



# 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 <b>differentiate</b> 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><b>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</b></p>	<p><b>POINTS TO NOTE AND RESOURCES</b></p>
<p><b>Y5 Summer</b></p> <p>This unit is about: leaders in religious communities (5 Hours)</p> <p>For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6</p>	<p><b>AT1 (Level 3) Religious practices and lifestyles</b> Know the function of objects/places/people within religious practices and lifestyles. Begin to recognise key similarities and differences.</p>	<p><b>AT1 2:10</b> about the roles and responsibilities of authority figures within their own lives and of religious leaders in different faith communities;</p>	<p><b>WHAT CHARACTERISTICS DO AUTHORITY FIGURES HAVE? (2.10)</b></p> <ul style="list-style-type: none"> <li>• Give situations and ask who the authority figures are, i.e. school, home, neighbourhood, church, and synagogue.</li> <li>• <i>Discuss the characteristics of authority? (Role model, guide, councillor). How do you get to become an authority figure? (force, most brainy, election, training).</i></li> <li>• Look at job adverts in the local press for people who will be in authority.</li> <li>• Draw up a 'person specification' for head teacher.</li> </ul>	<p><b>Note: restrict this part of the work. It is not the main purpose of the RE</b></p>

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<b>Y5 Summer</b>  Minimum time requirement may include RE visits, visitors to RE lessons and RE curriculum days but does <u>not</u> include: collective worship time school productions/ rehearsal time celebration assemblies	<b>Vocabulary</b> <i>In this unit, pupils will have an opportunity to use words and phrases such as:-</i> <b>Judaism:</b> Rabbi Synagogue Ark Bimah Torah Ner Tamid Kippah Tallit <b>Christianity:</b> Vicar Priest Pastor Minister	<b>AT1</b> <b>2:5</b> to identify and begin to describe the similarities and differences within and between religions;  <b>2:13</b> about places of religious importance, preferably exploring through visits; the way each place is used and its meaning and significance;	<b>WHAT SORT OF PERSON IS A RELIGIOUS LEADER? (2.5, 2.13)</b> <ul style="list-style-type: none"> <li>• Explore the roles and responsibilities of a Christian leader (Vicar/Minister/Paster/Priest) and a Rabbi through preparing questionnaires and carrying out interviews. If unable to meet with either a vicar or a Rabbi, research the answers to the questions using books or CD-ROMs.</li> <li>• Where possible, arrange a Synagogue visit and explore the importance of the Rabbi in the services.</li> <li>• Write a summary report of each interview explaining what they thought were the most important/surprising comments.</li> <li>• List similarities and differences between the leaders. <i>Which part of the role would you like to have and why?</i></li> <li>• <i>Which part of the role would you find most difficult and why?</i></li> </ul>	<b>Note: encourage pupils to ask theological questions as well as practical ones</b>  <b>'Exploring World Religions' CD-Rom by Granada</b>  <b>List of local Vicars/Rabbis and Synagogues/Churches in Faith Communities Directory HGfL RE General Guidance Documents Information on Rabbis and</b>

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<p><b>Y5 Summer</b></p>	<p><b>Artefacts:</b> <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Judaism: Ark Bimah Torah Ner Tamid Kippah Tallit</p>	<p><b>AT1</b> <b>2:6</b> to investigate the significance of religion in the local, national and global communities;</p>	<p><b>WHICH ARE THE IMPORTANT JEWISH AND CHRISTIAN GROUPS IN YOUR AREA? (2.6)</b></p> <ul style="list-style-type: none"> <li>• Research the different types of Christian and Jewish religious groups (denominations) local to your area, in the UK and in the world. Remind pupils that each group considers different things are important for example, Orthodox Judaism and Progressive Judaism, Catholicism and Protestantism.</li> </ul>	<p>synagogues can be found on RE Online (sections on Worship, People and Places)</p> <p>RE Online <a href="http://www.reonline.org.uk">http://www.reonline.org.uk</a></p> <p>Also Jewish Way of Life CD Rom What We Do – space – Synagogue</p>

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<p><b>Y5 Summer</b></p> <p>This unit is about:</p> <p>Creation stories and the ultimate questions they raise (8 Hours)</p> <p>For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6</p>	<p><b>AT2 (Level 3) Human identity, personality and experience</b> Recognise what influences them in their lives. Identify the influence religion has on lives, cultures and communities including their own.</p> <p><b>Questions of meaning and purpose</b> Identify ultimate questions and recognise that there are no</p>	<p><b>AT2</b> <b>2:20</b> to develop their sense of curiosity about life, death, relationships and the natural world and express personal opinions;</p> <p><b>2:21</b> the difference between ultimate and non-ultimate questions including raising questions, suggesting answers and understanding that religions may give followers the answers to some of the mysteries of life;</p>	<p><b>TO WHICH QUESTIONS DO RELIGIONS PROVIDE ANSWERS? (2.20, 2.21)</b></p> <ul style="list-style-type: none"> <li>• In pairs, sort cards which ask a variety of questions into those which are ultimate and those which are non-ultimate (i.e. '2+2=?' '<i>How many bricks are there in your school?</i>' '<i>Is there a God?</i>'). Pupils discuss possible answers. Add pupils' own questions.</li> <li>• Do a Diamond 9 exercise to put most important questions on top and least at bottom.</li> <li>• Pupils suggest their own answers to some of the questions.</li> <li>• Investigate the notion of belief and certainty. <i>What things do pupils believe and what they are certain about?</i> Pupils should be encouraged to respect different answers to questions which rely upon belief.</li> <li>• Select one ultimate question per group for a Community of enquiry activity, feedback a</li> </ul>	<p>See 'Ultimate Questions' HGfL Yr5 Additional Resources</p> <p>'Non-Ultimate'-questions which could be answered easily or with research, and 'Ultimate' those to which there is no universally agreed answer</p> <p><a href="http://www.p4c.com/teachers-guide">http://www.p4c.com/teachers-guide</a></p> <p>A number of these sessions could form</p>

