



## SUMMER



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 <b>differentiate</b> 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):	<b>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</b>	<b>POINTS TO NOTE AND RESOURCES</b>
<p><b>Y6 Summer</b></p> <p>This unit is about: Ideas about God (3 hours)</p> <p>For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6</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>AT2 (Level 4) Questions of meaning and purpose</b></p>	<p><b>AT1</b> <b>2:4</b> about individual beliefs and consider the ways in which members of faith communities describe their understanding of God/gods;</p> <p><b>AT2</b> <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</p>	<p><b>WHAT MIGHT GOD BE LIKE? (2:4, 2:21)</b></p> <ul style="list-style-type: none"> <li>• Pupils explain the word 'God' to someone who has never heard it before.</li> <li>• Pool together pupil's views on the characteristics of God/gods. Point out their diversity and thus the diversity of views within faith traditions.</li> <li>• <i>How do people who are religious believe that God/gods act in the world?</i></li> <li>• <i>What characteristics would God/gods have in order to act in the world?</i> (for example, strong, compassionate, intelligent) <i>Does this point to God/gods being like humans?</i> Explain that religious people would search for pointers to the character of God/gods in their sacred writings.</li> <li>• Create four line kennings to describe God.</li> </ul>	<p>'Teaching RE - God 5-11' (CEM)</p> <p>Buddhists don't believe in God, Hindus may believe in many gods, Christians have one God. Avoid drawing pictures of God - Muslims are offended by images of God. Pupils should not be disabused of their own ideas about God/gods</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 <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>Y6 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</p>	<p>Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions.  <b>Vocabulary</b> <i>In this unit pupils will have an opportunity to use words or phrases such as:-</i> Trinity Father, Son and Holy Spirit Pentecost Disciples</p>	<p>some of the mysteries of life;</p>	<p><b>The Probability Line</b></p> <ul style="list-style-type: none"> <li>• Explain that some questions have definite answers, yes or no. Sometimes we are unsure, maybe. Explain probability by labelling a line of choices, no chance, some chance, fair chance, good chance, very good chance, certain.</li> <li>• Pupils listen to a range of statements; for each statement they must decide how probable it is they must have a reason for their choice of probability (reinforce that they should not just follow friends).</li> <li>• Pupils make a human graph – responding to each statement ‘It will rain today’, ‘the sun exists’, ‘I will become a millionaire today’, ‘love exists’, ‘I will die some day’, ‘there is an Afterlife’, ‘I will have children one day’, ‘God exists’, ‘there is a war being fought somewhere today’, ‘someone in the world has just been born’. Pupils must stand next to their choice of a probability phrase in the</li> </ul>	<p><a href="#">‘Hello? Is Anybody There?’ by Jostein Gaarder</a> <a href="#">ISBN 1-85881-623-8</a> <b>Good class story with many ultimate questions</b>  <a href="#">Numeracy data handling link</a></p>

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, <b>VOCABULARY</b> 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>Y6 Summer</b></p>	<p><b>Artefacts</b> <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Bible</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 2:4</b> about individual beliefs and consider the ways in which members of faith communities describe their understanding of God/gods;</p>	<p>range from 'certain' to 'no chance'.</p> <ul style="list-style-type: none"> <li>Choose several ideas to explore further by interviewing pupils from the line on their living graph.</li> <li>Discuss the statement 'God Exists' in further detail by pairing pupils from different points of the probability line, for example, no chance and certain.</li> </ul> <p><b>WHAT DO CHRISTIANS BELIEVE ABOUT GOD? (2:4)</b></p> <ul style="list-style-type: none"> <li>Explain that Christians believe in the Trinity, that God has three forms: God the Father, God the Son and God the Holy Spirit. Even Christians find this difficult to understand. Make the scientific link that water can take three forms (solid - ice, liquid - water to drink, gas - vapour as from a kettle). A person can be many things in relationships but still be the same person. Draw an outline of a person and around the edge write all the</li> </ul>	

