



Discovery RE[®]



The **enquiry** approach to
Religious Education

Ages 8-11



www.discoveryschemeofwork.com

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The Scheme of Learning for Religious Education in the Primary School

Foreword

Writing a progressive, easy to use Scheme of Learning for Religious Education is never an easy task, even for RE specialists. How will I find the time to do all this planning? Which religions shall we teach when? What is the weighting to be given to Christianity and other religions? How far can we go with the enquiry-based approach? Have we got the resources necessary to teach the new syllabus? I don't have a budget! What about children's spiritual development? What about SMSC (Spiritual, Moral, Social, Cultural) development? What about the British Values agenda? What is 'religious literacy'?

Very aware of the drive to make RE a meaningful and relevant subject, and also the huge amount of time and effort needed to write a Scheme of Learning for the whole school, my colleagues and I have written Discovery RE to help short-cut the planning process whilst still enabling teachers to take ownership of how they deliver each lesson/enquiry.

Discovery RE is a set of detailed medium-term plans for RE from Years F1/2 to Year 6. It adopts an enquiry-based approach to teaching and learning.

Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way. Buddhism, Hinduism, Islam, Judaism and Sikhism are also covered. Humanist perspectives are added when appropriate in some enquiries.

The overview grid shows the long-term plan, with choices needing to be made as to which religion to teach alongside Christianity in some year groups.

Each enquiry demands the equivalent of 6 lessons, but teaching time could be blocked over perhaps 3 half days to enhance learning. Each enquiry has a learning objective which shows the learning over the enquiry and SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout as is each enquiry's contribution to the British Values agenda.

SMSC (Spiritual, Moral, Social and Cultural) development

With the Ofsted inspection framework emphasising the opportunities children are offered for SMSC development, RE can be a key contributor. Therefore, SMSC opportunities are identified in each enquiry, and are mapped on the overview grid for each year group. Further support for SMSC can be found on www.janlevereducationconsultancy.com

British Values

Religious Education is a key player in engendering knowledge and understanding which can lead to tolerance and respect for others and their beliefs. It does not, however, teach children to passively accept, but rather encourages evaluation and critical thinking, equipping them to consider belief positions they encounter. Discovery RE contributes significantly to the British Values agenda and the mapping documents in the Overview section of the folder and at the beginning of each year group show how.

Mindfulness

Mindfulness means cultivating a sense of awareness on purpose, in a non-judgemental way in the present moment. It is hoped that teachers will use mindfulness practices to build children's self-awareness and skills of reflection, thus supporting their RE learning as well as their personal spiritual development.

Introducing the Discovery RE Owl Crew

To help children engage with the process of enquiry, we are delighted to introduce the Discovery RE Owls.



Bertie

**F1/2 (Nursery/
Reception)**



Abbey

Year 1



Sofia

Year 2



Huey

Year 3



Egbert

Year 4



Auberon

Year 5



Gudrun

Year 6

You will notice the number of feathers on their chests denotes the year group. Each whole school set of Discovery RE (3rd Edition) includes one of each of the OWL CREW. (Extra OWLS are available from the Discovery RE online shop www.discoveryschemeofwork.com) You may well find each class needs its own.

The OWL CREW names mean wisdom/intelligence in a range of languages, thus pointing to the way they are used in Discovery RE.

In the planning you will see the OWL in the text every time we suggest you use him/her. The idea is that the OWLS are sources of wisdom so that:

- a) Children can ask them questions during the enquiry.

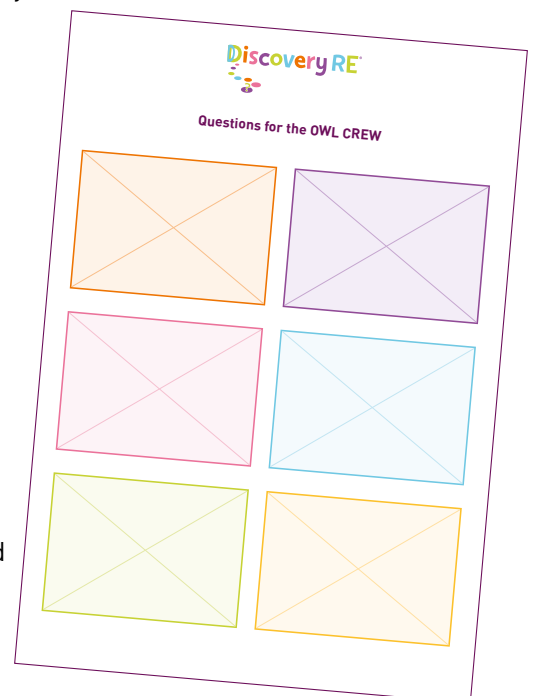
The file 'Questions for OWL CREW' on the USB stick has printable envelope templates for children to write their questions on.

They write their questions on the envelope template and give them to the owl. (You may like to provide a special post box or receptacle for your class' questions).

This gives you, the teacher, time to think through an appropriate answer and build this into the next lesson, the answer obviously coming from the owl.

This will help you with ongoing assessment, giving insight into the children's thinking.

- b) The OWLS can ask the children questions i.e. the big enquiry question, and any other questions that may support their learning through the enquiry.
- c) The OWLS can give the children information e.g. Gudrun Owl would like you to watch this video clip/to explore these artefacts.
- d) The OWLS can act as the 'talking object' when you are using Circle Time to discuss opinions and thoughts on issues being studied.



We hope the Discovery RE OWL CREW will add an extra dimension to your RE work. We will be developing how we use them so do keep an eye on the Community Area of the Discovery RE website, and by all means, let us know if you have any ideas for the CREW.



Assessment in Discovery RE

Mindful that the majority of agreed syllabi for RE around the country used to align themselves to the 2 attainment target and 8-level scale system of assessing children's RE learning, the original edition of Discovery RE followed this pattern in order to be of service to teachers.

Some people are still obliged to follow agreed syllabi containing this system, so Discovery RE continues to reference the 2 attainment targets (albeit teasing out the different aspects of AT2).

However, mindful of the educational landscape 'beyond levels', we also offer an alternative colour-coded system:

- **End of key stage age-related expectations** for KS1, lower KS2 and upper KS2. This is similar to the RE Council non-statutory framework for RE (2013) which also suggests end of Key Stage expectations, summarised as:

(Abridged NCFRE showing the 3 strands A, B and C. (For Curriculum Framework for RE, just Google).

Attainment related to end of KS statements	Reference to 'old' level descriptors	A. Investigate the beliefs and practices of religions and other world views	B. Investigate how religions and other world views address questions of meaning, purpose and value	C. Investigate how religions and other world views influence morality, identity and diversity
End of KS1 (Year 2 Age 7)	2	Retell, recognise and find meanings	Explore and respond sensitively	Begin to express ideas and opinions
End of Lower KS2 (Year 4 Age 9)	3	Describe, discover more and respond thoughtfully	Observe and suggest reasons	Suggest reasons and respond thoughtfully
End of KS2 (Year 6 Age 11)	4	Reflect and make connections between different ideas	Consider, compare and contrast	Offer ideas and clear responses

- **3 age-related expectation descriptors for each enquiry in each year group.** These expectations (working AT, TOWARDS and BEYOND) give guidance for assessing each of the 3 aspects of learning involved and made explicit in Discovery RE. Schools can, of course, use the language of their choice to describe these expectations (e.g. developing, secure, exceeding) in order to ensure RE is in line with the school's system.

The 3 aspects of learning are colour-coded:

Green: personal resonance with or reflection on... (formerly AT2 personal)

Blue: knowledge and understanding of... (formerly AT1)

Red: evaluation/critical thinking in relation to the enquiry question (formerly AT2 impersonal).

AfL (assessment for learning) opportunities are offered throughout each step of each enquiry.

This colour coding starts with steps 1-4 on the planning, each box being framed in the colour that denotes the focus of learning in that step.

The colours continue in the Activity Sheets so the teacher can see which activity is focused on which aspect of learning, and follow this through in the expectation descriptors (Working TOWARDS, Working AT and Working BEYOND) and in the exemplification. This will make it easier to link teaching with learning outcomes, as RE is a complex subject to assess.



End of Key Stage Colour-coded descriptors in Discovery RE

“WORKING AT” expectation. <u>Most</u> children are expected to reach these expectations.	GREEN DESCRIPTORS Personal resonance with or reflection on The concept / belief underlying the subject matter of the enquiry Child’s own thoughts, opinions, belief, empathy.	BLUE DESCRIPTORS Knowledge and understanding of the subject matter of that enquiry (subject knowledge)	RED DESCRIPTORS Skills of evaluation and critical thinking in relation to the big enquiry question
End of Key Stage 1 (Year 2, Age 7, ‘old’ Level 2)	I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world I can verbalise and / or express my own thoughts	I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.	I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.
End of LOWER key Stage 2 (Year 4, Age 9, ‘old’ Level 3)	I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews. I can express my own opinions and start to support them with rationale.	I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.	I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.
End of Key Stage 2 (Year 6, Age 11, ‘old’ Level 4)	I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs I can express my own thoughts etc having reflected on them in relation to other people’s.	I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.	I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.



Discovery RE and Church of England Schools

Christianity is taught in every year group in Discovery RE and the enquiry approach adds challenge, requiring children to retain knowledge and apply it to the big question using their critical thinking skills.

Each enquiry addresses an aspect of Christian theology, sometimes explicitly using the theological language and sometimes laying foundations of experience and understanding which will later facilitate learning the explicit theology. To ensure church schools using Discovery RE are confident they are teaching enough Christianity to satisfy their SIAMS requirements, the 3rd edition of Discovery RE has 3 additional (optional) Christianity enquiries, one in each of years 4, 5 and 6.

Discovery RE and 'Understanding Christianity'

Mindful of the 'Understanding Christianity' materials, launched in 2016, which emphasise theological literacy, gaining knowledge and interpreting source texts in order to enhance children's holistic understanding of Christianity, each Christianity enquiry in Discovery RE has the underpinning Christian concept/core belief made explicit. These are aligned with the 'Understanding Christianity' materials.

Discovery RE is pleased to work co-operatively with the 'Understanding Christianity' Project. The Church of England recommends its schools use the UC materials to deliver Christianity work in RE, and has shown how this might be done in schools already using Discovery RE. www.churchofengland.org

This is also in the 'Other' section of Discovery RE.

If church schools choose to substitute some of the Discovery RE enquiries on Christianity with UC units, these can sit comfortably in the holistic programme of Discovery RE, which gives a whole-school structure for RE including coverage of the 5 principal religions other than Christianity, and using a consistent, developmental approach.

SIAMS inspections seek additionality from church schools. Discovery RE supports schools to improve their SIAMS inspection outcomes. See the article on www.discoveryschemeofwork

Our research shows that 94.5% of the Church of England schools using Discovery RE have gained 'good' or 'outstanding' grades in their SIAMS Reports since implementing this resource. See the research report on the Discovery RE website.

Discovery RE and Catholic Schools

Discovery RE, by its very nature as a progressive and comprehensive set of RE planning, is in no way, denominational. Because of this, and due to the fact that it is a medium term planning tool, no part of it contradicts the aims and objectives of the religious education curriculum in Catholic schools.

In such schools, specific elements need to be included in the RE programme in line with Canon Law, advice, guidance and the support of the Diocesan Bishop and Catholic Education Service. Teachers can therefore use Discovery RE and tailor it to fulfil the expectation that, 'in religious education in particular, the Church aims to transmit (to children) the Catholic faith'.

The Bishops' Statement also states that through Religious Education and the general life of the school, "young people are prepared to serve as witnesses to moral and spiritual values in the wider world".

The philosophy of Discovery RE is clearly in line with this,

"children's ...knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced."

As stated by the Catholic Bishops' Conference:

"The outcome for religious education is religiously literate young people who have the knowledge, understanding and skills – appropriate to their age and capacity- to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in everyday life".
(Religious Education Curriculum Directory for Catholic schools page 10).

"Excellence in Religious Education, then, will be characterised by a clarity of succinct religious learning objectives and of key content, by appropriate methodologies, rigour, richness of resources, achievement of identified outcomes and accurate methods of assessment. Classroom Religious Education will be a challenging educational engagement between the pupil, the teacher and the authentic subject material."
(Statement on Religious Education in Catholic Schools, issued by the Catholic Bishops' Conference of England and Wales (7), 5th May 2000).



Discovery RE and the English National Curriculum

RE is statutory and sits alongside the national curriculum. However, it serves not only the SMSC and British values agendas but also contributes significantly to literacy skills as well as linking easily to many areas of the national curriculum.

The article, 'Discovery RE and the national curriculum' shows the possible links. See www.discoveryschemeofwork.com or contact us to receive this article.

Support for Discovery RE schools www.discoveryschemeofwork.com

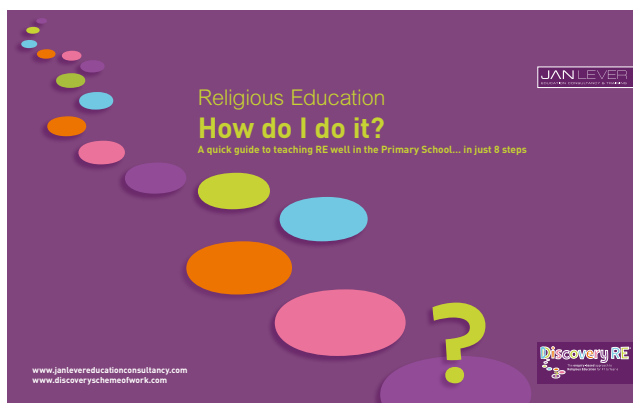
We offer the website to you as an ongoing hub of support. You are welcome to contribute; just contact us through the website. Termly newsletters, fresh articles and additional resources are added regularly. We will alert you by email.

