



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 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
Y5 Autumn A Interactive Overview General introduction to the year's content (1 hour). For time allocation see Hertfordshire Agreed Syllabus of Religious Education p6.	AT1 (Level 3) Beliefs and teachings Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings from some religions. AT1 (Level 3) Religious Practices and	AT1 2:2 to use key religious vocabulary in communicating their knowledge and understanding; 2.5 to identify and begin to describe the similarities and differences within and between religions; 2.6 to investigate the significance of religion in	WHAT DO YOU ALREADY KNOW ABOUT CHRISTIAN AND JEWISH PEOPLE? (2.2, 2.5, 2.6) <ul style="list-style-type: none"> Designate an area of display to use interactively to introduce Judaism and reinforce prior learning of Christianity. Include artefacts, books, posters and questions about the items included. Discuss how they might compare with their own religion, culture or belief. What's the Point? - Pupils draw symbols, Star of David (six - pointed star) and a cross. Around the points of each symbol pupils should write one point that they already know about each religion. In the centre of each symbol pupils should write one question which they can explore through the unit. The points can form the basis of a pre-planning discussion 	Use vocabulary cards to reinforce. See HGfL Year 5 Additional Resources In order not to use God's name in vain when not praying, some Jews use 'Hashem' (<i>Hebrew: the name</i>). Some Jewish people write G-d.

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Y5 Autumn A Minimum time requirement may include RE visits, visitors to RE lessons and RE curriculum days but <u>does not</u> include: collective worship time school productions/ rehearsal time celebration assemblies	lifestyles Know the function of objects/places/people within religious practices and lifestyles. Begin to recognise key similarities and differences. Vocabulary <i>In this unit, pupils will have an opportunity to use words and phrases such as:-</i> Judaism: Jewish / Synagogue /	the local, national and global communities;	about forthcoming learning. The symbols can be displayed as the start of a growing display. <ul style="list-style-type: none"> • Explain the shared past of Judaism and Christianity. Read/remind pupils of Old Testament stories, if possible find an opportunity to read an Old Testament story, for example: The story of the Exodus (Exodus 7-14), Daniel and the Lions Den (Daniel 6). • Introduce key religious vocabulary for both religions. • Highlight where possible the diversity within Judaism and Christianity today locally, nationally and globally. • For example Jewish - Liberal and Progressive, Reform, Orthodox. Christian - Baptist, Methodist, Evangelist, United Reformed, Roman Catholic, Church of England. • Plenary idea: - Pupils share, What I already know, What I'd like to find out, What I've Learnt Today. 	www.bbc.co.uk/schools/religion www.REonline.org.uk Christianity should not be taught as the completion of Judaism. They are separate religions. Children's Bible 'Opening Up Judaism' ISBN: 978-1-905893-5 'Opening up

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<p>Y5 Autumn A</p>	<p>Moses / Abraham Adonai / Hashem Torah / Old Testament / Rabbi Christianity: Christian / Church / Jesus / Bible/ New Testament / Vicar / Priest / Lords Prayer</p> <p>Artefacts: <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Judaism: Star of David Menorah</p>			<p>Christianity' ISBN: 978-1-905-893-48 Both by RE Today</p>

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<p>Y5 Autumn A</p>	<p>Hannukiah Torah Kippah (prayer hat) Tallit (prayer shawl) Sabbath Candle sticks Havdallah Candle Seder Plate Christianity: Crosses Candles Images of Jesus Palm for Palm Sunday A bible</p>			

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<p>Y5 Autumn A</p> <p>This unit is about: Rules for living (7 hours)</p>	<p>AT1 (Level 3) Beliefs and teachings</p> <p>Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions.</p> <p>AT2 (Level 3) Values and commitments</p> <p>Recognise and begin to ask important questions about</p>	<p>AT1</p> <p>2.1 to describe the key aspects of religions and traditions that influence the beliefs and values of others;</p> <p>AT2</p> <p>2.17 to participate in periods of stillness and quiet thought and, where appropriate, to express personal reflections and emotions;</p> <p>2.24 about religious codes of conduct and rules of living, considering the effect of</p>	<p>WHAT RULES DO I FOLLOW? (2.1, 2.17, 2.24, 2.25)</p> <ul style="list-style-type: none"> Briefly revise rules for a new school year. <i>Which rules do they follow during the school day? How do rules shape their everyday lives? What happens without rules?</i> Discuss any codes for behaviour that pupils may have encountered (for example, school's Golden Rules). Link this idea to the Shema which is one of the most important Jewish prayers, contained in the mezuzah (see artefact) which is often seen on the right hand side of the doorpost of a Jewish home. <p>Either</p> <ul style="list-style-type: none"> 'Balancing the Scales' – pupils reflect upon their actions during the last school year. Draw a set of weighing scales fill one side with illustrations or explanations of, 'things I am proud of' and the other side with, 'things I am sorry for'. <i>Which side is heaviest?</i> Link this to Rosh Hashanah (Jewish New 	<p>This could take the form of a whole class display.</p> <p>BBC video, 'Pathways of Belief-Judaism' explains a range of rules.</p>

