



## AUTUMN



<b>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION</b> 156 Hours over 4 years (approximately 13 hours per term)	<b>OBJECTIVES, VOCABULARY AND ARTEFACTS</b> See Hertfordshire Agreed Syllabus Pages 39-40 for the eight level scale of attainment to <b>differentiate</b> See pages 43-45 for pupil friendly target statements.	<b>HERTFORDSHIRE PROGRAMMES OF STUDY(2.1 – 2.25)</b> 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):	<b>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</b>	<b>POINTS TO NOTE AND RESOURCES</b>
<b>Y6 Autumn A</b>  This unit is about: knowing some key Christian and Buddhist beliefs and practices. (1 hour)  For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6	<b>AT1 (Level 4) Beliefs and Teachings</b> Using appropriate religious and moral vocabulary, identify and describe key features of religions, including beliefs, teachings and their meaning.	<b>AT1 2:2</b> to use key religious vocabulary in communicating their knowledge and understanding;	<b>WHAT DO YOU ALREADY KNOW ABOUT CHRISTIANITY and BUDDHISM? (2:2)</b> <b>Getting the Wheels in Motion</b> <ul style="list-style-type: none"> <li>Designate an area of display to introduce Buddhism and revise key aspects learned about Christianity, for example, leaders, beliefs, festivals, practices.</li> <li>Place the two religions to be studied on a timeline.</li> <li>Provide a brief background to Buddhism, looking at some of the practices, i.e. non-violence, loving-kindness, meditation, refraining from alcohol and</li> </ul>	'Explaining Religions' Granada CD-Rom  <a href="#">Link to History</a>  <a href="http://www.buddhanet.net/e-learning/buddhism/index.htm">www.buddhanet.net/e-learning/buddhism/index.htm</a>

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<p><b>Y6 Autumn A</b></p> <p>This 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</p>	<p><b>Vocabulary</b> <i>In this unit pupils will have an opportunity to use words or phrases such as:–</i> Buddhism Buddhist Buddha Christianity Christian Jesus</p>		<p>smoking.</p> <ul style="list-style-type: none"> <li>Pupils develop their own glossary of key vocabulary, using examples given. Create a document on the computer at the beginning of Year 6 which can be added to and edited throughout the academic year. Decorate with relevant symbols.</li> </ul>	<p>Link to ICT and Literacy</p>

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<p><b>Y6 Autumn A</b>  This unit is about: knowing some key Christian and Buddhist beliefs and practices</p>	<p><b>AT1 (Level 4) Beliefs and Teachings</b> Using appropriate religious and moral vocabulary identify and describe key features of religions, including beliefs, teachings and their meaning.</p> <p><b>AT1 (Level 4) Religious practices and lifestyles</b></p>	<p><b>AT1</b> <b>2:1</b> to describe the key aspects of religions and traditions that influence the beliefs and values of others;  <b>2:5</b> to identify and begin to describe the similarities and differences within and between religions</p>	<p><b>HOW DO CHRISTIANS AND BUDDHISTS LIVE THEIR LIVES? (2:1, 2:5, 2:22, 2:23, 2:24)</b></p> <ul style="list-style-type: none"> <li>• Display a picture of an eight spoke wheel. Write in each section a right way of living according to the Buddhist Noble Eightfold Path. Conceal these eight rules for living under flaps.</li> <li>• Reveal one at a time and discuss. For example ‘right speech’: How does the way people speak to each other have an effect on others. What is the right way to speak?</li> <li>• Build on this growing display throughout the year using it interactively to focus on celebrating right actions. If pupils have experienced any of the right ways of living in their own lives, write them in a speech bubble with any effect it may have had on others and display around the wheel.</li> </ul>	<p><a href="#">Link to PSHE and classroom rules</a></p>

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<p><b>Y6 Autumn A</b></p>	<p>Identify and describe similarities and differences in religious practices and lifestyles both within and between religions.</p> <p><b>AT2 (Level 4) Values and commitments</b> Ask questions about matters of right and wrong and suggest answers which show understanding</p>	<p><b>AT2 2:22</b> about the relationship between humans, their environment and other living creatures, including examples of religious teaching and practice</p> <p><b>2:23</b> to reflect on ideas of right and wrong and their own and others' responses to them</p>	<ul style="list-style-type: none"> <li>Revisit the last five of the Ten Commandments. Recap on Year 5 learning; <i>why do you think that God chose to give Moses these commandments?</i> In pairs or groups begin to identify some of the similarities and differences between Buddhism and Christianity. Discuss similarities and differences between the Buddhist and Christian codes of living. <i>Which of the Buddhist 'right ways of living' do these five commandments link to?</i></li> </ul>	<p>The Ten Commandments are important to the Christian and Jewish religion</p>