We do our best to offer ongoing support to schools using Discovery RE by:

- Offering each school a mentor, always on hand to answer any questions and offer support and advice
- Giving passworded access to the Discovery RE Community Area on the website (we will email you the login details)
- Termly newsletters to keep you up to date and give more teaching/learning ideas

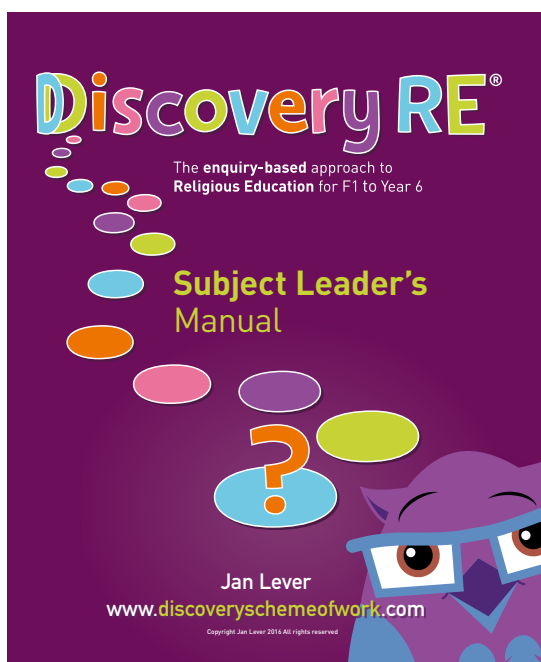
We also listen and respond to teachers' requests and concerns and as a result have recently produced:

- RE: How do I do it?



This booklet is designed to take teachers inexperienced in RE, and those in initial teacher training, through an 8 step process showing how to plan RE across a school. It includes sample materials from Discovery RE and may be a useful resource to use for in-house training. This is available through the Discovery RE website online shop.

- Subject Leader's Manual



The subject leader's manual is designed to be a source of guidance and support for teachers leading this subject across the school.

Chapters on: Organisation
Action planning
Budget and resources
Monitoring
Staff training
Visits and visitors
and more, suggest what needs to be done, how to evidence your work as leader as well as the teaching and learning in RE.

A usb stick has editable documents to help further e.g. policy documents, action planning templates etc.

The folder can become your actual subject leader's folder as you add evidence to each chapter.

Each manual also comes with a copy of RE: How do I do it?

The subject leader's manual can be ordered through the website online shop or just contact the office
+44 (0)1202 377193



Free update policy

Books, websites and learning clips. Although Discovery RE is medium-term planning, we do our best to suggest teaching resources that may be helpful. However, because these may change, become unavailable etc. over time, we recommend you check the Community Area of the website where we will post updated resource lists at the end of each half-term. In the meantime, please let us know if you come across a clip that is inactive and we will source an alternative straight away for you. Contact elaine@janlevergroup.com. Check website www.discoveryschemeofwork.com, log in with your password to the Community Area and look in the Resources section for Updated Resource List.



We continue to operate a free update policy at Discovery RE regarding the Scheme of Learning, believing we are here to support schools and once you have invested in us and the resource, you join the Discovery RE Community. Therefore, this 3rd edition of Discovery RE is offered as a free download to schools currently using the older version/s.

Our Philosophy

Our belief is that, using an enquiry-based model well, children's critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced.

This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

Discovery RE is a thoughtful and creative set of RE planning for the whole Primary school, F1/2 to Year 6.

We hope it makes teachers' lives easier and short-cuts the planning process, freeing them to design exciting and challenging teaching/learning activities for each lesson/enquiry.

Thanks go to teachers: Hayley Lynam, Dawn Murray, Karen Hunnisett and Sian Pell whose enthusiasm for RE and children's learning, willingness to spend many hours on this project and share their current classroom experience, have helped me to make Discovery RE a relevant and creative teaching resource.

Thanks also go to Discovery RE Consultants, David Rees, Hannah Rees and Alison Harris who, with me, bring a collective 90+ years of RE experience to Discovery RE.

We hope our work supports you to keep improving children's learning in and deepening their thinking through Religious Education.

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The Jan Lever Group comprises 3 enterprises supporting schools:

Discovery RE www.discoveryschemeofwork.com

Jigsaw PSHE www.jigsawpshe.com

Jan Lever Education Consultancy and Training www.jlect.com





Introduction

The context... ENGLAND

What do you have to teach in RE?

The situation with Religious Education in England is unique. RE is a statutory subject that sits alongside the National Curriculum.

It is compulsory in all schools in England except for pupils withdrawn at the request of their parents.

(The Education Act 2002, section 80)

Academies must provide RE in accordance with their funding agreements.

(RE in English schools: non-statutory guidance 2010)

It becomes more complicated when considering what must be included in the RE curriculum and the approach to be used.

Community schools/ Foundation schools/ Voluntary Controlled schools must provide RE in accordance with the locally agreed syllabus for RE.

In Voluntary Aided schools with religious character the RE curriculum is determined by the governors in accordance with the trust deed, and they may choose to follow the locally agreed syllabus or to design their own.

Academies and Free schools

- Such schools with no religious character may choose to follow the locally agreed syllabus but are free to design their own schemes of work
- Denominational academies e.g. Roman Catholic, and most Muslim and Jewish academies, deliver RE in line with their denominational syllabus (where there is one)
- Faith (but non-denominational) academies are free to agree their RE curriculum with sponsors and the Department for Education.

These schools could adopt the locally agreed syllabus but are autonomous in this choice.

(RE in English schools: non-statutory guidance, DCSF 2010, pages 27-30)

Does Discovery RE meet the requirements of your locally agreed syllabus?

Discovery RE is not an agreed syllabus but is a set of detailed medium-term planning that can support schools to structure their RE scheme of work in order to deliver their locally agreed syllabus if they need to, or to structure their RE curriculum in this developmental and comprehensive way if they are autonomous.

At Discovery RE, we understand it can be challenging to assess the extent to which Discovery RE can help you fulfil the requirements of your locally agreed syllabus, and to assist you we have mapped it to 100+ syllabi. These mapping documents can be requested through the website. We are happy to map Discovery RE to your syllabus if we have not yet done so, or to update our maps when your syllabus is updated if you get in touch and let us know what is needed.

It is never possible to state categorically that Discovery RE will fulfil all requirements as this depends to a large extent on the way the teacher translates Discovery RE into short-term planning and on the nature of the delivery.

However, we are very confident that Discovery RE gives a comprehensive structure for RE across the whole primary school, provides a key enquiry question for each half-term, selects the most appropriate subject knowledge to be taught to enable children to answer the enquiry question and goes on to provide assessment tasks, guidance and attainment descriptors, with exemplification.

This confidence is certainly supported by the evidence base we have regarding Church of England schools which are using Discovery RE.

The quantitative and qualitative evidence shows Discovery RE to be making a significant contribution to RE, school ethos and additionality.



Christianity is taught in each year group, with one other religion selected to be considered alongside this. There are additional optional extra Christianity enquiries for Years 4, 5 and 6 which can be added to ensure church schools deliver more than the specified amount of Christianity in relation to the SIAMS requirements.

(There is also an overview that suggests how schools wishing to use the 'Understanding Christianity' materials could integrate these into the Discovery RE programme, in the 'other' section of the folder).

Suggestions on how and when to include work on Humanism (should that be deemed appropriate) are included in some enquiries.

Is there any national guidance on what should be taught in RE or what an agreed syllabus should look like?

1. 2004 non-statutory national framework for RE

This framework, whilst non-statutory, offered guidance to SACREs on the structure, content and, to an extent, the pedagogical approach of their syllabi.

It describes learning in RE in terms of two attainment targets:

Attainment Target 1: Learning ABOUT religion

Attainment Target 2: Learning FROM religion

This framework also suggests assessing according to a national 9 level descriptors, 1-8 plus EP (Exceptional Performance)

Some agreed syllabi around the country still use these systems to structure and describe learning, so Discovery RE references the two attainment targets on the overview maps. It shows AT1 in **BLUE** and AT2 in **RED**.

For those who still need it, Discovery RE also references the 9-level assessment system but alongside this provides a 'beyond levels' process comprising 3 age-related expectation attainment descriptors (working TOWARDS, AT and BEYOND) for each enquiry, as well as summary descriptors for the end of each key stage.

2. 2013 national curriculum framework for RE (NCfRE)

This framework, again non-statutory, reorganised RE learning under 3 strands:

A. know about and understand a range of religions and world views

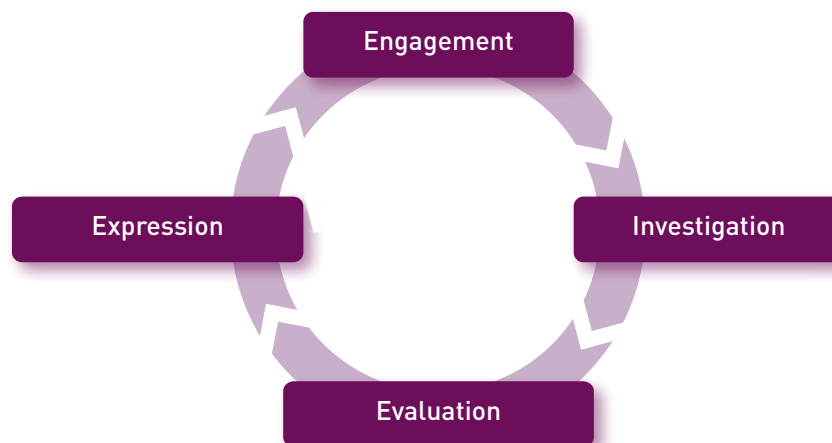
B. express ideas and insights about the nature, significance and impact of religions and world views

C. gain and deploy the skills needed to engage seriously with religions and world views.

It is assumed that aspects of all 3 strands will be contributed to in every enquiry so the strands are not referred to on the overview mapping grid.

How is the planning set out in Discovery RE?

Discovery RE advocates an enquiry-based approach with a 4-step process



The 4-step enquiry process

The key question for the enquiry is such that it demands an answer that weighs up 'evidence' and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Discovery RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.

Step 1 (usually 1 lesson)

Engagement: The human experience underpinning the key question is explored here within the children's own experience, whether that includes religion or not e.g. a human experience underpinning the question, 'What is the best way for a Sikh to show commitment to God?' is 'commitment', so lesson 1 aims to help all children resonate with the experience of 'commitment' in their own lives. If they can relate to this human experience they will be better able to understand the world of religion into which the enquiry takes them. Their personal resonance with this underpinning human experience acts as the **BRIDGE** into the world of religion (which may be very much outside of their experience).

The **BRIDGE** concept/experience is shown clearly under the Step 1 box on the planning. This guides the teacher as to the focus of Lesson 1, which does not have to include anything explicitly 'religious'.

Step 2 (usually the equivalent of 3 lessons)

Investigation: The teacher guides the children through the enquiry, children gaining subject knowledge carefully selected to assist their thinking about the key question. Some of the enquiries have a lot of relevant content so teachers do need to be selective and not try to cover too much. Depth is more important. The acquisition of the factual information about the religion /belief system being studied is important, but not as an end in itself.

Step 3 (usually 1 lesson)

Evaluation: This lesson draws together the children's learning and their conclusions about the key question of that enquiry. This is an assessment task (the activity sheet and resources are included) which the teacher can assess by using the age-related expectation descriptors at the end of each enquiry. These are exemplified, and tracking and record sheets are included, as are pupil self-assessment sheets.

The expectations may well lend themselves to meaningful and less onerous report writing, the activity sheets providing evidence in children's books for their learning in each enquiry.

We are not suggesting that paper-based evidence is the sole form of assessment in RE. The expectation is that the assessment activity sheets provided will be seen in conjunction with teacher observations of the children's work and responses throughout the enquiry.

The strands of learning are colour-coded in the planning, the assesment activity, attainment descriptors and exemplification to make this process easier for busy teachers.



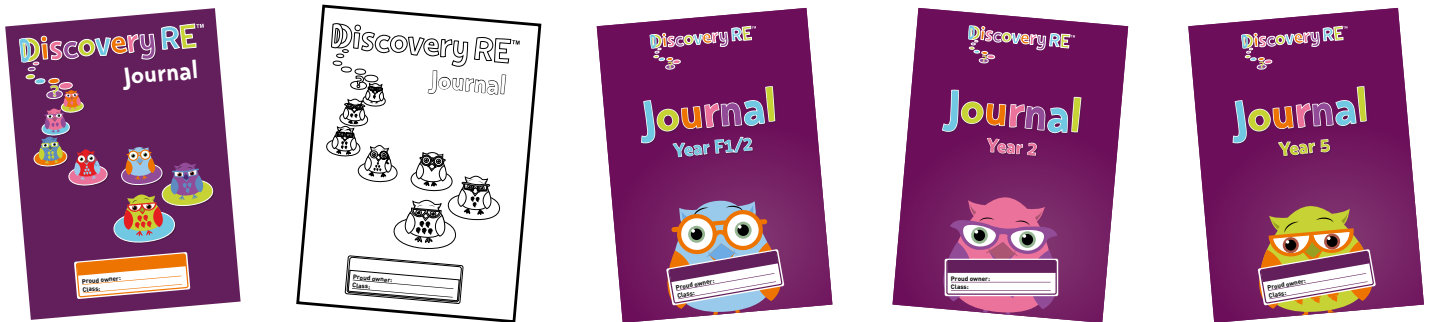
We believe that RE insights are not bound by literacy skills.

