



SUMMER

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>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</p>	<p>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):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y4 Summer Term</p> <p>Special Books and Sacred Texts- Christianity. (6 Hours)</p> <p>For time allocation see Hertfordshire Agreed Syllabus page 6</p>	<p>Religious practices and lifestyles AT1 (Level 3) Know the function of objects/places/ people within religious practices and lifestyles. Begin to recognise key similarities and differences.</p> <p>Values and Commitments AT2 (Level 3)</p>	<p>AT1 2.11 about books which are precious or important and be made aware of ways in which sacred religious texts are regarded, handled and read by the members of faith groups.</p>	<p>WHAT MAKES A ‘SPECIAL’ BOOK A ‘SACRED’ BOOK? (2.11)</p> <ul style="list-style-type: none"> • Designate an area for an interactive display of a variety of sacred writings, books and pictures from the three religions. Generate some questions for the pupils to look at in the display. Encourage the pupil’s to write their own questions and post these into a ‘Question Box’/ ‘Ask-it Basket’. • Ask pupils to bring to school books, including religious ones, which they regard as special to them. Display them, including one from the teacher. • Discuss why and how the pupil’s value these books. <i>How do we treat our special books? Where are these books kept?</i> 	<p>Note: Restrict this part of the work. It is not the main purpose of the RE The ‘Ask- it Basket’ is a phrase taken from Stanley and The Magic Lamp’ by Jeff Brown</p> <p>Link with History The school may have a special book, such as the school log book or a history of the school.</p>

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 Summer Term</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>Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.</p> <p>Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Bible Lectern Church</p>		<p><i>When and where do the pupil's like to read their special book?</i></p> <ul style="list-style-type: none"> • Ask each pupil to write one or two sentences inside a pre-cut speech bubble explaining why and how the book they brought to school is special to them. Pupils can add a favourite quote or example line from the text. This could become part of a display. • Plenary idea: - Examine a book that is special to someone religious for example a copy of an old 'Family Bible'. Ask pupils, what makes these words important to a member of a faith group. • Discuss how a Family Bible/personal Bible/Church Bible can be 'special' to a particular family/person/church, but that it is also 'sacred' or 'holy' because Christians believe it is the Word of God. • Invite the pupils to look at the Bible carefully and then discuss similarities and 	<p>'Words of Wisdom', edited by Joyce Mackley, ISBN 978-1904024453 by RE Today in the Developing Primary RE series</p> <p>'Religious Books' – Wayland</p> <p>Have some guide books or manuals to show the pupils for example gardening, cookery, car manual</p>

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
Y4 Summer Term	<p>Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:-</i> Bible, (Old Family Bible if possible) Modern versions of the Bible Guru Granth Sahib and Chauri (at the Gurdwara) Bhagavad Gita</p> <p>Religious practices and lifestyles AT1 (Level 3) Know the function of objects/places/</p>	<p>AT1 2.11 about books which are precious or important and be made aware of ways in which sacred religious texts are</p>	<p>differences with the special books they had chosen to share. For example, <i>Who reads it? Where it is read /stored? Why do Christians want to read it?</i></p> <ul style="list-style-type: none"> • Explain that some books are special because they teach us how to make or do something; they are guide books or manuals and without them we might not be able to learn important skills. Have a selection of these books to show the pupils. Share class examples of guide books or manuals. • Explore how the sacred/ holy books for Christians, Hindus and Sikhs include guide lines and rules about beliefs and values. <p>WHY IS THE BIBLE SACRED FOR CHRISTIANS? (2.11, 2.15)</p> <ul style="list-style-type: none"> • Invite a Christian visitor to bring in their Bible and explain to pupils why it is an important book to them in a 	<p>Cross-curricular links: ICT lesson www.retoday.org.uk www.theresite.org.uk www.reonline.org.uk</p> <p>Digital camera or video camera</p> <p>'Words of Wisdom' (see above) provides texts; www.retoday.org.uk</p> <p>See Faith Communities Directory HGfL RE General Guidance Documents</p>