<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>Y6 Summer</b></p>			<p>different people they are (for example son, brother, grandson, cousin, friend, pupil, scout). Make a Trinity mobile with the word God in the centre and the three forms hanging equally from it.</p> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• Take a strip of paper and some sticky tape. Turn the paper into a loop, but before you stick it down, flip one end of the paper over. This should give you a piece of paper with a half-twist in it. This is a strip (see diagram).</li> <li>• How many sides does it have (inside and outside)?</li> <li>• Draw a line down the centre of the strip by starting at the join on the outside and work your way around. What happens? So how many sides does it have? How is this possible?</li> <li>• Cut the loop in half along the strip. What happens? Do you get 2 new loops? Try different ideas with the strips. How do they</li> </ul>	<p><b>Möbius strip is a long strip of paper made into a loop with a half twist in it.</b></p> <p><b>Look at the idea of mystery and what it means to not know everything about something.</b></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 <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>work? Can it be easily explained? It is like a mystery. Christians often speak of God and Jesus as a mystery.</p> <p>Read the story of Pentecost, which describes the Holy Spirit coming to be with the disciples after Easter. For some Christians this is the most important event in the Jesus story. Explain that the Holy Spirit gives them comfort and it is this part of God which is with them all the time. Fire is often used to symbolise the Holy Spirit. Each pupil to be given the outline of a tongue of flame. Inside to write their views of what God is like.</p>	<p>Bible Acts ch2 v 1 - 3</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 <b>differentiate</b> 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):	<b>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</b>	<b>POINTS TO NOTE AND RESOURCES</b>
<p><b>Y6 Summer</b></p> <p>This unit is about:</p> <p>Human Responsibility for the Environment (3 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>AT2 (Level 4) Human identity, personality and experience</b> Ask questions of identity and belonging and suggest own</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>2:20</b> to develop their sense of curiosity about life, death, relationships and the natural world and express personal opinions</p> <p><b>2:22</b> about the relationship between humans, their environment and other living creatures, including examples of religious teaching and practice;</p>	<p><b>HOW DO HUMANS EXERCISE RESPONSIBILITY FOR THE ENVIRONMENT? (2.1, 2.22, 2.24, 2.25)</b></p> <ul style="list-style-type: none"> <li>• Create a 'Wall of Wisdom' by collecting the favourite quotes and sayings of pupils, parents, teachers, visitors and famous and/or religious people. For example, about life, death, relationships and the natural world.</li> <li>• List examples of things people do because of a belief they hold. Relate this to themselves 'I strongly believe... so I do/do not ...' (i.e., 'I strongly believe animals should be respected, so I do not buy products tested on animals').</li> </ul> <p><b>WHAT DO CHRISTIANS BELIEVE ABOUT THE RELATIONSHIP BETWEEN HUMANS, THEIR ENVIRONMENT AND OTHER LIVING CREATURES? (2:20, 2:22, 2:24, 2:25)</b></p> <ul style="list-style-type: none"> <li>• Using a variety of local and national</li> </ul>	<p>Start the 'Wall of wisdom' at the beginning of the unit and watch it develop.</p> <p>See Year 5 Summer Term Genesis ch1 v 28</p>

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, <b>VOCABULARY</b> 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>Y6 Summer</b></p>	<p>answers about the significant experiences of others, including religious believers.</p> <p><b>Values and commitments</b> Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings</p> <p><b>Vocabulary</b> <i>In this unit pupils will have an</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> <p><b>2:25</b> examples of the ways in which personal and religious beliefs may influence their behaviour and that of others.</p>	<p>newspapers, pupils cut out articles about environmental issues. In groups discuss the stories and identify where the responsibility lies. Plenary to share stories and ideas. Make a class scrap book, with articles annotated with views. Imagine they are writing to the editor of the paper, giving their ideas about responsibility and solutions. Add these to the scrap book.</p> <ul style="list-style-type: none"> <li>• Revise the Genesis Creation story. Focus on the part where God gives Adam and Eve “Dominion”. What does that mean? Look up other translations of the Bible to find different words. Use a thesaurus to find synonyms. Discuss what responsibility God meant humans to have over the natural world in the story. <i>What does this mean in today’s world?</i></li> <li>• Write a letter to Adam and Eve explaining where successive generations of humans have gone wrong. Swap letters for a reply making suggestions for the present</li> </ul>	