Step 4 (usually 1 lesson)

Expression: Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs. There is often further evidence for their books produced in this lesson.

Children's progress is best recorded in individual journals or portfolios, but the whole learning experience of the class may be gathered into a class Discovery RE Portfolio.

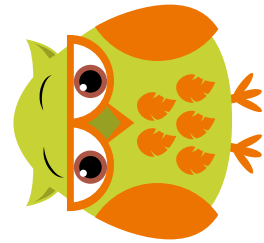
Discovery RE journal/portfolio covers can be downloaded from the CDRom/USB.



Overview Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
*Theme: Belief into action Key Question: How far would a Sikh go for his/her religion? Religion: Sikhism	Theme: Christmas Concept: Incarnation Key Question: Is the Christmas story true? Religion: Christianity	*Theme: Beliefs and moral values Key Question: Are Sikh stories important today? Religion: Sikhism	Theme: Easter Concept: Salvation Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity	*Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism	Theme: Beliefs and Practices Concept: ? Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity
*Theme: Prayer and Worship Key Question: What is the best way for a Hindu to show commitment to God? Religion: Hinduism		*Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism		*Theme: Beliefs and moral values Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Religion: Hinduism	

Teacher Note: There is an additional (optional) Christianity enquiry: Does a belief in the Trinity help Christians make better sense of God as a whole?, included at the back of the Year 5 section for schools to use if they choose to.



Discovery RE supports the teaching of British Values

Specific links between British Values and Discovery RE by Key Stage:

Please note for “Rule of Law”, ticks have been added because even though Discovery RE does not teach UK law, it teaches children of the laws of that religion so that they understand what a law might be. As one of the main aims of the RE curriculum is to promote tolerance of those of different faiths and beliefs, and mutual respect, these values are ticked throughout.

Because this is a set of medium-term planning, not individual lesson plans, many of the values will be covered or not by the way the teacher/practitioner explains the concepts included and the language used. The ticks below represent the most likely/feasible connections that can be made although the teacher may well be able to make further connections to e.g. individual liberty and democracy by consciously deciding to include them.

Lower Key Stage 2 (Yrs 5 & 6)

Discovery RE Enquiry		British Values				Religions studied:				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect					Tolerance of those of different faiths and beliefs
Year 5										
How far would a Sikh go for his/her religion?			✓	✓ (how much does a Sikh give up)	✓	Sikhism				✓
OR			✓ (Vedas)		✓	Hinduism				✓
What is the best way for a Hindu to show commitment to God?										
Is the Christmas story true?					✓	Christianity				✓
Are Sikh stories important today?			✓ (Guru Granth Sahib)		✓	Sikhism				✓
OR					✓	Hinduism				✓
How can Brahman be everywhere and in everything?										
How significant is it for Christians to believe God intended Jesus to die?			✓ (Jesus was subject to Roman trial)		✓	Christianity				✓
What is the best way for a Sikh to show commitment to God?			✓ (Guru Granth Sahib)		✓	Sikhism				✓
OR			✓ Bhagavad Gita/ Upanishads		✓	Hinduism				✓
Do beliefs in karma, samsara and moksha help Hindus lead good lives?			✓ (10 commandments)	✓ Martin Luther King	✓	Christianity				✓
What is the best way for a Christian to show commitment to God?										
Does belief in the Trinity help Christians make better sense of God as a whole?					✓	Christianity				✓

The overview mapping grid that follows...

Year 5 Overview

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
Autumn 1 Sikhism	How far would a Sikh go for his/her religion? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)	Belief into Action	AT1 B Practices and ways of life AT1 C Forms of expressing meaning AT2 F Values and commitments		We are learning to compare the different ways Sikhs put their religion into practice.	Spiritual Cultural	Sikhnet and British Library websites: Formation of Kasha www.bbc.co.uk/education/clips/zyn87ty : Sikh beliefs and worship www.bbc.co.uk/education/clips/zdq34wx : What is important to a Sikh? Look for clips about Sikh weddings online 5Ks www.bbc.co.uk/education/clips/z36sb9q : Sikh celebration and worship Picture cards of Sikh artifacts, events and places: Story of the Kalsha, 5Ks, Wedding, Golden Temple, Langar, Amrit Ceremony
OR							
Autumn 1 Hinduism	What is the best way for a Hindu to show commitment to God? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Belonging)	Prayer and Worship	AT1 B Practices and ways of life AT2 F Values and commitments		We are learning to understand how Hindus show their commitment to God and to evaluate if there is a best way.	Spiritual Cultural	10 artefacts relating to Puja 'Pathways of Belief, Islam, Hinduism and Sikhism' DVD/video www.bbc.co.uk/education/clips/zh2hyrd : Puja – a form of Hindu worship www.howcast.com/videos/117058-how-to-have-a-puja-at-home : Teacher information only www.bbc.co.uk/education/clips/zh734wx : Worship in a Hindu Temple The 'Gayatri Mantra' (internet): Hindu morning prayer www.hindukids.org : Hindu Festivals by Children www.bbc.co.uk/education/clips/z9bd7hv : Pilgrimage in Hinduism

From left to right..explaining the columns

Column 1

The academic term and focus religion

Column 2

The key enquiry question with additional sub-questions to help the focus.

Believing/Belonging/Behaving. The most relevant of these are shown, again to add focus.

Column 3

The theme of the enquiry and, for the Christianity enquiries, the 'concept' (core belief) is also shown. These concepts are aligned to the 'Understanding Christianity' project and are developed throughout Discovery RE in a spiral manner.

Column 4

For those who need this because their agreed syllabi still include them, this column shows the Attainment Targets 1 and 2 (Learning ABOUT and Learning FROM) as well as identifying the specific areas of enquiry (A-F) most contributed to in this enquiry.

Areas of enquiry

Some syllabi structure the RE learning expected under 6 areas of enquiry:

- A. beliefs, teachings and sources
- B. practices and ways of life
- C. forms of expressing meaning
- D. identity, diversity, belonging
- E. meaning, purpose and truth
- F. values and commitments

Column 5

The overall learning objective for the whole enquiry.

Column 6

SMSC. This column indicates which of the spiritual, moral, social, cultural development opportunities are most likely to be offered in this enquiry.

Column 7

Resources. This column acts as a summary of the resources suggested /signposted in the enquiry.

The Discovery RE website has 'shopping lists' of suggested 'essential' and 'desirable' resources useful for each enquiry.

www.discoveryschemeofwork.com

Year 5 Overview

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
Autumn 1 Sikhism	How far would a Sikh go for his/her religion? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)	Belief into Action	AT1 B Practices and ways of life AT1 C Forms of expressing meaning AT2 F Values and commitments		We are learning to compare the different ways Sikhs put their religion into practice.	Spiritual Cultural	Sikhnet and British Library websites: Formation of Kasha www.bbc.co.uk/education/clips/zyn87ty : Sikh beliefs and worship www.bbc.co.uk/education/clips/zdq34wx : What is important to a Sikh? Look for clips about Sikh weddings online 5Ks www.bbc.co.uk/education/clips/z36sb9q : Sikh celebration and worship Picture cards of Sikh artefacts, events and places: Story of the Kalsha, 5Ks, Wedding, Golden Temple, Langar, Amrit Ceremony
OR							
Autumn 1 Hinduism	What is the best way for a Hindu to show commitment to God? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Belonging)	Prayer and Worship	AT1 B Practices and ways of life AT2 F Values and commitments		We are learning to understand how Hindus show their commitment to God and to evaluate if there is a best way.	Spiritual Cultural	10 artefacts relating to Puja 'Pathways of Belief, Islam, Hinduism and Sikhism' DVD/video www.bbc.co.uk/education/clips/zh2hyrd : Puja – a form of Hindu worship www.howcast.com/videos/117058-how-to-have-a-puja-at-home : Teacher information only www.bbc.co.uk/education/clips/zh734wx : Worship in a Hindu Temple The 'Gayatri Mantra' (internet): Hindu morning prayer www.hindukids.org : Hindu Festivals by Children www.bbc.co.uk/education/clips/z9bd7hv : Pilgrimage in Hinduism

Teacher Note: In year 5 we recommend you select either Hinduism OR Sikhism to teach alongside Christianity, whichever one you DID NOT teach in Year 3. This way children will experience both of these religions during KS2.

Year 5 Overview cont.

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
Autumn 2 Christianity	Is the Christmas story true? Do sacred texts have to be 'true' to help people understand their religion? (Believing)	Christmas Concept: Incarnation	AT1A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways.	Spiritual Moral	Newspaper and internet articles about the same event Nativity scenes (internet search for 'Nativity scenes in art' for ideas): Artwork, Christmas cards, Advent calendars Bible stories (New Testament): The Christmas Story Luke 1 26-28, Luke 2 1-20, Matthew 1 18, Matthew 2 12 www.bible.org/article/birth-jesus-christ : www.bbc.co.uk/education/clips/zshyr82 : The first Christmas Task Sheet
Spring 1 Sikhism	Are Sikh stories important today? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)	Beliefs and moral values	AT1A Beliefs, teachings and sources AT1C Forms of expressing meaning AT2 F Values and commitments		We are learning to understand the relevance of Sikh stories today.	Spiritual Moral	A traditional tale: i.e. Little Red Riding Hood www.bbc.co.uk/education/clips/z9gkq6f : The Sikh Holy Book - Guru Granth Sahib www.realsikhism.com/index.php?subaction=showfull&id=1193624845&ucat=9 : Bhai Lalo and Malik Bhago www.sikhnet.com/stories/audio/vaisakhi-birth-khalsa : Vaisakhi - Birth of the Khalsa www.reonline.org.uk : More about Sikhism: Select - Student resources, Juniors, Sikhism - Topic from drop-down menu Concept cards: Love, Peace, Equality, God, Belonging, Religion, Friend, Spirituality, Truth, Story, Family and Soul Modroc or clay

OR

Year 5 Overview cont.

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
Spring 1 Hinduism	How can Brahman be everywhere and in everything? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs? (Believing/Behaving)	Hindu beliefs	AT1A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		We are learning to understand the Hindu belief that there is one God with many different aspects.	Spiritual Cultural	Models/pictures of Hindu gods: Brahman, Vishnu, Shiva (tri-murti) www.bbc.co.uk/education/clips/z62b9j6 : Hindu beliefs about God Models/pictures of other Hindu gods: Krishna, Lakshmi, Ganesha 'Pathways of Belief: Islam, Hinduism and Sikhism' DVD/video www.teachingideas.co.uk/search-site?s=Hinduism : Activity sheets - God is in Everything www.bbc.co.uk/education/clips/z6q6sbk : Explanation of Hindu god Aum symbol Aum being chanted: internet
Spring 2 Christianity	How significant is it for Christians to believe God intended Jesus to die? Do sacred texts have to be 'true' to help people understand their religion? (Believing)	Easter Concept: Salvation	AT1A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		We are learning to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.	Spiritual Moral	Story sack containing props for telling about the main events of Holy Week: palm leaf, bread, glass of wine, model donkey, small table, cross, stone Bible story (New Testament): Luke 20-23 Task Sheet

Year 5 Overview cont.