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
Y4 Summer Term	people within religious practices and lifestyles. Begin to recognise key similarities and differences. Ways of expressing meaning AT1 (Level 3) Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives. Identify religious symbols and symbolic actions.	regarded, handled and read by the members of faith groups. AT1 2.15 about the way verbal and non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts; including sacred texts.	'question/answer hot seat' session. Ask pupils to prepare a question in advance, such as: - <i>How does the Bible help some people to live a better life?</i> Focus on the Bible as a guide through life, and how it helps people to learn more about God. The visitor could share their favourite passage. <ul style="list-style-type: none"> Choose pupils to take photographs or film the visitor's session which could later be an ICT focus for editing/photo story /printing/word processing. Explain the structure of the Bible; Old and New Testament; books of the Bible; themes as in story, history, poetry, rules. Compare to a 'library' of books. Working in pairs, pupils look through a Bible, exploring and identifying in particular Old Testament and New Testament. Examine a typical passage from the Bible, 	Visit to local church with a focus on the Bible, lectern or virtual tour of a church see HGfL Year 4 Additional Resources www.thegrid.org.uk The nature of the questions will depend upon the traditions of the church you choose to visit. BBC 'Pathways of Belief Bible' DVD

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
Y4 Summer Term	Religious practices and lifestyles AT1 (Level 3) Know the function of objects/places/people within	AT1 2.9 the main rituals within acts of worship or meditation and recognise that shared feelings are a part of worship.	<p>which might be read in a service for example, Psalm 23. <i>What does this passage tell Christians about God?</i> Divide the Psalm into sentences and distribute. In pairs discuss what their sentence is saying and draw a picture to illustrate it. Collate responses into a class book.</p> <ul style="list-style-type: none"> • Discuss why the Bible is still the world's best-seller- and why people go to great lengths to own one. • Tell the story of Mary Jones and her Bible. Pupils could create a group storyboard about the importance of the bible to Mary Jones. <p>HOW IS THE BIBLE REGARDED AND HANDLED BY CHRISTIANS? (2.9, 2.11, 2.15)</p> <ul style="list-style-type: none"> • Visit a church to see how the Bible is used or go on a 'virtual tour' • Find out where the Bible is kept and from 	<p>Download the Mary Jones story www.biblesociety.org.uk http://www.biblesociety.org.uk/l3.php?id=143</p> <p>Opening Up Christianity RE Today Fiona Moss. ISBN: 9781905893485 imaginative learning exploring the modern use of the Bible and beliefs leading to action.</p>

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
Y4 Summer Term	<p>religious practices and lifestyles. Begin to recognise key similarities and differences.</p> <p>Ways of expressing meaning AT1 (Level 3) 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>AT1 2.11 about books which are precious or important and be made aware of ways in which sacred religious texts are regarded, handled and read by the members of faith groups.</p> <p>AT1 2.15 about the way verbal and non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts; including sacred texts.</p>	<p>where it is read. Consider the lectern and its use; look at its shape, patterns and position in the church. Discuss the symbolism. If the lectern is decorated with an eagle, consider the symbolism of the word of God being taken around the world.</p> <ul style="list-style-type: none"> • Find out where other Bibles are stored in the church, who reads them and when. Ask the church leader to explain how he/she carries the Bible in church and why it is read in different parts of the building. For example, <i>Why is the Bible carried around the church before the Gospel is read? or Why does the Bible rest on a stand on the altar?</i> • Pupils take digital photos of the lectern and Bibles to use later as a writing focus. • In class, ask the pupils to write their own 'Guide to the Bible'. It can be illustrated and include information, beliefs and traditions that they have learnt. 	<p>Enough Bibles for pupil's to look at in pairs</p>

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 Summer</p> <p>Special Books and Sacred Texts from Sikhism and Hinduism. (7 Hours)</p> <p>For time allocation see Hertfordshire Agreed Syllabus page 6</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 differences.</p> <p>Vocabulary In this unit pupils will have an opportunity to use words or phrases such as:- Guru Granth</p>	<p>AT1 2:11 about books which are precious or important and be made aware of ways in which sacred religious texts are regarded, handled and read by the members of faith groups;</p> <p>AT1 2:11 about books which are precious or important and be made aware of ways in which sacred religious texts are regarded, handled and read by the members of faith groups;</p>	<p>WHAT IS THE SACRED BOOK FOR SIKHS? (2.11)</p> <ul style="list-style-type: none"> Introduce the sacred book for Sikhs, the Guru Granth Sahib, linking it to the beliefs and practices of Sikhs. Pupils handle Sikh artefacts, especially a chauri. Explain that the Guru Granth Sahib is a source of authority for people who follow the Sikh religion. Discuss: <i>Who or what are the sources of authority in the pupils lives?</i> <p>HOW IS THE GURU GRANTH SAHIB HANDLED AND REGARDED BY SIKHS? (2.11, 2.15)</p> <ul style="list-style-type: none"> Pupils to re-cap about what they would do if someone very important came to their house or school – whole class or talking partners. <i>How would they prepare for the visit? How would they greet the guest? What would they say? What would happen when the guest was in their house?</i> In 	<p>www.sikhs.org/granth.htm www.cleo.net.uk www.sikhkids.com</p> <p>HGfL Hertfordshire Faith Communities Directory</p> <p>‘Teaching RE 5-11: Sikhism’ RE Today</p> <p>The book can also be referred to as Adi Granth</p> <p>BBC.Pathways of Belief, DVD – Sikhism</p>