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5 Autumn A	<p>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 and phrases such as:-</i> Torah Commandments Shema</p> <p>Artefacts: <i>Pupils will have the</i></p>	<p>these on daily life;</p> <p>2.25 examples of the ways in which personal and religious beliefs may influence their behaviour and that of others.</p> <p>AT2 2:24 about religious codes of conduct and rules of living, considering the effect of these on daily life;</p>	<p>Year) and Yom Kippur (Day of Atonement) explain that Jews believe that God is able to judge the actions of individuals, many Jewish people ask God for forgiveness on this 'high holy day'. Discuss <i>is it important to reflect on your actions? Why?</i></p> <p>Or</p> <ul style="list-style-type: none"> Pupils make promises for the coming year, these may be written on small scrolls and pupils could be invited to post these into a whole class 'promise box' – this could look like a mezuzah. Play Max Bruch's 'Kol Nidrei' during this reflective experience. <p>HOW CAN RELIGIOUS CODES OF CONDUCT AFFECT LIVES? (2.24)</p> <ul style="list-style-type: none"> Play 'The Commitments Game.', RE Today. Choose 3 modern day icons – what would they be committed to and how does it make a difference to their lives, for example, a famous singer, Olympian or Paralympian. 	<p>Play a copy of Kol Nidre prayer – a traditional prayer recited on the eve of Yom Kippur. www.chazzanut.com/bruch.html</p> <p>The Commitments Game - 'Exploring Religion and the Individual' RE Today 2007).</p>

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<p>Y5 Autumn A</p>	<p><i>opportunity to look at, observe and possibly handle:</i> A variety of designs of mezuzah. Shofar– Ram’s horn blown at Rosh Hashana Torah scrolls</p> <p>AT2 (Level 3) Values and commitments Recognise and begin to ask important questions about how religious and</p>		<ul style="list-style-type: none"> Examine the laws outlined in The Ten Commandments, <i>Which are part of our laws today? What would happen if there were no rules?</i> Choose and explore through discussion, story or role-play the breaking of one of the Ten Commandments. Discuss actions and consequences and how codes of conduct are relevant to everyday living. <p>Either make a torah scroll or tablets of stone 5 commandments inside and five of their own</p> <p>Or</p> <ul style="list-style-type: none"> Use a ranking activity such as the Diamond 9 after selecting the most important rule to them. Discuss <i>which commandment do you think is most sacred and why?</i> 	<p>The Ten Commandments and Old Testament are highly significant to Christians and Jews</p> <p>See HGfL Year 5 Additional Resources Commitments and Ten Commandments</p>

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Y5 Autumn A	moral values, commitments and beliefs can influence behaviour. AT1 (Level 3) Beliefs and teachings Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings from some religions.	AT1 2:1 to describe the key aspects of religions and traditions that influence the beliefs and values of others; 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. AT2 2:24 about religious codes of conduct and rules of living,	HOW DO JEWISH RULES OF LIVING AFFECT EVERYDAY JEWISH LIVES? (2.1, 2.15, 2.24) <ul style="list-style-type: none"> Remind class of the importance of scriptures in giving laws to follow. The Torah contains many laws and it is considered to be a blessing to uphold these. Examine specific food laws from Deuteronomy Chapter 14 verse 21 'Do not boil a kid in its mother's milk' and Leviticus Chapter 11 verses 1-23 it is written that Jews are only allowed to eat meat that chews the cud and have cloven hooves and only eat fish that have fins and scales. Look at some foods from supermarkets which display the kosher symbol. In groups, design posters which separate food types into categories or create a kosher menu for a strict (Orthodox) Jewish guest. Write a reply to an agony aunt letter to explain the dilemmas of eating kosher and following rules (see Hgfl Teaching resources). Invite in a member of the Jewish Community to 	Extract from Bible: Leviticus Chapter 11 verses 1-23 Deuteronomy Ch.14

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<p>Y5 Autumn A</p>	<p>AT2 (Level 3) Values and commitments 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 and phrases</i></p>	<p>considering the effect of these on daily life.</p>	<p>explain how the rules affect their everyday lives.</p>	<p>Link to Yr4 Summer Term Unit Sacred Writings.</p>