<p>YEAR GROUP, TERM, UNIT TITLE, TIME ALLOCATION 156 Hours over 4 years (approximately 13 hours per term)</p>	<p>OBJECTIVES, <b>VOCABULARY</b> 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>Y6 Summer</b></p>	<p><i>opportunity to use words or phrases such as:-</i> Genesis Adam Eve Dominion Vegetarian Reincarnation</p> <p><b>Artefacts</b> <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Bible</p>		<p>generation or ideas for the locality.</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 <b>differentiate</b> 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):	<b>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</b>	<b>POINTS TO NOTE AND RESOURCES</b>
<p><b>Y6 Summer</b></p> <p>This unit is about: Suffering and happiness (7 hours)</p> <p>For time allocation see Hertfordshire Agreed Syllabus of Religious Education page 6</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>Religious practices and lifestyles</b> Identify and describe similarities and differences in religious practices</p>	<p><b>AT1</b> <b>2:1</b> to describe the key aspects of religions and traditions that</p> <p><b>AT2</b> <b>2:17</b> to participate in periods of stillness and quiet thought and, where appropriate, to express personal reflections and emotions;</p> <p><b>2:22</b> about the relationship between humans, their environment and other living creatures, including examples of religious teaching and practice;</p> <p><b>2:24</b> about religious codes</p>	<p><b>CAN DESIRE CAUSE SUFFERING? (2:1, 2:17, 2:22, 2:24, 2:25)</b></p> <ul style="list-style-type: none"> <li>• Introduce the four noble truths. <i>Can desire cause suffering?</i> Discuss, reflecting on own experiences of wanting something, getting it and why it may not provide everlasting happiness, for example you may worry about breaking it/losing it, a new, better version may replace it.</li> <li>• Throw a bean bag to a pupil and name a source of suffering, for example watching flowers wilt, having a pain in my toe, or not getting what I want for my birthday. They have to quickly throw to another pupil with another sort of suffering. Aim for no repeats. Look at all the ‘suffering’.</li> <li>• Role play the Buddha sitting and listening to people’s complaints about their suffering. Can the Buddha role identify the craving, clinging attachment which forms the basis of the suffering, can they suggest a way to stop</li> </ul>	<p>‘Buddhism for KS2’, by The Clear Vision Trust – programme two ‘The Dharma’, clip of girl wanting and receiving a new bicycle. <a href="http://www.clear-vision.org">www.clear-vision.org</a></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 <b>differentiate</b> 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):	<b>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</b>	<b>POINTS TO NOTE AND RESOURCES</b>
<p><b>Y6 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>and lifestyles both within and between religions.</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><b>Values and commitments</b> Ask questions</p>	<p>of conduct and rules of living, considering the effect of these on daily life;</p> <p><b>2:25</b> examples of the ways in which personal and religious beliefs may influence their behaviour and that of others.</p> <p><b>AT1 2.6</b> to investigate the significance of religion in the local, national and global communities;</p> <p><b>AT2 2.17</b> to participate in periods of stillness and</p>	<p>suffering by letting go of the craving.</p> <ul style="list-style-type: none"> <li>Revisit the Noble Eightfold Path and explain that Buddhism teaches that following this will be the best way to live. One of the paths is Right Living. <i>Which of these jobs would a Buddhist find acceptable/unacceptable?</i> – Cook, shop owner, tobacconist, builder, butcher, teacher, soldier, nuclear power worker, fisherman, doctor, librarian.</li> <li>Pupils should give their own examples of ‘Right Living’.</li> </ul> <p><b>WHY IS THERE SUFFERING IN THE WORLD? (2.6, 2.17, 2.22)</b></p> <ul style="list-style-type: none"> <li>‘How can there be laughter when the whole world is burning?’ meaning how can we be truly happy when there is so much suffering in the world. Pupils write individual responses and bring into a class circle, with a burning candle in the centre. In turn pupils share their responses.</li> </ul>	<p>Introduction to the Holocaust.</p> <p>Link to History, Second World War.</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 <b>differentiate</b> 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):	<b>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</b>	<b>POINTS TO NOTE AND RESOURCES</b>