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 Summer</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>Sahib Rumala Sahib Chauri Gurdwara</p> <p>Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:-</i> Guru Granth Sahib (at the Gurdwara) Chauri</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>groups ask the pupils to draw their imaginary (or real) guest annotated with ideas for welcoming their guest. Watch film clips, or visit the Gurdwara, illustrating that the Guru Granth Sahib is treated with great respect.</p> <ul style="list-style-type: none"> • Remind the pupil's of the Sikh film clip or Gurdwara visit and discuss with the pupil's how the Guru Granth Sahib is welcomed as an honoured guest and placed in a special room or area. <i>What did the pupil's notice? What did the people do? How could they tell which objects were special/sacred to the Sikhs? What happened to the book at the end of the day? What is the chauri used for and why?</i> • Provide pupils with a large book, some silky materials for wrapping it in, (to represent the Rumala Sahib) a table or raised platform with a large cushion and a chauri (or something similar). Invite pupils 	<p>Virtual tour of Watford Gurdwara HGfL</p> <p>Learning about Religions- CD Rom – Sherston.</p> <p>Take plenty of digital photos or digital film on the visit to refer to back in the class room</p>

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>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</p>	<p>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):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y4 Summer</p>			<p>to demonstrate how Sikhs show great respect to their sacred book. In groups pupils make 'living photographs' to summarise their findings- freeze and unfreeze group tableau.</p> <ul style="list-style-type: none"> • Plenary Discussion – for some Sikhs treating the Guru Granth Sahib is like looking after an important guest. Ask the pupils to make comparisons. <p>Either.</p> <ul style="list-style-type: none"> • Find an image showing the Guru Granth Sahib being read, or being carried. Ask the pupil's to write their own captions explaining what is happening and why and place around the poster for display. <p>OR</p> <ul style="list-style-type: none"> • Explain that daily words of wisdom from the Guru Granth Sahib are chosen by randomly opening the book at any page. The shabad (hymn) on that page becomes the Hukamnama (chosen daily reading) for 	

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>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</p>	<p>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):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y4 Summer</p>			<p>the day which provides guidance and inspiration.</p> <ul style="list-style-type: none"> Listen to the daily Hukamnama – see website – and ask pupils to discuss the words. <i>How might the words help a Sikh in their daily lives?</i> <p>OR</p> <ul style="list-style-type: none"> Select ten wise quotations from the Guru Granth Sahib. In pairs or small groups discuss what is being said. <i>What does it mean? Do you agree with the advice?</i> Choose one pupil to feed back on behalf of the group with the quotation they feel offers best advice. <i>How could this advice be helpful to non-Sikhs as well as Sikhs?</i> Make a class booklet with each page showing one important value or statement from the school code of conduct. Each morning a page is opened at random and the words become the class focus for the day. 	<p>Pupils can listen to a daily Hukamnama on: www.sikhs.org/hukam_listen.htm</p> <p>10 wise words from the Guru Granth Sahib, page 31, 'Words of Wisdom', Joyce Mackley</p>

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>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</p>	<p>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):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y4 Summer</p>			<p>OR</p> <p>Explain that on special occasions (for example birthdays) the Guru Granth Sahib is read without stopping, from beginning to end, for 48 hours. This is usually done during a special service called Akhand Path.</p> <p>Arrange a rota for a book of the pupils' own choice to be read continuously for the duration of the lesson in the same way. The book could be arranged on cushions and the readers could sit on the floor. The rest of the class would carry on working.</p>	

