



SPRING



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 43-45 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>Y6 Spring A</p> <p>This unit is about: expressive and visual arts in religions (8 hours)</p> <p>For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6</p>	<p>AT1 (Level 4) Religious practices and lifestyles</p> <p>Identify and describe similarities and differences in religious practices and lifestyles both within and between religions.</p>	<p>AT1</p> <p>2:8 about the way in which expressive and visual arts are significant to the practices and lifestyles of religious believers;</p> <p>2:13 about places of religious importance, preferably exploring through visits; the way each place is used and its meaning and significance;</p>	<p>HOW DO CHRISTIANS and BUDDHISTS EXPRESS THEIR FAITH IN ART, DRAMA AND SONG? (2:8, 2:13)</p> <ul style="list-style-type: none"> • Visit a local church to look at the stained glass windows – explore the symbolism. Listen to some recordings of hymns which tell a story. • Divide the class into 6 – give each a story, choose 3xChristian and 3xBuddhist (these texts could build on the Buddhist stories looked at in the Autumn Term). Pupils retell each one as a stained glass, a drama, dance and/or a hymn. • Presentations, take photographic evidence of drama work. • Pupils respond to the message of the story or add captions to images to say how it 	<p>For example, Christian stories: The Creation, David and Goliath, The Prodigal Son; Buddhist stories: The King's Elephant, The Lion and the Jackal. Monkey King, Angulimala.</p> <p>http://new.kids4truth.com/dyna/creation/animated/OldTestamentCreationStory.aspx</p>

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<p>Y6 Spring A</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>AT1 (Level 4) Ways of expressing meaning 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>AT2 (Level 4) Human identity, personality and experience</p>	<p>AT1 2:8 about the way in which expressive and visual arts are significant to the practices and lifestyles of religious believers;</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 2:17 to participate in periods of stillness and quiet thought and, where</p>	<p>reinforces the beliefs/teachings, practices/lifestyles of the religion from which it originates.</p> <p>WHY DO PEOPLE OF FAITH USE ART, DRAMA AND SONG TO ENRICH THEIR RELIGIOUS EXPERIENCE? (2.8, 2.15, 2.17)</p> <ul style="list-style-type: none"> Express personal reflections on the art forms already experienced. <i>How might they enrich religious experiences?</i> Pupils write down three things they think most people spend a lot of time thinking about. <i>How might these things affect people?</i> Discuss Buddhist meditation, its purpose and practice. Let a jar of muddy water settle while participating in stillness/silence focusing on something beautiful. Guide pupils carefully at this time to think about beauty, friendship, joy, the natural world. 	<p>www.bl.uk/learning/cult/sacred/stories For Buddhist stories http://www.clearvision.org/Students/undereleven.aspx 'Buddhist Tales' by Chodzin and Kohn - Barefoot ISBN-1 84148 009 6 It is not appropriate for pupils to undertake religious meditation. 'Don't Just Do Something, Sit There', by Mary Stone, Religious and Moral Education Press, ISBN: 1-85175-105-X</p>

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Y6 Spring A	<p>Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers</p> <p>Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Church Stained-glass window Hymn Meditation</p>	appropriate, to express personal reflections and emotions;	<ul style="list-style-type: none"> Look at the jar. <i>Has it settled?</i> Explain that this is what happens to the mind during quiet meditation. Look at images of the natural world to support calming, stilling and awareness of the wider world. <p>Thinking Beads</p> <ul style="list-style-type: none"> Set the scene with an appropriate image on the IWB, flowers and/or candles and relate to the use and symbolism of Buddhist shrines. Pupils make a string of ‘thinking beads’ in four blocks of colour. Relate to Buddhist prayer beads, mala. Introduce the ring of a bell to indicate when pupils will change their attention from one bead to the next, relate to Buddhist bell or gong. Pupils go through the beads in each colour thinking of 1-things that they are thankful for, 2 - things that they are sorry about, 3-people to think of or 	<p>for stilling and visualisation exercises or www.buddhanet.net/e-learning/buddhism/e-books.htm CD of stilling exercises for young people from Clear Vision. Has some short exercises focussing on the body and breath.</p> <p>A mandala is a symbolic Buddhist art form, based on circles. Link to Y6 QCA art and design unit - 6A</p>