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<p><b>Y6 Autumn A</b></p>	<p>of moral and religious teachings.</p> <p><b>Vocabulary</b> <i>In this unit pupils will have an opportunity to use words or phrases such as:–</i> Noble Eightfold Path Ten Commandments</p> <p><b>Artefacts:</b> <i>Pupils will have the opportunity to look</i></p>	<p><b>2:24</b> about religious codes of conduct and rules of living considering the effect of these on daily life.</p>		

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	<p><i>at, observe and possibly handle:</i> Buddhist prayer wheel Bible</p>			
<p><b>Y6 Autumn A</b> This unit is about: Founders of Faiths and their importance for people today (5 Hours)</p>	<p><b>AT1 (Level 4) Beliefs and Teachings</b> Using appropriate religious and moral vocabulary identify and describe key features of religions, including beliefs, teachings and their meaning.</p>	<p><b>AT1 2:1</b> to describe the key aspects of religions and traditions that influence the beliefs and values of others;</p>	<p><b>WHY IT IS IMPORTANT TO HAVE PERSONAL HEROES? (2:1)</b></p> <ul style="list-style-type: none"> <li>Consider how clothes express your personality, influence how you feel and how others respond to you. How people imitate personal heroes (hair, clothes, etc.). Draw out the importance of human qualities.</li> <li>Design and label a poster which depicts two images of a hero of their choice. An outside view (physical attributes) and an inside view (human qualities).</li> </ul>	<p>Note: restrict this part of the work. It is not the main purpose of the RE.</p> <p>Links to PSHE</p> <p>'Buddhism' KS2 video (Clear Vision Trust) <a href="http://www.clear-">www.clear-</a></p>

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<p><b>Y6 Autumn A</b></p>	<p><b>AT1 (Level 4) Religious practices and lifestyles</b> Identify and describe similarities and differences in religious practises and lifestyles both within and between religions</p> <p><b>AT2 (Level 4) Values and commitments</b> Ask questions about</p>	<p><b>AT1</b> <b>2:3</b> 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><b>2:7</b> to use and interpret information about religions from a range of sources</p> <p><b>AT2</b> <b>2:21</b> the difference</p>	<p><b>THE BUDDHA</b> <b>WHAT IS IMPORTANT ABOUT THE BUDDHA? (2:3, 2:7, 2:21, 2:23)</b></p> <ul style="list-style-type: none"> <li>• Explain the concept that Buddha is not worshipped by Buddhists like a God, but that Buddhists use shrines to look to him for inspiration with the aim to develop his good qualities.</li> <li>• Look at different images of the Buddha, including pictures and statues (rupa). Draw out what the variety of images collectively show about the character and qualities of the Buddha. Explain how the rupa helps people to aspire to be the best they can be. <i>What qualities would you accredit to the most enlightened human being?</i></li> <li>• Play 'The Values Game' – by Lat Blaylock</li> <li>• Look at the life of Siddhartha as a prince, his</li> </ul>	<p><a href="http://vision.org">vision.org</a> <a href="http://www.buddha-images.com">www.buddha-images.com</a> Buddha images and explanations Avoid using models of laughing Buddha as a popular symbol for good luck and plenty, as a Buddha rupa The Values Game is in 'Looking Inwards, Looking Outwards'</p>



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<p><b>Y6 Autumn A</b></p>	<p>matters of right and wrong and suggest answers which show understanding of moral and religious teachings.</p> <p><b>AT2 (level 4) Questions of meaning and purpose</b> Raise questions and suggest religious, philosophical and moral answers to a range of ultimate</p>	<p>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>2:23</b> to reflect on ideas of right and wrong and their own and others' responses to them</p>	<p>enlightenment and the beginning of his preaching. Draw out the contrast between his life in the palace and his life helping people to find peace. Create a Conscience Tunnel – The tunnel is created by two lines of pupils. One pupil, in character as Prince Siddhartha, walks through the tunnel as he decides whether or not he should leave the palace. Pupils forming the tunnel speak for (one side of the tunnel) and against the idea (other side of the tunnel), saying what Prince Siddhartha is thinking or what others think about him.</p> <ul style="list-style-type: none"> <li>• Explain what it means to be 'enlightened' – to have spiritual insight. Describe as a blessed state in which the individual transcends desire and suffering and attains Nirvana (an ideal state of</li> </ul>	<p>teachers pack, from RE Today. ISBN-13: 978-1-85100-101-9 Haringey Learning -London Buddhist Centre, <a href="http://www.lgfl.net/lgfl/leas/haringey/web/SACRE/places_ofworship/">http://www.lgfl.net/lgfl/leas/haringey/web/SACRE/places_ofworship/</a> Virtual tour of Amaravati Buddhist Monastery (see Hertfordshire Grid</p>