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Y5 Autumn A	<i>such as-:</i> Judaism: Kosher/ Kashrut Dietary Laws			
Y5 Autumn B This unit is about: light as a symbol in some religious celebrations (6 hours)	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	AT2 2.17 to participate in periods of stillness and quiet thought and where appropriate to express personal reflections and emotions.	HOW DOES LIGHT MAKE PEOPLE FEEL AND WHAT DOES LIGHT SIGNIFY FOR ME? (2.17) Stilling activity <ul style="list-style-type: none"> • Begin this unit by discussing pupils' responses to light. Fill a light bulb or candle outline with pupil suggestions for 'light is...' Consider sources of light and the feelings/emotions evoked, contrast to darkness. • Sit pupils in a circle, light a large candle in the centre. Allow pupils time to reflect. • On an outline of the candle shape surround the flames with words, which they now associate with light then extinguish the flame and ask pupils to write what they now feel; 	'Don't just do something, sit there' by Mary Stone (RMEP) ISBN-13: 978-1851751051 Links to Art and to other previously studied religions that use light as a symbol

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<p>Y5 Autumn B</p> <p>For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6</p>	<p>AT1(Level 3) Ways of expressing meaning Begin to identify the impact of religious teachings, including the effect sacred texts have on believer's lives. Identify religious symbols and</p>	<p>AT1 2.14 About religious festivals which share common themes, but which have meaning unique to each faith.</p>	<p>Or</p> <ul style="list-style-type: none"> Use words and images to write poems (for example, 'Light is...' 'Dark is...' contrasting poems, metaphorical poems or shape poems). Discuss pupils' responses to light and darkness. <p>HOW IS LIGHT SYMBOLIC IN SOME RELIGIOUS CELEBRATIONS? (2.14) Hannukah 'Feast of Lights'</p> <ul style="list-style-type: none"> Re-tell or dramatise the story of Hannukah, highlight the miraculous way in which the oil lasted for eight days. Link the story to the eight-day celebration of Hannukah - the festival of lights. Show a Hannukiah (9-branched candelabra). Demonstrate how a Hannukiah is lit. The one taller candle (Shamas) lights the other candles. One candle is lit first day, two second day and so on until all eight candles are lit. Explore through experience some of the traditional 	<p>'Writing and Poetry Toolkit' by Margaret Cooling page 55 ISBN-0-56408835-8 1 Maccabees Ch's1-4</p> <p>See HGfL yr 5, Additional resources 'Festival of Lights' by Maida Silverman ISBN-0 689 83083 1</p> <p>Reonline http://www.reonline.org.uk/ks2/topiclist.php41</p> <p>http://www.torah tots</p>

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Y5 Autumn B Minimum time requirement may include RE visits, visitors to RE lessons and RE curriculum days but <u>does not</u> include: collective worship time school productions/ rehearsal time celebration assemblies	symbolic actions Vocabulary <i>In this unit, pupils will have an opportunity to use words and phrases such as:-</i> Judaism: Hannukah Hannukiah Dreidle Divali Christianity: Advent Artefacts: <i>Pupils will have the opportunity to look</i>		elements and themes of the festival for example, playing the Dreidle game, gifts, fried foods, especially latkes and doughnuts. Make links with other festivals at this time of year such as Divali and Christmas. <ul style="list-style-type: none"> • Discuss themes of bravery and standing up for your beliefs. Advent - A period of waiting <ul style="list-style-type: none"> • Discuss Advent as a period of waiting. Explain how Advent is observed in churches - focus on the weekly lighting of candles. • Research the significance of the advent wreath or build on advent around the world, explored in year 4. • Plenary suggestion:- Ask each pupil to complete the statement 'I am waiting for...' Christmas - Jesus is the light of the world <ul style="list-style-type: none"> • Examine the idea of Jesus as, 'the true light that gives light to all'. <i>How is light used in the story of the birth of Jesus?</i> For example, at the appearance of angels, the 	com/holidays/chanuka/dreidel.htm http://www.reonline.org.uk/ks2/topiclist.php?17 John ch1.v 1 - 9, ch3 v 19 - 21, ch8 v 12 relate to Genesis ch1 v 1 – 3

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<p>Y5 Autumn B</p>	<p><i>at, observe and possibly handle:</i> Dreidles Hannukiah Hannukah Candles</p>		<p>guiding star, the images of mother and child bathed in light.</p> <ul style="list-style-type: none"> • Use painting Mystic Nativity by Sandro Botticelli. Talk about the use of light at the top of the painting and the dark underworld. Discuss the relative sizes of the key figures in the Nativity, for example <i>would Joseph bump his head if he stood up?</i> Extended activities can be found in 'Jesus Through Art' and suggested activities. • Discuss <i>the use of light at Christmas</i>. 	<p>Links with Art and Literacy. http://www.nationalgallery.org.uk/cgi-bin/WebObjects.dll/CollectionPublisher.woa/wa/work?workNumber=ng1034 'Jesus Through Art' by Margaret Cooling ISBN 1-85175-119</p>