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
Summer 1 Sikhism	What is the best way for a Sikh to show commitment to God? Do all religious beliefs influence people to behave well towards others? Does participating in worship help people to feel closer to God or their faith community? (Believing/Belonging)	Prayer and worship	AT1B Practices and ways of life AT2 F Values and commitments		We are learning to understand how Sikhs show their commitment to God and to evaluate if there is a best way.	Spiritual Cultural	www.bbc.co.uk/education/clips/zvn34wx : The 5Ks of Sikhism www.bbc.co.uk/education/clips/z9gkq6f : The Sikh Holy Book - Guru Granth Sahib Look for clips about Sikh weddings online http://sewauk.org
OR							
Summer 1 Hinduism	Do beliefs in karma, samsara and moksha help Hindus lead good lives? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? Is it possible to hold religious beliefs without trying to make the world a better place? (Believing/Behaving)	Beliefs and moral values	AT1B Practices and ways of life AT2 E Meaning, purpose and truth		We are learning to understand the impact of certain beliefs on a Hindu's life.	Spiritual Moral	'Slam' by Adam Slower: Book by Adam Slower 'Mousetrap' game: Play the game 'Snakes and Ladders': Play the game Pre-written cards www.woodlands-junior.kent.sch.uk : Teacher navigation www.bbc.co.uk/education/clips/z9bd7hv : Hindu beliefs about life after death Post-it notes/slips of paper
Summer 2 Christianity	What is the best way for a Christian to show commitment to God? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community? (Believing/Behaving)	Beliefs and practices Concept: Gospel	AT1B Practices and ways of life AT2 F Values and commitments		We are learning to understand how Christians show their commitment to God and to evaluate if there is a best way.	Spiritual Cultural	'The Hiding Place': Book by Corrie Ten-Boom Bible Story (Old Testament): The Ten Commandments Exodus - 20 2-17 Bible Story (New Testament): Love thy neighbour as thyself - Letter to the Galatians 5 14 Bible Story (New Testament): Holy Spirit - Letter to the Galatians 5 22-26 www.bbc.co.uk/education/clips/zwcd2hv : The Eucharist or Holy Communion

Overview of Learning Outcomes for Year 5

Year 5 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 5 Autumn 1	How far would a Sikh go for his/her religion?	Comments
WORKING TOWARDS (Level 3)	<p>I can start to explain why some things I do are more important to me than others and what difference that makes.</p> <p>I can use the right words to describe some of the ways Sikhs show their religion is important to them and start to explain why not all Sikhs practise their religion in the same way.</p> <p>I can start to explain why I think some practices are more important to Sikhs than others.</p>	
Year 5 expectation WORKING AT (Level 4)	<p>I can identify the different levels of commitment I show to different things and explain these priorities.</p> <p>I can make links between how Sikhs practise their religion and the beliefs that underpin this.</p> <p>I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</p>	
WORKING BEYOND (Level 5)	<p>I can explain some of the beliefs that are important to me and how I choose to show commitment to them.</p> <p>I can use a wide range of religious vocabulary in suggesting reasons for the differences in the ways Sikhs choose to commit to and express their religion.</p> <p>I can express my opinion as to why Sikhs seem to show different levels of commitment and comment on this.</p>	

OR

Year 5 Autumn 1	What is the best way for a Hindu to show commitment to God?	Comments
WORKING TOWARDS (Level 3)	<p>I can express why showing commitment to something may be a good thing.</p> <p>I can describe some of the ways that Hindus choose to show commitment to God and am starting to understand that they may do this in different ways.</p> <p>I can express an opinion on which way I think might be the best way for Hindus to show their commitment to God and start to give my reasons.</p>	
Year 5 expectation WORKING AT (Level 4)	<p>I can show an understanding of why people show commitment in different ways.</p> <p>I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others.</p> <p>I can express why I think Hindus might choose different ways to show commitment to God.</p>	
WORKING BEYOND (Level 5)	<p>I can explain why one way of showing commitment may not be better than another.</p> <p>I can explain why it is important to Hindus to show their commitment to God and can describe different ways they choose to do this.</p> <p>I can offer my own opinion on how it might be best for a Hindu to show commitment to God with supported reasoning.</p>	

Year 5 Autumn 2	Is the Christmas story true?	Comments
WORKING TOWARDS (Level 3)	I can start to explain why people may see an event in different ways. I can describe what a Christian learns from the Christmas story. I can start to explain that true can mean different things relating to the Christmas story.	
Year 5 expectation WORKING AT (Level 4)	I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways. I can start to explain the Christian belief that Jesus was the Incarnation of God. I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.	
WORKING BEYOND (Level 5)	I can give my opinion on whether a favourite story is 'true' and explain why. I can identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation). I can explain my own opinion on whether the Christmas story is true and say what Christians might think of my opinion.	

Year 5 Spring 1	Are Sikh stories important today?	Comments
WORKING TOWARDS (Level 3)	I can give an example of a story that teaches me how to behave towards other people. I can describe what a Sikh/non-Sikh might learn from a Sikh story and start to explain why stories can be important. I can understand how what Sikhs learn from stories can influence how they behave.	
Year 5 expectation WORKING AT (Level 4)	I can explain how some stories can teach people about what is important and how to behave. I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story. I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.	
WORKING BEYOND (Level 5)	I can give my opinion as to why stories may be important to people today. I can tell you several Sikh stories and explain why some of these are relevant to Sikhs and non-Sikhs. I can explain why Sikh stories could be considered important today.	

OR

Year 5 Spring 1	How can Brahman be everywhere and in everything?	Comments
WORKING TOWARDS (Level 3)	I can explain some of the different roles I play whilst still being me. I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.	
Year 5 expectation WORKING AT (Level 4)	I can describe some of the characteristics that make me even when I am playing different roles. I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives, (assessed through Activity Sheet 2). I can express my understanding of how Brahman can/cannot be in everything.	
WORKING BEYOND (Level 5)	I can explain how values and qualities such as kindness or friendship can be shown in different aspects of my life whichever role I am playing. I can start to explain how the Hindu belief that Brahman is everywhere and in everything influences Hindus in their daily lives. (assessed through Activity Sheet 2). I can give my own views on the Hindu belief in Brahman.	

Year 5 Spring 2	How significant is it for Christians to believe God intended Jesus to die?	Comments
WORKING TOWARDS (Level 3)	I can start to consider the goals and purpose I would like for my life. I can say how some events in Holy Week tell Christians about Jesus' purpose/destiny. I can consider important questions about whether Jesus knew He was going to be crucified.	
Year 5 expectation WORKING AT (Level 4)	I can give an example of someone with a strong sense of purpose for their life and give my opinions on this. I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.	
WORKING BEYOND (Level 5)	I can start to show an understanding of the difference between purpose and destiny. I can consider whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week and find supporting evidence. I can give my opinion about the importance for Christians of Jesus' death being part of God's plan.	

Year 5 Summer 1	What is the best way for a Sikh to show commitment to God?	Comments
WORKING TOWARDS (Level 3)	I can express why showing commitment to something may be a good thing. I can describe some of the ways that Sikhs choose to show commitment to God and am starting to understand that they may do this in different ways. I can start to show I understand that Sikhs make choices about how they show commitment to God.	
Year 5 expectation WORKING AT (Level 4)	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others. I can start to express what I think about the best way a Sikh could show commitment to God.	
WORKING BEYOND (Level 5)	I can explain why one way of showing commitment may not be better than another. I can explain why it is important to Sikhs to show their commitment to God and can describe different ways they choose to do this. I can give my opinion on what I think Sikhs should do to show commitment to God and explain why.	

OR

Year 5 Summer 1	Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	Comments
WORKING TOWARDS (Level 3)	I can say how considering the outcomes of an action can affect how you choose to act. I can describe a Hindu belief relating to life after death and begin to explain the impact of this on a Hindu's life. I can start to see how belief in Karma could make a difference to how Hindus choose to live.	
Year 5 expectation WORKING AT (Level 4)	I can start to express my own views about life after death. I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives. I can express my own views about Hindu beliefs and whether they make sense to me or not.	
WORKING BEYOND (Level 5)	I can express my views on life after death and start to explain how these views may make a difference to how I live my life. I can start to explain how beliefs about life after death make an impact on the ways Hindus choose to live their lives. I can express an opinion on the Hindu belief in reincarnation with some reasoning.	

Year 5 Summer 2	What is the best way for a Christian to show commitment to God?	Comments
WORKING TOWARDS (Level 3)	I can express why showing commitment to something may be a good thing. I can describe some of the ways that Christians choose to show commitment to God and am starting to understand that they may do this in different ways. I can start to understand there are different degrees of commitment and that's up to individual Christians.	
Year 5 expectation WORKING AT (Level 4)	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. I can explain why I think some ways of showing commitment to God would be better than others for Christians.	
WORKING BEYOND (Level 5)	I can explain why one way of showing commitment may not be better than another. I can explain why it is important to Christians to show their commitment to God and can describe different ways they choose to do this. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.	

Year 5 Optional	Does belief in the Trinity help Christians make better sense of God as a whole?	Comments
WORKING TOWARDS (Level 3)	I can think of a gift/'power'/character attribute that I may have which may be useful to others. I can describe the members of the Trinity with some reference to the roles they have and start to understand that they are consubstantial. I can say whether or not I think a Christian may find the Trinity helpful in understanding God as a whole, showing respect to Christians.	
Year 5 expectation WORKING AT (Level 4)	I can explain how other people may have different aspects to their nature. I can make links between the consubstantial nature of God in 3 persons and the attributes that these persons share. I can reflect on the Christian belief in The Trinity and some of the sources of this belief and express thoughts on this.	
WORKING BEYOND (Level 5)	I can use my self-knowledge of the hidden and open aspects of my character to empathise with others who may also keep private characteristics which may be similar to or different from me. I can explain how the belief in the Trinity may help Christians to understand more readily the different aspects of God and how these contribute to God as a whole through the belief that it is still one God. I can explain my opinion on whether or not a Christian would find the Trinity helpful in understanding God as a whole.	



Pupil Self-Assessment

Enquiry:

Name:

Class:

Term:

I learnt...

I enjoyed...

I wonder...

Discovery RE Tracking Sheet

Children's names	Teacher:		Class:				Year Group:			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Enquiry:			
	Enquiry:	Enquiry:	Enquiry:	Enquiry:	Enquiry:	Enquiry:				
	T	T	T	T	T	T	T	T	T	T
Year 5 expectation	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T
	A	A	A	A	A	A	A	A	A	A
Year 5 expectation	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T
	A	A	A	A	A	A	A	A	A	A
Year 5 expectation	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T
	A	A	A	A	A	A	A	A	A	A
Year 5 expectation	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T
	A	A	A	A	A	A	A	A	A	A
Year 5 expectation	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T
	A	A	A	A	A	A	A	A	A	A
Year 5 expectation	B	B	B	B	B	B	B	B	B	B

Table

Green = Personal resonance with or reflection on (AT2 Personal	T = Working Towards
Blue = Knowledge and understanding of (AT1)	A = Working At
Red = Evaluation/critical thinking in relation to the enquiry question (AT2 impersonal)	B = Working Beyond

Colour-coded descriptors in Discovery RE

“WORKING AT” expectation. <u>Most</u> children are expected to reach these expectations.	GREEN DESCRIPTORS Personal resonance with or reflection on The concept / belief underlying the subject matter of the enquiry Child’s own thoughts, opinions, belief, empathy.	BLUE DESCRIPTORS Knowledge and understanding of the subject matter of that enquiry (subject knowledge)	RED DESCRIPTORS Skills of evaluation and critical thinking in relation to the big enquiry question
End of Key Stage 1 (Year 2, Age 7, ‘old’ Level 2)	I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world I can verbalise and / or express my own thoughts	I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.	I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.
End of LOWER key Stage 2 (Year 4, Age 9, ‘old’ Level 3)	I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews. I can express my own opinions and start to support them with rationale.	I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.	I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.
End of Key Stage 2 (Year 6, Age 11, ‘old’ Level 4)	I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs I can express my own thoughts etc having reflected on them in relation to other people’s.	I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.	I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.

Discovery RE Resource List

February 2017 - Year 5

Enquiry	Book, Film Clip, other resource	Author/s	Detail
Autumn 1 How far would a Sikh go for his/her religion OR	Formation of Khalsa	Sikhnet and British Library websites	www.sikhnet.com/stories www.bl.uk
	Sikh beliefs and worship	BBC website	www.bbc.co.uk/education/clips/zyn87ty
	What is important to a Sikh?	BBC website	www.bbc.co.uk/education/clips/zdq34wx
	Sikh celebration and worship	BBC website	www.bbc.co.uk/education/clips/z36sb9q
What is the best way for a Hindu to show commitment to God?	Pathways of Belief, Islam, Hinduism and Sikhism'	DVD/Video (BBC)	Available from many outlets including www.trumedia-shop.co.uk/bbc-islam-hinduism-and-sikhism-dvd-plus-pack
	Puja – a form of Hindu worship	BBC website	www.bbc.co.uk/education/clips/zh2hyrd
	Teacher information only how-to-have-a-puja-at-home:	Howcast website	www.howcast.com/videos/117058
	Worship in a Hindu Temple	BBC website	www.bbc.co.uk/education/clips/zh734wx
	Hindu morning prayer The 'Gayatri Mantra'	The magic of Gayatri website	www.magicofgayatri.com/pages/magic-of-gayatri.html
	Hindu Festivals by Children	Hindu kids website	www.hindukids.org
	Pilgrimage in Hinduism	BBC website	http://www.bbc.co.uk/education/clips/z9bd7hv
Autumn 2 Is the Christmas story true?	The first Christmas	DVD/Video (BBC)	www.bbc.co.uk/education/clips/zshyr82
	Article on Jesus' birth	BBC website	www.bible.org/article/birth-jesus-christ
Spring 1 Are Sikh stories important today? OR	The Sikh holy book	BBC website	www.bbc.co.uk/education/clips/z9gkq6f
	Bhai Lalo and Malik Bhago story	Real Sikhism website	www.realsikhism.com/index.php?subaction=showfull&id=1193624845&ucat=9
	Vaisakhi - Birth of the Khalsa	Sikh net website	www.sikhnet.com/stories/audio/vaisakhi-birth-khalsa
	Sikh resources	RE Online website	www.reonline.org.uk
How can Brahman be everywhere and in everything?	Hindu beliefs about God	BBC website	www.bbc.co.uk/education/clips/zh2b9j6
	Activity sheets - God is in Everything	Teaching ideas website	www.teachingideas.co.uk/search-site?s=Hinduism
	Explanation of Hindu gods	BBC website	www.bbc.co.uk/education/clips/z6q6sbk
	Pathways of Belief, Islam, Hinduism and Sikhism'	DVD/Video (BBC)	Available from many outlets including www.trumedia-shop.co.uk/bbc-islam-hinduism-and-sikhism-dvd-plus-pack

Spring 2 How significant is it for Christians to believe God intended Jesus to die?	None required	Not applicable	No produced resources needed
Summer 1 What is the best way for a Sikh to show commitment to God? OR Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	the 5 ks of Sikhism	BBC website	www.bbc.co.uk/education/clips/zvn34wx
	The Sikh holy book	BBC website	www.bbc.co.uk/education/clips/z9gkq6f
	Sewa in action	Sewa UK website	www.sewauk.org
	Book - 'Slam'	Adam Slower	ISBN-10: 1840111968 ISBN-13: 978-1840111965
	Teacher navigation: Hinduism	Woodlands school resources website	www.woodlands-junior.kent.sch.uk
	Hindu beliefs about life after death	BBC website	www.bbc.co.uk/education/clips/z9bd7hv
Summer 2 What is the best way for a Christian to show commitment to God?	The Hiding Place' - Book	Corrie Ten Boom	ISBN-10: 0340863536 ISBN-13: 978-0340863534
	The Eucharist or Holy Communion	BBC website	www.bbc.co.uk/education/clips/zwcd2hv

Year 5

Autumn 1

Theme:
Beliefs into Action

Key Question:
How far would a Sikh go for his/her religion?