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<p><b>Y6 Autumn A</b></p>	<p>questions</p> <p><b>Vocabulary</b> <i>In this unit pupils will have an opportunity to use words or phrases such as:–</i> Rupa Shrine Loving-kindness Compassion Friendliness Care Non-violence Wisdom</p>		<p>rest and harmony). Use similar words to aid definition – wise and compassionate, informed, aware, civilised, knowledgeable, learned, wise, open-minded and broad-minded.</p> <ul style="list-style-type: none"> <li>• Debate - <i>Is it possible for a person to become an enlightened human being when living any way of life?</i></li> <li>• Write either a newspaper report or script for a television or radio interview with Prince Siddhartha after either seeing the 4 sights or becoming enlightened. Include what questions are raised by this story and make suggestions as to how they might be answered. What is the significance of this story for Buddhists today?</li> </ul>	<p>for Learning) 'Prince Siddhartha' by Jonathan Landaw and Janet Brooke ISBN 0-86171-016-9 (Detailed text in chapters) <b>Links to Y6 Literacy – argument and journalistic writing</b></p>

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<p><b>Y6 Autumn A</b></p>	<p>Supreme knowledge Strength Fearlessness Enlightened Enlightenment Prince Siddhartha</p> <p><b>Artefacts:</b> <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Buddha rupa statues and images Buddhist shrines</p>			

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<p><b>Y6 Autumn B</b></p> <p>This unit is about: Founders of Faiths and their importance for people today (3 hours)</p> <p>For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6</p> <p>This may include RE visits, visitors to RE lessons and RE</p>	<p><b>AT1 (Level 4) Beliefs and Teachings</b> Using appropriate religious and moral vocabulary, identify and describe key features of religions, including beliefs, teachings and their meaning.</p> <p><b>AT1 Religious practices and lifestyles</b></p>	<p><b>AT1</b> <b>2:1</b> to describe the key aspects of religions and traditions that influence the beliefs and values of others;</p> <p><b>AT2</b> <b>2:23</b> to reflect on ideas of right and wrong and their own and others' responses to them</p>	<p><b>HOW DO BUDDHISTS TRY TO FOLLOW THE BUDDHA'S EXAMPLE? (2:1, 2:23, 2:25)</b></p> <ul style="list-style-type: none"> <li>• Use a Buddhist story to explore the example set to Buddhists. How would they respond to similar situations?</li> <li>• A friend has put you in a similar situation to Siddhartha, write a letter to an agony column for advice and swap with another member of the class for the reply.</li> <li>• Look at the Buddha rupa again. Design a poster with the Buddha on the outside and his qualities on the inside. Gather examples of the qualities given and rank order these in a 'diamond nine'. Groups to select nine most important qualities and decide on most and least important for themselves and then for Buddhists.</li> </ul>	<p><a href="http://www.bl.uk/learning/cult/sacred/stories">www.bl.uk/learning/cult/sacred/stories</a></p> <p>For animated story of the <i>'Monkey King and the Elephant'</i> and the <i>'Blind Man'</i>. <i>'Buddhist Tales'</i> Retold by Sherab Chödzin and Alexandra Kohn Penney - Fenn ISBN: 1-55168-124-2 Beautiful book containing</p>

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<p><b>Y6 Autumn B</b> curriculum days but <u>does not</u> include:</p> <ul style="list-style-type: none"> <li>• collective worship time</li> <li>• school productions/ rehearsal time</li> <li>• celebration assemblies</li> </ul>	<p>Identify and describe similarities and differences in religious practises and lifestyles both within and between religions</p> <p><b>AT2 (Level 4) Values and commitments</b> Ask questions about matters of right and wrong and suggest answers which show understanding</p>	<p><b>AT2 2:25</b> examples of the ways in which personal and religious beliefs may influence their behaviour and that of others</p>	<ul style="list-style-type: none"> <li>• Explain the role of the Dalai Lama</li> <li>• The Dalai Lama said – <i>‘If you want others to be happy, practise compassion. If you want to be happy, practise compassion.’</i> Discuss.</li> </ul>	<p>many traditional Buddhist tales.</p> <p>Other popular Buddhist stories: The Dying Swan; The Monkey King.</p>

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<p><b>Y6 Autumn B</b></p>	<p>of moral and religious teachings.</p> <p><b>Vocabulary</b> <i>In this unit pupils will have an opportunity to use words or phrases such as:– Dalai Lama</i></p> <p><b>Artefacts:</b> <i>Pupils will have the opportunity to look at, observe and possibly handle:</i></p>			