<b>Y6 Summer</b>	<p>about matters of right and wrong and suggest answers which show understanding of a range 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> Four Noble Truths Desire Craving Suffering Noble Eightfold Path</p>	<p>quiet thought and, where appropriate, to express personal reflections and emotions;</p> <p><b>2;22</b> about the relationship between humans, their environment and other living creatures, including examples of religious teaching and practice;</p>	<ul style="list-style-type: none"> <li>• In a quiet, dark and reflective setting continue to focus on the candle and share a story about suffering for example, 'The Number on My Grandfather's Arm' by David A. Adler. Reflect upon the issues raised by Grandfather's account of the Holocaust.</li> <li>• Use the lesson plan provided online. Play the Holocaust Memorial Day Trust (HMT) 'Stand up to Hatred Game'.</li> <li>• Taking a large piece of paper divided in two, take one of the situations from the game and draw two pictures to tell a story. On one half of the paper show what was happening and in the other show what people could have done to Stand up to Hatred. Write a caption for your picture. Alternatively, find examples of suffering using newspaper cuttings or use the Internet to find examples of suffering during WWII or other examples of genocide.</li> </ul>	<p>'The Number on My Grandfather's Arm' by David A. Adler ISBN 0-8074-0328-8</p> <p><a href="http://www.hmd.org.uk">www.hmd.org.uk</a></p> <p><a href="http://www.thegrid.org.uk/learning/re/ks12/resources/hertsow/year6.shtml">http://www.thegrid.org.uk/learning/re/ks12/resources/hertsow/year6.shtml</a></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 <b>differentiate</b> 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):	<b>SUGGESTED KEY QUESTIONS AND EXAMPLES TO SUPPORT TEACHING AND LEARNING</b>	<b>POINTS TO NOTE AND RESOURCES</b>
Y6 Summer	<p>Right Living Holocaust Friendship Prayer wheel</p> <p><b>Artefacts</b> <i>Pupils will have the opportunity to look at, observe and possibly handle:</i> Prayer wheel Prayer flags</p>	<p><b>AT2</b> <b>2:17</b> to participate in periods of stillness and quiet thought and, where appropriate, to express personal reflections and emotions;</p> <p><b>2:22</b> about the relationship between humans, their environment and other living creatures, including examples of religious teaching and practice;</p>	<p><b>HOW DO YOU OVERCOME EVIL AND PROMOTE GOODNESS? (2:17, 2:22)</b></p> <ul style="list-style-type: none"> <li>• Discuss the value of friendship with the pupils as a means of promoting goodness. <i>Have you ever had a friendship which you really cherished and valued? Why did you highly regard this friendship? What do you consider are the most important elements of friendship? Do you think most people consider friendship to be important? If you wanted to encourage peace and friendship in the world, would you start by changing yourself or other people?</i></li> <li>• Show a Buddhist prayer wheel for pupils to explore what it could be, then explain.</li> <li>• Discuss the use of prayer wheels and flags in many Buddhist countries. Explain that some are powered by water or wind, symbolising the Buddhist belief in the interconnectedness of nature and prayer.</li> <li>• Whilst listening to Buddhist music, pupils</li> </ul>	<p>Mantras and prayers are written in prayer wheels and on flags. As the wheels turn and the flags blow in the wind, Buddhists believe that the prayers are repeated over and over again.</p> <p>Buddhists believe that karma is the law of cause and effect. All actions have consequences.</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 <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>Y6 Summer</b></p>			<p>think of one word to reflect their hopes and dreams for the world. Pupils reflect on the future world that they wish to be part of as they leave Primary School and begin a new journey, for example, peace, compassion, understanding, friendship etc. In silence, pupils write one word to summarise their hope, wish, dream or prayer a piece of A4 coloured paper and then one by one say their word out to the class as they peg it to a washing-line. Finally, explain that their words on the washing-line are like a Buddhist prayer flag and that Buddhists believe that like karma, when the wind blows their words will spread out reaching many. Leave up for display.</p>	