Religion:
Sikhism





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

Year: 5		Term: Autumn 1
Theme: Belief into Action		Religion: Sikhism
Key question for this enquiry: How far would a Sikh go for his/her religion?		
Learning Objectives: We are learning to compare the different ways Sikhs put their religion into practice.		
Teaching and Learning Activities		
<p>Step 4 Expression (1 lesson)</p> <p>Children think about something that is really important to them - it could be a hobby. What might you be prepared to give up/how much effort do you give to your hobby? Make a bar or pie chart to show what you are committed to and to what extent and why you make these choices.</p> <p>↑</p> <p>Step 3 Evaluation (1 lesson)</p> <p>Give children picture cards depicting a range of the aspects studied in the investigation lesson, e.g. Story of the Khalsa/5 Ks/wedding/Guru Granth Sahib/Golden Temple/Langar/Amrit Ceremony... and ask them to rank order them, the aspect that would take the most effort/sacrifice for a Sikh down to the easiest.</p> <p>Children then answer the questions:</p> <p>🦉 Why do Sikhs put so much effort into their religion?</p> <p>Is it OK that not all Sikhs put the same amount of effort in?</p>		<p>Step 1 Engagement (1 lesson)</p> <p>Introduce Auberan Owl 🦉 and ask why he is called Auberan. He will ask challenging questions and we can ask him questions. Give envelope cards printed from CDrom/USB. How far would you go i.e. to what extent would you apply yourself to get fit and healthy enough to run cross-country for the school team?</p> <p>Children stand on an imaginary continuum to show the range of levels of commitment to this goal.</p> <p>🦉 Why would some exercise, train and watch their diet and others wouldn't bother?</p> <p>Do they all think that being healthy is important i.e. share a belief? How do they put this into practice? Different forms of commitment.</p> <p>Different levels of commitment. What determines these levels? Other examples.</p> <p>Class could make a tree of their commitments and discuss the level/intensity of commitment they apply to these.</p>
<p>↑</p> <p>Step 2 Investigation (3 lessons)</p> <p>During the forming of the Khalsa some Sikhs were prepared to sacrifice their lives (see story on Sikhnet/British Library websites). Guru Nanak expected Sikhs to give a lot for and to their religion. What are they prepared to give? What levels of commitment?</p> <p>🦉 Nowadays what do people feel so strongly about that they would be willing to die for e.g. wars fought for what?</p> <p>Watch www.bbc.co.uk/education/clips/zyn87ty online 'Sikh beliefs and worship'. Children to jot down anything that Sikhs give/give up e.g. their money to buy food for and time to make and serve the Langar. Sikh services are always followed by a meal called the Langar. The Langar is important to Sikhs because it is a meal that symbolises the Sikh belief that all people are equal. Do children think this is important enough for a Sikh to give up their time for? The five key Sikh beliefs are:</p> <ul style="list-style-type: none"> • God is in everything (Sikhs see God as an energy source rather than as a physical entity) • It is a Sikh's duty to serve others • All people should be treated as equals • Sikhs should share what they can with others • Sikhs should earn their living honestly <p>The Langar</p> <p>Which of the key beliefs are highlighted through the 'Langar'? Establish that Sikhs believe it is a good thing to treat people equally and share with people. Sikhs see the Langar as an opportunity to give, more than as a sacrifice.</p> <p>The Golden Temple</p> <p>How far do Sikhs go? Literally to the Golden Temple of Amritsar (www.bbc.co.uk/education/clips/zdq34wx) What is important to a Sikh? When/why do Sikhs travel to the Golden Temple? Sikhs believe God is everywhere so they don't have to go to Amritsar but may choose to go to see such a beautiful and historic place.</p> <p>Marriage</p> <p>🦉 Qu 'What is important when you are marrying someone?' write on board. Children to write their ideas on post-it notes and share with the rest of the class.</p> <p>Explain that a Sikh wedding is held in the Gurdwara and a passage from the Guru Granth Sahib (holy book) is read. Watch Sikh wedding (Look for clips about Sikh weddings online). Explain that some Sikh weddings in India are arranged marriages. What does this mean? Are Sikhs sacrificing anything if they agree to marry the person their parents have selected for them? What are the advantages of arranged marriage? Even if they did not love each other when they married, could this love grow as they share their lives together? Most Sikhs in the UK choose their own partners.</p> <p>Invite a Sikh visitor in to discuss their beliefs/thoughts on marriage/arranged marriage.</p> <p>Show children the 5Ks (artefacts) and explain what they represent. Watch www.bbc.co.uk/education/clips/z36sb9q Sikh celebration and worship. Children to jot down evidence of things a Sikh may choose to do e.g. not cut their hair. How far would they go to protect someone they love? Do children think anything is important enough to give your life up for?</p>		<p>↓</p> <p>BRIDGE: LEVELS OF COMMITMENT</p>
Evidence in Discovery RE Journals: Activity Sheet.		

Teacher Note:

Be careful to differentiate between religion and culture. Sometimes Sikhs choose to act according to their culture/tradition and this may not be directly motivated by religion.

Activity Sheet 1



Year 5: Autumn 1 - Sikhism

Enquiry: How far would a Sikh go for his/her religion?

Name:

Class:

Choose picture cards and order them from the aspect that you think would take the highest level of commitment to the lowest level. Explain what is happening in each picture and say why you have put them in that order.

This picture shows...

.....

.....

.....

.....

This picture shows...

.....

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.....

.....

I have ranked it at the top because...

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.....

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This picture shows...

.....

.....

.....

.....

I have ranked it lower down because...

.....

.....

.....

Why do some Sikhs put so much effort into their religion?

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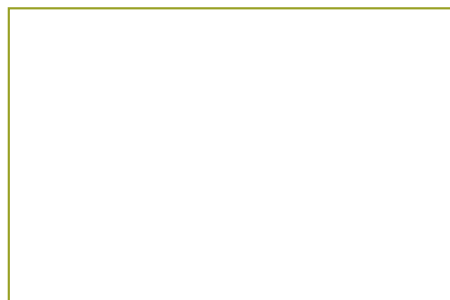
Is it OK that not all Sikhs seem to put the same amount of effort in? Does more effort mean you are a better Sikh?

.....

.....

Year 5: Autumn 1 - Sikhism

Enquiry: How far would a Sikh go for his/her religion?





Year 5 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 5 Autumn 1	How far would a Sikh go for his/her religion?	Comments
WORKING TOWARDS (Level 3)	I can start to explain why some things I do are more important to me than others and what difference that makes. I can use the right words to describe some of the ways Sikhs show their religion is important to them and start to explain why not all Sikhs practise their religion in the same way. I can start to explain why I think some practices are more important to Sikhs than others.	
Year 5 expectation WORKING AT (Level 4)	I can identify the different levels of commitment I show to different things and explain these priorities. I can make links between how Sikhs practise their religion and the beliefs that underpin this. I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.	
WORKING BEYOND (Level 5)	I can explain some of the beliefs that are important to me and how I choose to show commitment to them. I can use a wide range of religious vocabulary in suggesting reasons for the differences in the ways Sikhs choose to commit to and express their religion. I can express my opinion as to why Sikhs seem to show different levels of commitment and comment on this.	

I am proud that I

.....

.....

My TINT Box

To improve next time I will

.....

.....

.....

Exemplification

Year 5: Autumn 1 - Sikhism

Enquiry: How far would a Sikh go for his/her religion?

These are examples of the style of answer for each expectation. The content could be different.

	WORKING TOWARDS
<p>I really like painting so I would give up going outside to play if I was allowed to stay in and paint because painting is more important to me than playing.</p> <p>Sikhs show their religion is important to them by going on a pilgrimage to the Golden Temple of Amritsar. This is far away so not all Sikhs would be able to go. They can still show their religion is important to them by taking part in the Amrit ceremony, going to the Gurdwara and sharing a meal called the Langar to show that everyone is equal. Some Sikhs save up for years to go to the Golden Temple of Amritsar but this doesn't mean they are better than the Sikhs who never get there.</p> <p>It may be that some Sikhs think it is more important to stay at home and spend money on looking after their families or may give money to charity instead of spending it on a pilgrimage to Amritsar. It depends what they think is most important.</p>	

Year 5 expectation	WORKING AT
<p>I say that I am really committed to being healthy but I realise I'm not really when I choose to watch TV instead of going outside and playing sport when it is cold.</p> <p>Sikhs believe that it is their duty to serve others and that all people are equal and that they should share what they can with others. This is why they have a meal called the Langar. Anyone can go to the Langar, even if they are not a Sikh. Sikhs share the food with them no matter who they are or what religion they are, Sikhs treat everyone as equals.</p> <p>I would like to ask some Sikhs why they are prepared to let their parents arrange their marriage partner for them. Why is that a good thing and is that what God wants?</p>	

	WORKING BEYOND
<p>I am most committed to animal welfare. I belong to the Whale and Dolphin Conservation Society out of my own money and I would go without other things to do that. I'm quite committed to my football team but I would not pay money for tickets for them if it meant I couldn't afford my WDCCS subscription.</p> <p>Sikhs believe that they should share what they can with others. This could be interpreted in different ways by Sikhs because one Sikh's interpretation of sharing could be different to another. One Sikh might give money to charity and another might contribute time to the Langar. Sikhs believe that during their lifetime they should try and visit the Golden Temple of Amritsar. Some Sikhs might take this more seriously than others and do everything they can to get there. Other Sikhs might feel that this would be too far to travel and cost too much money so they decide it is not possible but try to put their beliefs into practice in other ways, such as going to the Gurdwara, serving others at the Langar meal, taking part in the Amrit ceremony and wearing the 5Ks.</p> <p>I think some Sikhs show their commitment in different ways, maybe because some are more dedicated to God, but maybe it is just because they have more time to. I think it is what is in the person's heart and mind that is more important than how many times they go to the Gurdwara.</p>	

Year 5: Autumn 1 - Sikhism

Enquiry: How far would a Sikh go for his/her religion?

SMSC

Spiritual	Moral	Social	Cultural
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British Values

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓	✓ (how much does a Sikh give up)	✓	✓

Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors

WORKING TOWARDS (Level 3)	I can start to explain why some things I do are more important to me than others and what difference that makes. I can use the right words to describe some of the ways Sikhs show their religion is important to them and start to explain why not all Sikhs practise their religion in the same way. I can start to explain why I think some practices are more important to Sikhs than others.
WORKING AT Year 5 expectation (Level 4)	I can identify the different levels of commitment I show to different things and explain these priorities. I can make links between how Sikhs practise their religion and the beliefs that underpin this. I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.
WORKING BEYOND (Level 5)	I can explain some of the beliefs that are important to me and how I choose to show commitment to them. I can use a wide range of religious vocabulary in suggesting reasons for the differences in the ways Sikhs choose to commit to and express their religion. I can express my opinion as to why Sikhs seem to show different levels of commitment and comment on this.

Resources needed for this Enquiry

Sikhnet and British Library websites: Formation of Kalsha
www.bbc.co.uk/education/clips/zyn87ty: Sikh beliefs and worship
www.bbc.co.uk/education/clips/zdq34wx: What is important to a Sikh?
 Look for clips about Sikh weddings online
 5Ks
www.bbc.co.uk/education/clips/z36sb9q: Sikh celebration and worship
 Picture cards of Sikh artifacts, events and places: Story of the Khalsa, 5Ks, Wedding, Golden Temple, Langar, Amrit Ceremony

Teacher reflection on this unit

WWW (What went well)	EBI (Even better if)
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Year 5

Autumn 1

Theme:

Prayer and Worship

Key Question:

What is the best way for a Hindu to show commitment to God?

