of Belief'-Hinduism.</p> <p>Where possible, plan a visit to a mandir, where the children can be shown around and can talk to representatives of the Hindu community.</p>

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<p>Y4 Autumn B</p> <p>collective worship time school productions/ rehearsal time celebration assemblies</p>	<p>beliefs can influence behaviour</p> <p>Vocabulary: <i>In this unit, pupils will have an opportunity to use words and phrases such as:</i> Puja Offerings Incense Diva lamp Prasad</p> <p>Artefacts: <i>Pupils will have the opportunity to look</i></p>	<p>AT1 2.5 to identify the key aspects of religions and traditions that influence the beliefs and values of others;</p> <p>2.9 the main rituals within acts of worship or meditation and recognise that shared feelings are a</p>	<p><i>we show love if we can't buy presents?</i></p> <ul style="list-style-type: none"> Ask the pupils to record objects involved in puja and write about why each is used. Pupils record their learning by completing the following sentence, 'Hindus worship God...' <p>WHAT HAVE WE LEARNT ABOUT WORSHIP IN A HINDU FAMILY? (2.5, 2.9, 2.15)</p> <ul style="list-style-type: none"> Mind map what the children have found out about worship in a Hindu family, both at home and in the mandir. <i>What are the most important things you have found out? What do we still need to find out? What similarities have you noticed between Hindu worship and worship in any other religion you know about?</i> Write to the Hindu visitor with any 	<p>See HGfL Faith Communities Directory for Hindu visits and visitors</p>

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Yr4 Autumn B	<i>at, observe and possibly handle:</i> Images of puja Shrine figures or pictures Puja tray Bell Water pot Incense burner incense sticks Deva lamp Spoon Dish (sandalwood paste)	part of worship; 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	unanswered questions or use internet for further research on their questions.	

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Y4 Autumn B This unit is about: Advent and Christmas around the World (3 hours)	AT1 (Level 3) Beliefs and teachings Develop religious and moral vocabulary to describe key features and know beliefs and teachings for some religions. AT1 (Level 3) Religious practices and lifestyles Know the function of objects/places/	AT1 2:1 to describe the key aspects of religions and traditions that influence the beliefs and values of others 2.6 to investigate the significance of religion in the local, national and global communities. 2.12 how religious festivals are related to key figures, events and stories and how these are celebrated within families and religious communities.	HOW ARE ADVENT AND CHRISTMAS CELEBRATED AROUND THE WORLD? (2.1, 2.6, 2.12, 2.17) <ul style="list-style-type: none"> Look at the diversity of Advent and Christmas around the world. Invite pupils to share their different experiences of Advent or Christmas traditions from their own culture, explore a pupils' example in further detail. Choose India as a link country or focus on one of the following:- Find Mexico on a map and discuss, for example, where it is and the language spoken there. Reflecting upon the Christmas story, <i>can pupils suggest what is being re-enacted nine days before Christmas, when families march from house to house with candles?</i> Pupils create a 	www.everythingsesl.net/lessons/light_festivals.php www.woodlands-junior.kent.sch.uk/teacher/christmas.html#world www.santas.net/homerrychristmasissaid.htm

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Y4 Autumn B	<p>people within religious practices and lifestyles. Begin to recognise key similarities and differences.</p> <p>AT1 (Level 3) Religious practices and lifestyles Know the function of objects/places /people within religious practices and lifestyles. Begin to recognise key similarities and</p>	<p>AT2 2.17 about the significance of their own religious cultural and family traditions and how these relate to the experiences of others</p>	<p>piece of music and choreograph movement to the music, to express the range of emotions which may have been felt by Joseph and Mary during their search in Jerusalem for room at an inn.</p> <ul style="list-style-type: none"> • Introduce the idea of a piñata, seven pointed star representing the devil and how children take turns to be blindfolded and try to release the blessings/good wishes – striking the devil with faith. Traditionally it contains sweets which represent blessings. • Pupils write their own blessings for the world which they would wish to put inside the piñata <p>Or</p> <ul style="list-style-type: none"> • Identify Poland on a map. Christmas celebrations begin once the first star has been spotted on Christmas Eve. <i>Why do</i> 	

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Y4 Autumn B	differences. 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><i>pupils think the celebrations do not begin until then?</i></p> <ul style="list-style-type: none"> • The family then have a feast beginning with the share of a postcard sized wafer which is passed around. It is embossed with scenes from the nativity. Ask pupils to suggest scenes which may be depicted. • Talk about the tradition of eating a <i>large meal with twelve courses</i>. Ask pupils to deduce the significance of twelve – the disciples. • An empty place is left at the dinner table for a relative who is far away or who has died – some leave two places so Mary and Joseph could join them if they arrived. <i>Can the pupils share special times that they would like to leave an empty chair for a guest – what guest would it be?</i> 	

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Y4 Autumn B	Vocabulary: <i>In this unit, pupils will have an opportunity to use words and phrases such as:</i> Advent Christmas Joseph Mary Jerusalem Piñata Devil Faith Nativity Disciples		<ul style="list-style-type: none"> • Discuss the religious significance of Advent and traditions carried out at Advent for example, Christian leaders wearing royal blue or purple vestments, advent wreaths, advent candles and advent calendars. • Explore the custom in Norway where an orange has cloves stuck into it and each day one is removed until Christmas day. • Discuss how for Christians across the world, Advent is a time for preparing for the celebrations of the arrival of Jesus. Talk about how Christians look forward to his second arrival. • Pupils explore the four themes of Advent – hope, peace, love and joy. <i>What do pupils hope for others? Who do they wish peace upon?</i> Explore what the world would be like if it was full only of love. <i>How can the people</i> 	

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Y4 Autumn B	Artefacts: <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Piñata (or a balloon covered in papier mache) Advent Wreath Candle or Calendar		<i>of the world create more joy?</i> • Display pupils work, using for example, globes divided into four parts.	