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
Y4 Summer	<p>Religious practices and lifestyles AT1 (Level 3) Know the function of objects/places/people within religious practices and lifestyles. Begin to recognise key similarities and differences. AT1 (Level 4) Identify and describe similarities and differences in religious practices and lifestyles both within and between religions.</p>	<p>AT1 2:11 about books which are precious or important and be made aware of ways in which sacred religious texts are regarded, handled and read by the members of faith groups;</p>	<p>WHAT ARE THE SACRED BOOKS FOR HINDUS? (2.11)</p> <ul style="list-style-type: none"> • Create a display of books and pictures about Hinduism so that pupils can start to familiarise themselves with the basic beliefs and practices of Hindus. • Where possible visit a Hindu temple or invite a Hindu visitor to talk to the pupils. Make good use of web sites and film clips and encourage pupils to carry out their own research. • Introduce the new unit of work by explaining to the pupils that for Hindus there is not just one special, sacred book but many. • Use images to introduce the first text which is the Vedas. Give pupils a brief background: see points to note. • Share the story 'The God and the Wicked Witch' from 'Hindu Stories' by Anita Ganeri, which is from the Vedas. 	<p>Hindu Sacred books: Vedas; Upanishads; Bhagavad Gita; Puranas; Ramayana; Mahabharata</p> <p>The Heart of Hinduism – Primary Pack www.heartofhinduism.co.uk/school_primary.html</p> <p>www.vivekananda.btinternet.co.uk (includes film clips) 'Hindu Stories' by Anita Ganeri ISBN 978-0237532321</p>

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
Y4 Summer	<p>Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i></p> <p>Temple Mandir Sacred/special text Vedas Bhagavad Gita Ramayana Mahabharata</p> <p>Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:-</i></p> <p>Hindu temple Child friendly</p>		<ul style="list-style-type: none"> • <i>Discuss with the pupils what the story is about? What are the lessons in the story?</i> Role play as a drama. Take photographs and ask pupil's to write a short caption about the lesson being taught through the story. • Explain to the pupils that the Ramayana and Mahabharata are also sacred texts, but are written as poems and are mostly read by Hindus today. Talk about the message of all the stories from the Ramayana and Mahabharata being about good conquering over evil. Ask pupils to suggest, <i>What stories can you think of where good defeats evil?</i> Make a class list. • Recap the story of Rama and Sita told at Divali, this is from the Ramayana. Show an animated clip or read the story how Rama rescues Sita. <i>Who is the evil character and how is he defeated?</i> 	<p>The most popular Hindu texts today are found in the Ramayana and Mahabhart. They are India's best known stories, and the important message is about good conquering evil in the world.</p> <p>Link to literacy Myths/Legends unit.</p> <p>Vedas: the most sacred scriptures in Hinduism. They are the oldest religious texts in the world.</p> <p>Veda- means knowledge These are in</p>

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
Y4 Summer	version of the Bhagavad Gita Ways of expressing meaning AT1 (Level 3) Begin to identify the impact of religious teachings, including the	AT1 2:9 the main rituals within acts of worship or meditation and recognise that shared feelings are a part of worship;	<ul style="list-style-type: none"> Explain to the pupils that the story of Rama and Sita comes from a long poem called the Ramayana. It has 24,000 verses. It was composed over 5000 years ago, but it is still popular today. In India, pupils can read the story in comic books and watch it on television. If possible show a clip from an Indian channel. In groups ask pupils to create their own large comic strip of the story. On the back pupils write what Hindus learn from this story. <p>HOW DOES THE BHAGAVAD GITA HELP HINDUS IN THEIR DAILY LIVING? (2.9; 2.15)</p> <ul style="list-style-type: none"> Introduce The Bhagavad Gita or ‘Song of God’, which contains the most important and popular Hindu and Sacred text, the Mahabharata. Many Hindus believe that it provides a guide to how they should live 	<p>Sanskrit and read in the temple or mandir in Sanskrit but because many Hindus cannot understand them they are often read out again in a language that they can understand.</p> <p>Hindu Stories by Anita Ganeri ISBN 978-0237532321 PHSE/Citizenship link</p> <p>Wall of wisdom bricks?</p> <p>The Bhagavad Gita is set on a battlefield, Arjuna, the warrior prince, finds members of</p>

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
Y4 Summer	effect sacred texts have on believers' lives. Identify religious symbols and symbolic actions. AT1 (Level 4) Describe the meaning of religious symbols and symbolic actions. Show understanding that symbols may be interpreted in different ways both within and between religions.	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;	their lives. <ul style="list-style-type: none"> • Discuss dilemmas that the pupils may face in their lives at home and at school. Make up a set of dilemma cards for the pupils to decide what they would do or what they ought to do. In talking partners, discuss what helps people decide what to do when faced with a dilemma. <i>What kind in pairs helps us to resolve own dilemmas?</i> • Pupils to make up cards with the dilemma on one side and a possible solution on the other. • Explain the many Hindus read the Gita everyday for guidance, comfort and advice about life's problems. Use a child friendly version of the Bhagavad Gita and read the story. <i>What is the dilemma in this story? How can it be solved?</i> • Explain to the pupils that dancing is very important in Hinduism. The stories say 	his family on both sides. The dilemma he faces is deciding whether or not to fight. He does not want to fail as a warrior yet neither does he want to kill his family. Krishna appears to Arjuna disguised as a charioteer and starts a debate with him.