Religion:

Hinduism





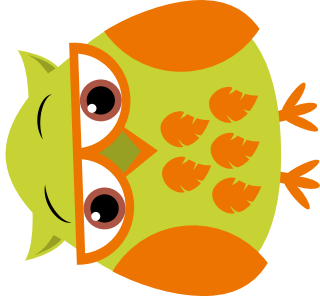
Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

Year: 5		Term: Autumn 1
Theme: Prayer and Worship		Religion: Hinduism
Key question for this enquiry: What is the best way for a Hindu to show commitment to God?		
Learning Objectives: We are learning to understand how Hindus show their commitment to God and to evaluate if there is a best way.		
Teaching and Learning Activities		
<p>Step 4 Expression (1 lesson)</p> <p>Teacher to take the children through a short stilling exercise using their breathing to quieten the mind and a short visualisation.</p> <p>Children to write their own stilling exercise (visualisation) on the theme of feeling peaceful.</p> <p>Refer to Calm Me time if you are using Jigsaw PSHE www.jigsawpshe.com</p> <p>↑</p> <p>Step 3 Evaluation (1 lesson)</p> <p>🦉 Qu: Which ways have we learnt that a Hindu shows their commitment to God?</p> <p>Teacher to scribe the children's ideas.</p> <p>Introduce key qu: What is the best way for a Hindu to show commitment to God?</p> <p>Children to make a 'concertina' book for people just learning about Hinduism. Children to think about which practices show the most commitment and start with those and then work their way through the book, to those they think show the least commitment and give reasons why.</p> <p>On the other side of the concertina book children to think about the things they are most committed to personally and how they show this.</p> <p>↑</p>		<p>Step 1 Engagement (1 lesson)</p> <p>Introduce Auberon Owl 🦉. He is here to ask us challenging questions and we can ask him any questions we like. Give children envelope cards (Print from Discovery CDrom/USB).</p> <p>Children to be given a topic to debate e.g. everyone should be vegetarian. Children to then have key facts and information to sort in groups according to the pros and cons of being vegetarian. Class to then be split in half, one side for and one side against vegetarianism and debate the topic using the given information they have sorted.</p> <p>At end of session, teacher to ask the children whether they feel committed to the topic debated. How strongly do you feel towards being/not being a vegetarian? Are you committed to the cause? What does commitment mean?</p> <p>What does Auberon Owl 🦉 think?</p>
BRIDGE: LEVELS OF COMMITMENT ↓		
<p>Step 2 Investigation (3 lessons)</p> <p>Explain to the children that Hindus are committed to God and show their commitment in different ways. Hindus believe in a universal God called Brahman, who takes on many different forms that some Hindus worship as gods or goddesses in their own rights. (This will be explored further in Spring 1.)</p> <p>For many Hindus, religion is more a matter of practice than of beliefs. What you do may be considered more important than what you believe. (Teachers to choose aspects of this investigation to explore further.)</p> <p>Worship: share with the children a Hindu mystery bag containing 10 objects related to puja, or separate objects to be explored by each group. Children asked to explore these artefacts that are to do with Hindu worship. What do they think they might be used for? How should we treat it?</p> <p>Have you seen anything like this before?</p> <p>Children to watch BBC Pathways of Beliefs Islam/Hinduism/Sikhism DVD or www.bbc.co.uk/education/clips/zh2hyrd Puja – a form of Hindu worship and look for their object of worship in the home.</p> <p>Qu: Did you see your artefact? What did Hindus use it for?</p> <p>Qu: Did worship at home show a Hindu's commitment to God?</p> <p>How do Hindus worship and show devotion to the gods and goddesses?</p> <p>Children to watch worship in the temple and possibly make their own shrine/or have their own Puja (information for teacher - www.howcast.com/videos/117058-How-To-Have-a-Puja-At-Home). www.bbc.co.uk/education/clips/zh734wx Worship in a Hindu Temple</p> <p>🦉 Qu: Why did they treat their gods/goddesses in such a special way?</p> <p>🦉 Qu: Does this show a commitment to God?</p> <p>Read the Hindu morning prayer the 'Gayatri Mantra' ("Let us meditate on the splendour of Savitri, the sun. May the sun god inspire our minds.") Explain that mantra is a short prayer. Discuss why Hindus might use this prayer.</p> <p>Qu: Does this show a commitment to God?</p> <p>Teaching on how to live your life: Qu: What is the Hindu way of life and how does this show their commitment to God? Hindus are given guidance as to how to live their lives through the Vedas which are the oldest religious texts in Hinduism and are the law. Most beliefs, concepts, and ceremonies are based on information contained in the Vedas. They cover various subjects from nature to everyday life and behaviour.</p> <p>Focus on one out of the four goals (purusharthas) - Dharma (teaching) - the code for leading one's life. www.hindukids.org. Children to explore some of these codes and Teacher to ensure children know that how Hindus live their lives is as important as worship.</p> <p>🦉 Qu: Does following Dharma show commitment to God?</p> <p>Pilgrimage: Tell children story of the River Ganges as an important river to Hindus. Explain how it is a very significant river both for residents and pilgrims. Research where the river is and share facts (See planning Year 3: Summer 2 - River Ganges).</p> <p>What do Hindus do when they visit the river? E.g. collect water, offerings, cycle of life and death with people having their funeral service on the banks of the River Ganges, bathing. Discuss why people bathe in the River - wash away what I have done then I will be pure (cleansed). Pilgrimage in Hinduism www.bbc.co.uk/education/clips/z9bd7hv</p> <p>Qu: Does going on a pilgrimage show a commitment to God?</p>		
Evidence in Discovery RE Journals: Activity Sheet.		



Activity Sheet

Year 5: Autumn 1 - Hinduism

Enquiry: What is the best way for a Hindu to show commitment to God?

Name:

Class:

Cut out and fold the 'concertina' book below. You are making this for people who are just learning about Hinduism. Think about which practices show the most commitment and start with these and then work your way through the book, to those you think show the least commitment and give reasons why. On the other side of the book, write about the things you are most committed to personally and how you show this.

<p>Hinduism Hindus show commitment to God by</p>			
<p>My reasons</p>	<p>My reasons</p>	<p>My reasons</p>	<p>My reasons</p>
Page 4	Page 4	Page 4	Page 4



Year 5 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 5 Autumn 1	What is the best way for a Hindu to show commitment to God?	Comments
WORKING TOWARDS (Level 3)	I can express why showing commitment to something may be a good thing. I can describe some of the ways that Hindus choose to show commitment to God and am starting to understand that they may do this in different ways. I can express an opinion on which way I think might be the best way for Hindus to show their commitment to God and start to give my reasons.	
Year 5 expectation WORKING AT (Level 4)	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others. I can express why I think Hindus might choose different ways to show commitment to God.	
WORKING BEYOND (Level 5)	I can explain why one way of showing commitment may not be better than another. I can explain why it is important to Hindus to show their commitment to God and can describe different ways they choose to do this. I can offer my own opinion on how it might be best for a Hindu to show commitment to God with supported reasoning.	

I am proud that I



Exemplification

Year 5: Autumn 1 - Hinduism

Enquiry: What is the best way for a Hindu to show commitment to God?

These are examples of the style of answer for each expectation. The content could be different.

	WORKING TOWARDS
	<p>If something is important to you, you should find ways to show that. So if you decide that being a vegetarian is important to you, should stop eating all meat, not just the meat you are not keen on. Then people know where they are with you.</p> <p>One of the ways Hindus show commitment to God is going to the temple where they pray to God, ring bells and chant. They take their shoes off when they go in to show respect to God. Hindus may also have a shrine in their home where they pray. Some shrines are big and some are smaller. Some Hindus might worship at their shrine more often than others. Some Hindus go to the River Ganges as well.</p> <p>I think going on a pilgrimage to the River Ganges might be the biggest commitment because it would take a lot of time to save up for the trip and you might have to give up things to save the money.</p>

Year 5 expectation	WORKING AT
	<p>I have a really strong view about people smoking. It is dangerous and can kill you and I hate the smell. I believe smoking should be made illegal. I have told people I know not to smoke and have encouraged them to give up which shows how committed I am. It would be no good saying I was committed to not smoking now and then smoking myself when I am older. Some people would only be committed to this by not smoking themselves but that's OK.</p> <p>Hindus have many practices that help them show their commitment to God. They follow the Dharma which is the code for leading your life. They read the Vedas which are the holy books and they guide Hindus in their daily life. As well as this, Hindus worship God at the temple and also at home where they have a shrine. Worship at the shrine is called Puja. Hindus have many artefacts that they use to perform Puja and they also give offerings to God. It is important for Hindus to go on a pilgrimage to the River Ganges although it might be more important to some Hindus to make this pilgrimage than others.</p> <p>Everybody is different and what is important to one person is not so important to another person. Also, some Hindus live in England so there are not so many temples to choose from, and some Hindus live in India so it would be easier for them to get to temples and the River Ganges.</p>

	WORKING BEYOND
	<p>I think showing commitment is important because it lets other people know the kind of person you are and what you believe in. If you say you are committed to something, what you do should show that – it shows people you are reliable because you live by what you say you believe. But this is everybody's choice. I am committed to supporting the Exeter Chiefs rugby team and go to watch them play with my Dad. Other people might support them by following their progress but not going to matches. We are both supporters but show this in different ways.</p> <p>It is important for Hindus to show their commitment to God because they believe in reincarnation and think that if they lead a good life, according to the Vedas and the Dharma, that they will have good Karma and will be reincarnated so that their next life will be better than the life before. Many Hindus will choose to lead a good life by worshipping at home and in the temple. Other Hindus will choose to make a pilgrimage to the River Ganges where washing in the Ganges cleanses them from all their sins.</p> <p>My own opinion is that as long as the person is doing his best in his religion it is up to him really. I think being a good person is better than lots of worshipping because I think God would like to see that. So, I think being a good person, not harming anyone or animals and feeling respectful to God would be the best ways for Hindus to show commitment to God.</p>

Year 5: Autumn 1 - Hinduism

Enquiry: What is the best way for a Hindu to show commitment to God?

SMSC			
Spiritual	Moral	Social	Cultural

British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓ (Vedas)		✓	✓

Skills and attitudes focus for this enquiry			
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors	
WORKING TOWARDS (Level 3)	I can express why showing commitment to something may be a good thing. I can describe some of the ways that Hindus choose to show commitment to God and am starting to understand that they may do this in different ways. I can express an opinion on which way I think might be the best way for Hindus to show their commitment to God and start to give my reasons.
WORKING AT Year 5 expectation (Level 4)	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others. I can express why I think Hindus might choose different ways to show commitment to God.
WORKING BEYOND (Level 5)	I can explain why one way of showing commitment may not be better than another. I can explain why it is important to Hindus to show their commitment to God and can describe different ways they choose to do this. I can offer my own opinion on how it might be best for a Hindu to show commitment to God with supported reasoning.

Resources needed for this Enquiry
Artefacts relating to Puja 'Pathways of Belief, Islam, Hinduism and Sikhism' DVD/video www.bbc.co.uk/education/clips/zh2hyrd : Puja – a form of Hindu worship www.howcast.com/videos/117058-how-to-have-a-puja-at-home : Teacher information only www.bbc.co.uk/education/clips/zh734wx : Worship in a Hindu Temple The 'Gayatri Mantra' (internet): Hindu morning prayer www.hindukids.org : Hindu Festivals by Children www.bbc.co.uk/education/clips/z9bd7hv : Pilgrimage in Hinduism

Teacher reflection on this unit	
WWW (What went well)	EBI (Even better if)

Year 5

Autumn 2

Theme:
Christmas

Key Question:
Is the Christmas story true?