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<p><b>Y5 Summer</b></p> <p>Minimum time requirement may include RE visits, visitors to RE lessons and RE curriculum days but does <u>not</u> include: collective worship time school productions/ rehearsal time celebration assemblies</p>	<p>universally agreed answers to these.</p>	<p><b>AT2</b> <b>2:20</b> to develop their sense of curiosity about life, death, relationships and the natural world and express personal opinions;</p>	<p>summary of discussion. Extend the activity by asking pupils to discuss from the point of view of a member of the Christian or Jewish faith</p> <p><b>HOW DO PEOPLE THINK THE WORLD STARTED? (2.20)</b></p> <ul style="list-style-type: none"> <li>• <i>How do you think the world started?</i> Discuss a series of possible answers from religious and non-religious viewpoints.</li> <li>• Hear explanations and stories from Genesis and another creation story from a contrasting culture. Explain that Christians and Jews share the Genesis creation story as they both believe in the first part of the Bible.</li> <li>• Highlight the beliefs that these stories convey: that the world did not 'just appear', but God brought the world into being.</li> <li>• Consider – <i>is everything in creation balanced? Does one thing need the other?</i> Light/dark, land/animal, water/fish air/birds,</li> </ul>	<p>a part of a philosophy lesson – using Circle of Enquiry</p> <p>Literacy link Identify and classify the features of myths, legends and fables Use persuasion genre to clarify own points of view – is this still relevant?</p> <p>RE Today – Picturing Creation has many arts, literacy and drama activities ISBN</p>

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<b>Y5 Summer</b>	<b>Beliefs and teachings AT1 (Level 3)</b> Develop religious and moral	<b>AT1 2:1</b> to describe the key aspects of religions and traditions that influence the beliefs and values of	sun/moon, God/humans. Draw a balance scale or symbol for each pair to represent your answer to this question. Give brief explanation of what the scales or symbols represent and why. Discuss the final scale, <i>Do humans need God?</i> <ul style="list-style-type: none"> <li>• Explain why there are many different stories and theories about creation/evolution. Discuss the point that there is no scientific proof. Talk about pupils' own ideas.</li> <li>• Develop the idea of creation in reverse, <i>how is humankind caring for creation? What are we destroying?</i> Write an antithesis to Creation in seven days.</li> </ul> <b>HOW DO JEWS CELEBRATE THE CREATION? (2.1, 2.4, 2.14)</b> <ul style="list-style-type: none"> <li>• Examine the link between the Judeo – Christian creation story and the weekly observance of Sabbath (Shabbat). (Remind</li> </ul>	9781904024583  See Yr 5 Additional resources HGfL  CD ROM 'Jewish Way of Life' -What we do – Time - Shabbat  RE online <a href="http://www.reonline.org.uk/ks2/topiclist.php?47-">http://www.reonline.org.uk/ks2/topiclist.php?47-</a>  Faith Communities Directory HGfL RE General Guidance Documents for a list of visitors



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<b>Y5 Summer</b>	vocabulary to describe key features and know beliefs, ideas and teachings for some religions. <b>AT1 (Level 4)</b> Using appropriate religious and moral vocabulary, identify and describe key features of religions, including beliefs, teachings and their meaning. <b>Ways of expressing meaning</b> <b>AT1 (Level 3)</b> Begin to identify	others; <b>2:4</b> about individual beliefs and consider the ways in which members of faith communities describe their understanding of God/gods; <b>2:14</b> about religious festivals which share common themes, but which have meaning unique to each faith;	pupils of the start of the Jewish year and Rosh Hashanah). <ul style="list-style-type: none"> <li>• Research – develop own questions beginning with, <i>Who? What? Why? Where? When? How?</i> To find out how the Sabbath is observed in the home and the synagogue.</li> <li>• Define ‘work’ and ‘rest’ discuss the forthcoming holiday, <i>how do pupils rest? What are the advantages and disadvantages of weekly rest?</i></li> <li>• Invite a Jewish visitor to show/describe how Jews celebrate the Sabbath.</li> <li>• Demonstrate the Friday night candle lighting ceremony</li> <li>• Make Challah (traditional Sabbath bread).</li> <li>• <i>How would you celebrate creation?</i> Pupils could be given an opportunity to think about ways in which they would celebrate the creation of the world – <i>what materials would they use? How would they make it what would</i></li> </ul>	For recipe see <a href="http://www.haydid.org/challah.htm">http://www.haydid.org/challah.htm</a>  BBC ‘Pathways of Belief’ DVD-Shabbat  <a href="#">Opening Up Judaism - Fiona Moss, RE Today ISBN: 9781905893553</a>

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<p><b>Y5 Summer</b></p>	<p>the impact of religious teachings, including the effect sacred texts have on believers' lives. Identify religious symbols and symbolic actions. <b>AT1 (Level 4)</b> Describe the meaning of religious symbols and symbolic actions. Show understanding that symbols may be interpreted in different ways both within and between religions.</p>		<p><i>they call it?</i> – could be a written description, a piece of 2D or 3D artwork, can be drama or dance activity, art or literacy – to reflect pupils' own ideas about celebrating creation would build on activities that have been used during the course of this unit. They should build on their own beliefs and view to create an imaginative world and culture complete with customs and traditions – allow them to be creative yet respectful of others, they can then display or present their work.</p>	<p>'Picturing Creation' pack, images by Kate Neale ISBN: 9781904024583</p>