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<p><b>Y6 Autumn B</b></p>	<p>Buddha rupa - Buddha statues and images</p>			
<p>This unit is about: Sacred and Secular Christmas (3 hours)</p>	<p><b>AT1 (Level 4) Religious practices and lifestyles</b> Identify and describe similarities and differences in religious practises and lifestyles both within and between religions</p>	<p><b>AT1</b> <b>2.12</b> how religious festivals are related to key figures, events and stories and how these are observed within families and religious communities</p> <p><b>AT2</b> <b>2:16</b> about the</p>	<p><b>WHAT IS THE DIFFERENCE BETWEEN THE SACRED AND SECULAR CHRISTMAS? (2.12, 2.16)</b></p> <p>Show photos of Christmas items on sale. <b>Choose from the following:-</b></p> <ul style="list-style-type: none"> <li>• Visit a local shop and make lists of sacred and secular consumables related to Christmas. Discuss the messages that this gives about Christmas. Link to pupils own experiences.</li> <li>• Look at the TV line up in the radio/TV Listings, identify the sacred and secular programmes – draw graphs to present time allocation for each.</li> </ul>	<p>Other ideas: look at a selection of Christmas cards, examine images and messages</p> <p>Links to Literacy: compare two accounts (Matthew and Luke) from the Bible</p>

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<p><b>Y6 Autumn B</b></p>	<p><b>AT2 (Level 4) Human identity, personality and experience</b> Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers.</p>	<p>significance of their own religious, cultural and family traditions and how these relate to the experiences of others;</p> <p><b>AT1 2:12</b> how religious festivals are related to key figures, events and stories and how these are observed within families and</p>	<p>Discuss the differences between them.</p> <ul style="list-style-type: none"> <li>• Design an advent calendar/card/decoration, which is half secular and half sacred. Explain the messages each gives.</li> <li>• Download images and character cards from Exeter Re-flect project. Play 'Christmas Rummy' game from personal, then character view points. Pupils evaluate the importance of things to do with Christmas and justify their point of view providing justification for their arguments.</li> </ul> <p><b>WHAT WOULD A CHRISTIAN THINK CHRISTMAS SHOULD BE ABOUT? (2:12, 2:15, 2:16)</b></p> <ul style="list-style-type: none"> <li>• Read the Biblical accounts of the birth of Jesus from Matthew and Luke compare the similarities and differences</li> </ul>	<p><a href="http://www.watfordschooltrust.org">www.watfordschooltrust.org</a> Use a range of Christmas carols and popular seasonal music <b>Links to Y6 Literacy – argument RE-flect – adapt Yr5 metacognition project by Giles Freathy</b> <a href="http://www.elac.exeter.ac.uk/reflect">www.elac.exeter.ac.uk/reflect</a></p>



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<p><b>Y6 Autumn B</b></p>	<p><b>AT2 (Level 4) Values and commitments</b> Ask questions about matters of right and wrong and suggest answers which show understanding of moral and religious teachings.</p> <p><b>Vocabulary</b> <i>In this unit pupils will have an opportunity to use words or phrases</i></p>	<p>religious communities</p> <p><b>2:15</b> about the way verbal and 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"> <li>Use the words of some Christmas carols as a reminder of the importance to Christians of the birth of Jesus. Contrast with some secular Christmas music. <i>What impression of Christmas do the different sorts of music give?</i></li> </ul>	<p>Some families from other faiths also give Christmas presents to their children in Britain</p>

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<p><b>Y6 Autumn B</b></p>	<p><i>such as:-</i> Advent Virgin Mary Joseph Angel Gabriel Jesus Incarnation Messiah Christ Saviour Nazareth Bethlehem Shepherds Kings Carols</p> <p><b>Artefacts</b> <i>Pupils will have the</i></p>	<p><b>AT2</b> <b>2:16</b> about the significance of their own religious, cultural and family traditions and how these relate to the experiences of others;</p> <p><b>2:23</b> to reflect on ideas of right and wrong and their own and others' responses to them</p>	<p><b>SHOULD CHRISTMAS BE BANNED FOR PEOPLE WHO ARE NON-CHRISTIAN? (2:16, 2:23)</b></p> <ul style="list-style-type: none"> <li>• Class debate: "Christmas must be banned for all those who are not Christians". Good opportunity to question a faith visitor</li> <li>• Discuss lines of poem by Gordon Bailey: Christmas sacred - Christ/massacred</li> </ul>	

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<p><b>Y6 Autumn B</b></p>	<p><i>opportunity to look at, observe and possibly handle:</i> Advent calendars Bible Christmas decorations Christmas cards</p>			