Religion:
Christianity
Concept: Incarnation





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

Year: 5		Term: Autumn 2
Theme: Christmas		Religion: Christianity Concept: Incarnation
Key question for this enquiry: Is the Christmas story true?		
Learning Objectives: We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways.		
Teaching and Learning Activities		
<p>Step 4 Expression (1 lesson)</p> <p>🦉 Qu: What is a story that you have learnt the most from and why?</p> <p>(Reinforcing that stories can be meaningful, whether they have happened or not!)</p>		<p>Step 1 Engagement (1 lesson)</p> <p>Auberon Owl 🦉 is dressed in a Christmas hat and has Christmas presents with him. Teacher to show the children a news clip showing an event that has happened. Children to watch with no sound and then on whiteboards have two minutes to write their eye-witness account. Teacher to ask for some of the accounts to be read out. Are the accounts the same? Why not? Children to watch the news clip again this time with sound. Qu: What happened? Does the version of events match your eye witness account? What's different and why? What's the same? So which of our accounts is true? What does true mean?</p> <p>Discuss how eye-witness accounts are subjective and even though we have all witnessed the same event, we each see things through our own lens. Activity: In groups children to have different newspaper articles and internet reports about the same events to see how they are the same/different. Discuss different types of truth e.g. historical, scientific, personal (beliefs). 🦉 Why are we thinking about different types of truth when we are about to study Christmas? Introduce Enquiry Question: Is the Christmas story true?</p>
<p>Step 3 Evaluation (1 lesson)</p> <p>Children to complete the 4 boxes on the Activity Sheet.</p> <p>Recap on different types of truth.</p>		<p>BRIDGE: WHAT DOES 'TRUE' MEAN</p>
<p>Step 2 Investigation (3 lessons)</p> <p>🦉 Qu: What do you know about the Christmas story? Children to share their ideas and teacher to scribe, making a large brainstorm (including the date we celebrate Christmas).</p> <p>Teacher to show the children a selection of artwork, Christmas cards and advent calendars which show the nativity scene (with everyone present, including wise men, shepherds, etc.). Internet search for "nativity scenes in art" for ideas.</p> <p>Read the children a very simplified version of the Christmas story which shows everyone in the stable at the same time.</p> <p>Qu: Who is present at the birth of Jesus? Why are they all there at the same time?</p> <p>Qu: Is this Christmas story true?</p> <p>Explain that we are going to investigate different accounts of the Christmas story in the Bible according to different people.</p> <p>Luke Ch 1: 26-38 and Ch 2: 1-20</p> <p>Matthew Ch 1: 18 - Ch 2: 12</p> <p>Class split in half and one half to have a copy of Luke's account to read and the other half to have Matthew's account. Children to read their account and then make a story map of the events that are told.</p> <p>Children to then pair up with someone with a different version and each read their story and show their partners their story map.</p> <p>In pairs they have a few minutes to note down the similarities and differences between the two accounts.</p> <p>Both groups to come back together and share their findings. Qu: Who's version of the Christmas story is true? Why? Why are there different versions? What type of 'true' is this?</p> <p>🦉 Qu: If we are questioning who was actually present during the Christmas story and when they were there, what else might be true/not true?</p> <p>🦉 Qu: Was Jesus really born on the 25th December?</p> <p>www.bbc.co.uk/education/clips/zshyr82 The first Christmas</p> <p>Introduce the key question: Is the Christmas story true?</p> <p>If we are questioning the factual side of the Christmas story, can it be true in a different way?</p> <p>Can stories and events have meaning i.e. can we learn from them even if they didn't happen exactly as recorded? Possible Christian visitor to answer the question of what does Christmas mean to them. Is Christmas true to them? How?</p> <p>Direct Teaching: Christians believe Jesus is the Incarnation of God on Earth. God gave Jesus to the Earth to show people how to lead good lives, forgive them for the things they do wrong and prove to them (through his resurrection) that there is life after death.</p> <p>Come back to discuss different types of truth: historic/scientific/personal. Is one of these more important? Which type of truth can be applied to the Christmas story? Could do a simple experiment to discuss scientific truth.</p>		
Evidence in Discovery RE Journals: Activity Sheet.		

Teacher note: Incarnation

The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. For Christians, Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans. *From 'Understanding Christianity' Church of England*

Year 5: Autumn 2 - Christianity

Enquiry: Is the Christmas story true?

Name:

Class:



What do you know about the story of Jesus' birth?

What does Jesus' birth mean to Christians?

Is the Christmas story true?

Does this matter to Christians?



Year 5 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 5 Autumn 2	Is the Christmas story true?	Comments
WORKING TOWARDS (Level 3)	I can start to explain why people may see an event in different ways. I can describe what a Christian learns from the Christmas story. I can start to explain that true can mean different things relating to the Christmas story.	
Year 5 expectation WORKING AT (Level 4)	I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways. I can start to explain the Christian belief that Jesus was the Incarnation of God. I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.	
WORKING BEYOND (Level 5)	I can give my opinion on whether a favourite story is 'true' and explain why. I can identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation). I can explain my own opinion on whether the Christmas story is true and say what Christians might think of my opinion.	

I am proud that I

My TINT Box

To improve next time I will

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Exemplification

Year 5: Autumn 2 - Christianity

Enquiry: Is the Christmas story true?

These are examples of the style of answer for each expectation. The content could be different.

WORKING TOWARDS

What I said had happened was the truth from where I saw it and what everyone else said was true from what they saw but we had lots of different ideas.

The Christmas story tells Christians that they are so important to God that He sent His only son to be born so that He could save them from doing wrong things all the time and help them to be good people and look after the world.

I think some Christians believe that the whole story is like a history book but some people think Jesus being sent to help the world is the most important part even if His birth did not happen exactly like it says in the Gospels.

Year 5 expectation

WORKING AT

My brother believes Father Christmas is real but now I know the truth I still think it is a great story to spread goodwill.

Christians believe that Jesus was God in a human form and that God sent Him to be born as Jesus so that He could show people how to lead good lives and teach about forgiveness. Christians should follow Jesus' example and forgive others. This is called the Incarnation.

Some Christians believe everything in the story happened exactly as it says, but some Christians think it is Jesus' teaching that is most important, so the story might be true like history, or might be true because it has a lot of meaning to Christians' personal beliefs.

WORKING BEYOND

I do like reading stories because they often have a message I can recognise. I don't mind if it didn't actually happen if it has a good meaning for me.

In Luke it says an angel visited Mary and told her that she would give birth to Jesus and that He would be the Son of God. It also says that shepherds visited baby Jesus. In Matthew it says that an angel appeared to Joseph in a dream and told him that Mary would give birth to baby Jesus. In Matthew it also says that kings visited Jesus with gold, frankincense and myrrh. Christians believe Jesus is the incarnation of God, God in a human body, so Christmas is true to them in different ways.

I don't really get how God can be a human but understand that Christians believe Jesus was sent from God to help people make the world a better place. I don't think it matters if the story happened exactly like it says or not because it's Jesus' teaching that's important. Some Christians might agree with me.

Year 5: Autumn 2 - Christianity

Enquiry: Is the Christmas story true?

SMSC

Spiritual	Moral	Social	Cultural
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British Values

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
			✓	✓

Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors

WORKING TOWARDS (Level 3)	I can start to explain why people may see an event in different ways. I can describe what a Christian learns from the Christmas story. I can start to explain that true can mean different things relating to the Christmas story.
WORKING AT Year 5 expectation (Level 4)	I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways. I can start to explain the Christian belief that Jesus was the Incarnation of God. I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.
WORKING BEYOND (Level 5)	I can give my opinion on whether a favourite story is 'true' and explain why. I can identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation). I can explain my own opinion on whether the Christmas story is true and say what Christians might think of my opinion.

Resources needed for this Enquiry

Newspaper and internet articles about the same event
Nativity scenes (Internet search for 'Nativity scenes in art' for ideas): artwork, Christmas cards, Advent calendars
Bible stories (New Testament): The Christmas Story Luke 1 26-28, Luke 2 1-20, Matthew 1 18, Matthew 2 12
www.bbc.co.uk/education/clips/zshyr82: The first Christmas
Activity Sheet

Teacher reflection on this unit

WWW (What went well)	EBI (Even better if)

Year 5

Spring 1

Theme:

Beliefs and Moral Values

Key Question:

Are Sikh stories important today?

Religion:

Sikhism





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

Year: 5		Term: Spring 1
Theme: Beliefs and Moral Values		Religion: Sikhism
Key question for this enquiry: Are Sikh stories important today?		
Learning Objectives: We are learning to understand the relevance of Sikh stories today.		
Teaching and Learning Activities		
<p>Step 4 Expression (1 lesson)</p> <p>Children to choose a concept card and write an acrostic poem to express what that means to them e.g. love, peace, equality, belonging, community, religion, friend, spirituality, God, truth, story, family, soul.</p> <p>Display the poems or use in assembly.</p> <p>↑</p> <p>Step 3 Evaluation (1 lesson)</p> <p>Children to write a piece of persuasive writing, arguing Sikh stories should be part of the school curriculum.</p> <p>↑</p>		<p>Step 1 Engagement (1 lesson)</p> <p>🦉 Teacher takes in a Kindle and her favourite book and starts a discussion with Auberon Owl about which one is best, a traditional book or a Kindle. What do the children think and why?</p> <p>Talk about the books and stories that are special to pupils. What makes them 'special'? They may be presents from relatives or be reminders of particular times in their lives, e.g. the first book they were able to read for themselves. There may be books or stories special to the class e.g. a favourite story or a class book. Relate to the book vs Kindle discussion. Is it the book that is important or the story or information in it?</p> <p>Discuss 'rules' about how special books are treated.</p> <p>Children to possibly bring in their own special book from home and make a class display.</p> <p>Using a traditional tale, e.g. Little Red Riding Hood, ask the children to think about what the meaning behind it is. What can we learn from this text? Could there be a better ending? Would you tell a small child this story? Did the story really happen? Could you give it a different ending with Auberon Owl 🦉 being part of the story? What is Auberon Owl's favourite book?</p>
<p>Step 2 Investigation (3 lessons)</p> <p>Show children the Guru Granth Sahib in the Gurdwara and emphasise how important it is as it teaches Sikhs how God wants them to live their lives. They show it great respect as they believe it is the Sikh's last Guru (great teacher).</p> <p>Qu: What do you think it teaches?</p> <p>Qu: What is it about?</p> <p>www.bbc.co.uk/education/clips/z9gkq6f The Sikh holy book</p> <p>Explain that we will be sharing some of these stories and finding out if they are important today to both Sikhs and non-Sikhs.</p> <p>1) Guru Nanak and the Jasmine Flower (attached)</p> <p>Share the story of Guru Nanak, Mardana, the milk and the jasmine flower. 🦉 Qu: What's the meaning of this story and is this story relevant today to Sikhs/non-Sikhs?</p> <p>Activities: Children make their own bowl from modroc or clay and whilst modelling discuss what is there still more room for in the world. Children to think of one word e.g. goodness, honesty, happiness, peace etc. (Children could make their own jasmine flower to float in their pot. What does their flower symbolise?).</p> <p>2) Bhai Lalo and Malik Bhago www.realsikhism.com/index.php?subaction=showfull&id=1193624845&ucat=9</p> <p>Themes in this story are equality and honesty. Are these important in today's world? Where is there inequality? What can be done about it? Link to Jigsaw: Celebrating Difference www.jigsawpshe.com if you are a Jigsaw school.</p> <p>Explore work on gender, disability, race, money, religion</p> <p>3) Vaisakhi - Birth of the Khalsa www.sikhnet.com/stories/audio/vaisakhi-birth-khalsa</p> <p>Themes of this story are courage and standing up for what you believe in. How are these themes relevant today to Sikhs/non-Sikhs?</p> <p>4) Guru Nanak and the Cobra</p> <p>Theme of this story to Sikhs is that Guru Nanak is very special as the first of ten human Gurus or teachers.</p> <p>How is this story relevant today to Sikhs/non-Sikhs?</p> <p>For more stories see: www.sikhnet.com/stories www.reonline.org.uk</p> <p>Possibility for children making their own class book of Sikh stories they have learnt.</p>		<p>BRIDGE: MEANING IN STORIES ↓</p>
Evidence in Discovery RE Journals: Activity Sheet.		



The Milk and the Jasmine Flower

Once upon a time the holy man, Guru Nanak was travelling in India under the hot sun with his companion Mardana when they came close to a city. The holy men in the city heard about him coming and were really frightened as they had been greedy and unkind, and they knew that he was good man and they had promised to try to be good like him. They were afraid to let him into the city so decided to send a messenger with a bowl full of milk to say that there was no room for anyone else in the city: the city was as full as the bowl, and they were sorry that he could not come in.

Guru Nanak thanked the messenger and very gently picked a flower from a nearby bush and floated it on the top of the milk saying that there would always be room in the world for more goodness. The flower floated on top of the milk and not a drop was spilt: there was room for it! The messenger returned to the city and told the holy men what had happened – they were filled with remorse and sent the messenger back to welcome them to the city. The holy people apologised and gave the men a warm welcome.

Guru Nanak believed that everyone is equal whether they are rich or poor.





Year 5: Spring 1 - Sikhism

Enquiry: Are Sikh stories important today?

Name:

Class:

Write a piece of persuasive writing, arguing that Sikh stories are important today and should be part of the school curriculum. Show that you know about at least one Sikh story.

<p>Draw the most important moment in the story</p>	<p>Explain how this story could be meaningful to Sikhs today</p>

Write a piece of persuasive writing, arguing that Sikh stories are important today and should be a part of the school curriculum



Year 5 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 5 Spring 1	Are Sikh stories important today?	Comments
WORKING TOWARDS (Level 3)	I can give an example of a story that teaches me how to behave towards other people. I can describe what a Sikh/non-Sikh might learn from a Sikh story and start to explain why stories can be important. I can understand how what Sikhs learn from stories can influence how they behave.	
Year 5 expectation WORKING AT (Level 4)	I can explain how some stories can teach people about what is important and how to behave. I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story. I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.	
WORKING BEYOND (Level 5)	I can give my opinion as to why stories may be important to people today. I can tell you several Sikh stories and explain why some of these are relevant to Sikhs and non-Sikhs. I can explain why Sikh stories could be considered important today.	

I am proud that I

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My TINT Box

To improve next time I will

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Exemplification

Year 5: Spring 1 - Sikhism

Enquiry: Are Sikh stories important today?

These are examples of the style of answer for each expectation. The content could be different.