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Y6 Spring A	<p>Incense Mala Bell/gong Stilling/stillness Visualisation Mandala</p> <p>Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Church visit Hymns Mala Bell/gong Buddhist shrine symbols – Flowers, Candles, Incense Mandalas</p>		<p>remember and 4-a wish for themselves, others or the wider community.</p> <ul style="list-style-type: none"> • Buddhists concentrate on mandalas to help them become more like the Buddha. The pictures and symbols show Buddhist teachings and help Buddhists to meditate. Create impermanent mandalas in sand, cornflower paste, pulses. • Ask pupils to blow their mandalas away and link to Buddhist understanding of the impermanence (everything changes). • OR explore the Buddha Rupas through hand gestures. Pupils can design own Buddha Rupas using model making materials, for example, Crayola Model Magic. • Express personal reflections. • Invite a Buddhist visitor to explore the significance of meditation and ask pre-planned questions. 	<p>'People in Action'</p> <p>See Faith Communities Directory HGfL</p>

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<p>Y6 Spring B</p> <p>This unit is about: Founders of Faiths and their importance for people today (5 Hours)</p> <p>For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6</p>	<p>AT1 (Level 4) Beliefs and teachings Using appropriate religious and moral vocabulary, identify and describe key features of religions, including beliefs, teachings and their meaning.</p> <p>Religious practices and lifestyles Identify and describe similarities and differences in religious practices and lifestyles both</p>	<p>AT1 2:1 to describe the key aspects of religions and traditions that influence the beliefs and values of others;</p> <p>2:3 about 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>HOW IS THE LIFE OF JESUS RELEVANT TODAY? (2:1, 2:3)</p> <ul style="list-style-type: none"> • Look at a range of images of Jesus – discuss how these help people to remember what he was like and what he did. Look at the emotions linked to the pictures for example, angry with the moneylenders, loving with the children. Discuss how this helps us to get a better idea of what he might have been like – his picture has been drawn in all nationalities, <i>why?</i> • Explore an outline of the life of Jesus. Use a variety of sources to compile a fact-file of significant experiences in Jesus' life. • <i>How do Christians remember Jesus today?</i> Mind map for example, churches, charities, celebrations, people, story. • Explore the "I am the" Statements of Jesus. <i>What do they mean?</i> Design symbols to represent the statements. • If you were being remembered what "I am" 	<p>'Jesus Through Art' Margaret Cooling ISBN 978-1851751198 'Picturing Jesus Pack A' by Lat Blaylock, RE Today ISBN 978-1-904024-59-0</p> <p>CD Rom version of a Bible encyclopaedia <i>I am the Bread of Life (John ch6 v 35, 48 - 51)</i> Links to Literacy Metaphorical language</p> <p>'Easter' - Wayland</p>

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<p>Y6 Spring 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>within and between religions.</p> <p>AT2 (Level 4) Questions of meaning and purpose Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions. Vocabulary <i>In this unit pupils will have an opportunity to use words or phrases such as:- Carpenter</i></p>	<p>AT1 2:12 how religious festivals are related to key figures, events and stories and how these are observed within families and religious communities;</p> <p>AT2 2:21 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</p>	<p>statements you would leave about yourself. Swap some and guess the authors.</p> <p>WHY DO CHRISTIANS REMEMBER JESUS PARTICULARLY AT EASTER? (2:12, 2:21)</p> <ul style="list-style-type: none"> • Reminder of the Easter story and its importance to Christians today. Refer to some of the practices undertaken by Christians on Easter Day, for example, the Sunrise service. Stress the <i>symbolism</i> within the activities. • Use picture stimulus for example return to The Last Supper image by Leonado Da Vinci. Discuss the artistic licence used for example, time of day. Link the food to the Seder meal and to Communion. • Allow opportunities for pupils to ask ultimate questions about the events of Easter. Focus on the death and resurrection of Christ. Ensure that any answers offered by pupils should be respected. Answers from within 	<p>ISBN-0 7502 2832 6</p> <p>Use a clock face to show the different parts of the day.</p>

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Y6 Spring B	<p>Parables Disciples Shrove Tuesday Fasting Lent Ash Wednesday Palm Sunday Palm crosses Maundy Thursday Maundy money The Last Supper Good Friday Crucifixion Easter Sunday Resurrection New life Easter Eggs Artefacts <i>Pupils will have the opportunity to look at, observe and possibly handle:</i></p>	life;	<p>Christianity should be given to explain what Christians believe.</p> <ul style="list-style-type: none"> Write an acrostic poem using the word 'resurrection', 'Easter' or 'hope' and/or write in the shape of a cross to express personal / Christian views about the events of Easter. 	

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	<p>Crosses Jesus images/ Icons</p>			