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
Y4 Summer			<p>that it was a gift from the gods. Pupils could make up a dance to show the story and dress up, making their own masks, where possible invite an Indian Classical Dancer who can demonstrate some classical Indian movements and assist the pupil's in telling the story.</p> <ul style="list-style-type: none"> • OR in groups design a snakes and ladders game based on the story. 	<p>Wise Moves Dance Company is a good resource to contact for this</p> <p>www.wisemovesdance.co.uk</p>
	<p>Religious practices and lifestyles AT1 (Level 3) Know the function of objects/places/people within religious practices and lifestyles. Begin to recognise key</p>	<p>AT1 2:7 to use and interpret information about religions from a range of sources;</p> <p>AT2 2:16 about the significance of their own religious, cultural and family traditions and how</p>	<p>WHAT CAN WE LEARN FROM HINDU STORIES? (2:7, 2:16, 2:23)</p> <ul style="list-style-type: none"> • Remind the pupils about the special holy place in some Hindu homes. Share the story of Ganesha, the elephant God, who is worshipped at home by some Hindus. Use artefacts to explore with pupils what a Hindu may do. Ring the bell to wake Ganesha up, burn the incense sticks because Ganesha likes sweet smells. Light the arti lamp, mix the red 	<p>Ganesha is the Lord of Good Fortune, and being particularly special to pupils, he is sometimes called upon during exams. Discuss if pupils have anything personal to them which they consider</p>

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
Y4 Summer	similarities and differences. AT1 (Level 4) Identify and describe similarities and differences in religious practices and lifestyles both within and between religions. Human identity, personality and experience AT2 (Level 3) Recognise what influences them in their lives. Identify the influence religion has on lives, cultures and communities	these relate to the experiences of others; 2.23 to reflect on ideas of right and wrong and their own and others' responses to them;	powderk - kum kum, show how flowers, fruit and water may be placed in front of Ganesha to say thank you for all the good things God has given. <ul style="list-style-type: none"> • Linking to study of India, share the festival of Ganesh Chaturthi when figures of Ganesha are smashed and replaced. This is symbolic of new beginnings. Pupils share their own experiences of traditions involving new beginnings. • Examine one or more murtis of Krishna. Discuss their features. Groups read a selection of stories about Krishna, for example '<i>Krishna Tames Kalija</i>', '<i>The Birth of Lord Krishna</i>', '<i>The Butter Thief</i>' or '<i>Krishna and the Gopi</i>'. Each group identify characteristics that the story reveals about Krishna. Develop a collaborative diagram that illustrates some of the things they have discovered about Krishna. 	good luck. Opening up Hinduism edited by Fiona Moss ISBN: 9781905893386 Cross-curricular geography link to India

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>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</p>	<p>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):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y4 Summer</p>	<p>including their own. AT2 (Level 4) Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers Values and commitments AT2 (Level 3) Recognise and begin to ask important questions about how religious and moral values, commitments and</p>		<ul style="list-style-type: none"> • Share the story of Prince Prahlada, associated with the festival of Holi and it involves Vishnu, one of the Hindu representations of God. Holi (prominent festival in India) is also called 'The Festival of Colours', and people celebrate the festival by smearing each other with paint, and throwing coloured powder and dye around in an atmosphere of great good humour. Cupfuls of paint are sold on the streets of India during this festival. • Thinking again about belonging, <i>what would pupils do for their family? Would you be cruel to be kind? How would you stand up for your family? How might a Hindu answer these questions?</i> 	

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>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</p>	<p>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):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y4 Summer</p>	<p>beliefs can influence behaviour. AT2 (Level 4) Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings. Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:–</i> Ganesha Holi</p>			

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>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</p>	<p>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):</p>	<p>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</p>	<p>POINTS TO NOTE AND RESOURCES</p>
<p>Y4 Summer</p>	<p>Prince Prahlada Vishnu Hiranya Holika Murtis Krishna Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:- bell incense sticks art: lamp kum kum powder Ganesha image/statue flowers fruit water</i></p>			