	WORKING TOWARDS
	<p>I have learnt a lot from stories I have read or had read to me. For example, Red Riding Hood isn't just about good and bad, but it is also about Stranger Danger when she told the wolf where she was going. I learnt this when I was very young so I never talk to strangers.</p> <p>In the Sikh story 'Guru Nanak, Mardana, the Bowl and the Jasmine Flower' the people say that there is no room for Guru Nanak in the city and they give him a full bowl of milk to show this. Nanak puts a Jasmine flower in the milk to show that there is room in the bowl for a flower so there is room in the city for him. From this story, Sikhs can learn that there is always room in their lives for the Sikh religion and God and that even if they think they are busy, they should make time to practise their religion.</p> <p>This is a good message and maybe if it was in the school curriculum it would help everybody to think about God and their priorities and that could be a good thing.</p>

Year 5 expectation	WORKING AT
	<p>I think a lot of stories from different religions tell us how to live... some of the stories we have looked at are like Jesus' parables which tell us to be friends with each other. I have used a friend for my poem.</p> <p>All of the Sikh stories have an important meaning. In the story about the Khalsa, some Sikh men are willing to sacrifice their lives for their religion. They do not end up having to sacrifice their lives but the fact that they were prepared to do this shows how much their religion meant to them and this story is telling Sikhs that their religion should be the most important thing in their lives.</p> <p>Even for non-Sikhs this is an important question so could help everybody think about what is so important they would sacrifice their life for it. I'm not sure the school curriculum is the place for thinking about this as some stories are gruesome and their meanings too grown-up for children.</p>

	WORKING BEYOND
	<p>I think a lot of stories are important because we can always learn something from them. They are either true or the author has written them to put something across, either about somebody special or a message or lesson about life. So many stories in religions try to teach people how to lead good lives.</p> <p>The story of 'Nanak, the Cattle and the Cobra' is about how special Guru Nanak is. The story of the Khalsa is about men being prepared to give up their lives for their religion. These stories are really only relevant to Sikhs because they are specifically about the importance of one of the Gurus and the Sikh religion in general. The story about 'Guru Nanak, Mardana, the Bowl and the Jasmine Flower' is about making room in your life for what is important, even if it highlights your flaws. You should face them and try to be better. This story is relevant to non-Sikhs because everyone can relate to making room in their lives for something or someone important. The story about 'Guru Nanak, Malik Bhago and Lalo' is also relevant to non-Sikhs because it is about not making people suffer just so that you can show off.</p> <p>So, even though some of the stories would not be suitable for children and some would not be very meaningful to non-Sikhs, there are lots of Sikh stories which have meanings that everyone can learn from so perhaps it would be good for these ones to be in the school curriculum, definitely in R.E.</p>

Year 5: Spring 1 - Sikhism

Enquiry: Are Sikh stories important today?

SMSC			
Spiritual	Moral	Social	Cultural

British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓ (Guru Granth Sahib)		✓	✓

Skills and attitudes focus for this enquiry			
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors	
WORKING TOWARDS (Level 3)	I can give an example of a story that teaches me how to behave towards other people. I can describe what a Sikh/non-Sikh might learn from a Sikh story and start to explain why stories can be important. I can understand how what Sikhs learn from stories can influence how they behave.
WORKING AT Year 5 expectation (Level 4)	I can explain how some stories can teach people about what is important and how to behave. I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story. I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.
WORKING BEYOND (Level 5)	I can give my opinion as to why stories may be important to people today. I can tell you several Sikh stories and explain why some of these are relevant to Sikhs and non-Sikhs. I can explain why Sikh stories could be considered important today.

Resources needed for this Enquiry
A traditional tale: i.e. Little Red Riding Hood www.bbc.co.uk/education/clips/z9gkq6f : The Sikh Holy Book - Guru Granth Sahib www.realsikhism.com/index.php?subaction=showfull&id=1193624845&ucat=9 : Bhai Lalo and Malik Bhago www.sikhnet.com/stories/audio/vaisakhi-birth-khalsa : Vaisakhi - Birth of the Khalsa www.sikhnet.com/stories : More Sikh stories www.reonline.org.uk : More about Sikhism: Select - Student resources, Juniors, Sikhism - Topic from drop-down menu Concept cards: Love, Peace, Equality, God, Belonging, Religion, Friend, Spirituality, Truth, Story, Family and Soul Modroc or clay

Teacher reflection on this unit	
WWW (What went well)	EBI (Even better if)

Year 5

Spring 1

Theme:
Hindu Beliefs

Key Question:
How can Brahman be everywhere
and in everything?

Religion:
Hinduism





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



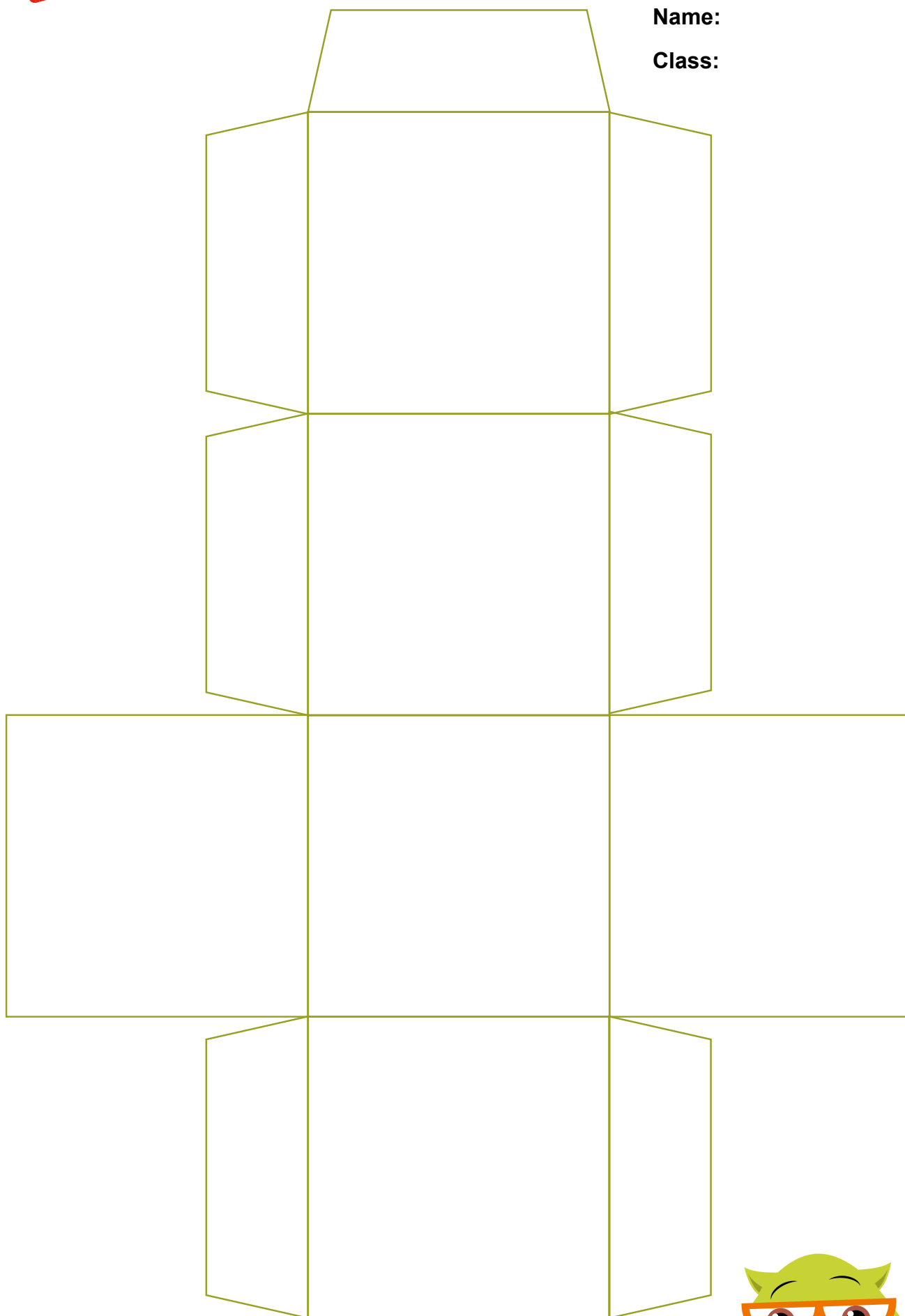
Key Stage 2

Medium Term Planning

Year: 5		Term: Spring 1
Theme: Hindu Beliefs		Religion: Hinduism
Key question for this enquiry: How can Brahman be everywhere and in everything?		
Learning Objectives: We are learning to understand the Hindu belief that there is one God with many different aspects.		
Teaching and Learning Activities		
<div> <div> <p>Step 4 Expression (1 lesson)</p> <p>Show the children the Aum which is the main symbol of Hinduism and play them a recording of the Aum being chanted. It is the sound heard in deepest meditation and is said to be the name most suited for God. Hindus believe that the most basic sound is 'aum' and this is an echo of original creation. Children could try to meditate using the Aum sound.</p> <p>Activity Sheet 3: Window to the World</p> <p>Discuss the implications of believing that God is present in all creation. 🦉 How should humans treat the world? Children find images of when people (Hindu and non-Hindu) seem to treat the world as though they believe Brahman is in everything, and other images when people are not seeing the world in this way. Stick images onto the Window to the World box. Share the images and write own views about this.</p> </div> <div> <p>Step 1 Engagement (1 lesson)</p> <p>🦉 Children make up an imaginary family for Auberon Owl. Name his family members. Make his family tree. What roles does he have in his family?</p> <p>Who are you and what do you mean to different people? E.g. daughter, sister, friend, Brownie, pupil, grand-daughter, etc. Children to have a photo of themselves replicated on the face of a cube and write on each photo, to show each role they have (Activity Sheet 1). Children to then put the net together to show the different sides of them. Do they behave differently/have different roles in each situation?</p> <p>🦉 Qu: What is it that stays the same? Reinforce that there is only one of them and whilst they are different things to different people, they are still themselves. All the sides are part of the same YOU. What is it about you that is inside the box that makes you YOU? What is the essence of you? How do you know? How is this seen in the different aspects of you?</p> </div> </div>		
<div> <p>Step 3 Evaluation (1 lesson)</p> <p>🦉 Introduce key question: How can Brahman be everywhere and in everything? With the children discuss what is truth? Can we see it? Touch it? Explain it? Recap on Hindu beliefs about Brahman and the nature and purpose of the murtis/gods. Brahman as essence.</p> <p>Activity Sheet Sheet 2</p> <p>Children do a piece of scaffolded writing: What or who do Hindus think Brahman is? Why are there so many gods in Hinduism? How can Brahman be everywhere and in everything?</p> <p>OR</p> <p>Activity Sheet Sheet 3</p> <p>Window to the world (see step 4) My thoughts about Hindu Beliefs.</p> </div>		
<p>BRIDGE: THE ESSENCE OF YOU</p> <div> <p>Step 2 Investigation (3 lessons)</p> <p>Recap previous lesson and ask the children what makes you you? What makes you unique? 🦉 What is the essence of you? Is there something of your parents/grandparents in you that has carried through generations even though you are unique? A child volunteers to sip a glass of water, closes eyes while you add lemon juice. Sips again with eyes closed. What does it taste of? Show the class the whole lemon: The taste is the essence of the lemon even though they can't see it.</p> <p>Explain that Hindus believe in a universal soul or God called Brahman. Hindus believe that there is a part of Brahman in everyone and this is called the Atman (like the essence of someone).</p> <p>Atman means 'eternal self'. It is often referred to as 'spirit' or 'soul' and indicates our true self or essence which underpins who we are.</p> <p>🦉 Qu: Do you believe that there is a soul? For people? For animals?</p> <p>Explain to the children that Hindus believe that Brahman takes on many forms which some Hindus worship as gods or goddesses in their own right. These gods are sent to help people find/understand the universal God (Brahman).</p> <p>Show the children the three main Hindu deities (the tri-murti); Brahma - creator, Vishnu- preserver, Shiva - destroyer.</p> <p>Explain that these are the tri-murti and talk about what they represent. BBC Learning Clips: www.bbc.co.uk/education/clips/zh2b9j6 Hindu beliefs about God</p> <p>Children could think about how the tri-murti might look today to represent the same things now, and could draw/sculpt their version of one of these thinking about symbolism/colour, etc.</p> <p>Explain to the children that most Hindus have a personal god or goddess such as Shiva, Krishna or Lakshmi to whom they pray regularly.</p> <p>Direct Teaching - match the deity to its role using word and picture cards. Tell the children a story about one of the Gods, e.g. Ganesha/ Lakshmi. Reiterate that there is one God who Hindus see in many different forms and is called Brahman. The essence of each one is Brahman. 🦉 Do children have any questions about this for Auberon? Write questions on envelope cards for Auberon to answer next lesson. Use envelope cards printed from the Discovery RE CDrom/USB.</p> <p>Qu: What do Hindus teach their children about God? Using stories found in the Chadogya Upanishad (one of the Hindu holy books) teach the children the Hindu belief that Brahman is present in all things, e.g. the salt in the glass of water story or the fig seed.</p> <p>BBC Pathways of Belief DVD - Islam, Hinduism, Sikhism</p> <p>www.teachingideas.co.uk/search-site?s=Hinduism</p> <p>Use DVD to show how Hindus use these deities at home/in the temple and in Puja. www.bbc.co.uk/education/clips/z6q6sbk or BBC Pathways of Beliefs Islam/Hinduism/Sikhism DVD</p> <p>Children to create a fact file about what Hindus believe about God in whatever media they choose. e.g. PowerPoint, leaflet, book, etc.</p> <p>Children to then present their work, showing what they have found out about Hindu beliefs in God.</p> </div>		
Evidence in Discovery RE Journals: Activity Sheets.		

Name:

Class:





Year 5: Spring 1 - Hinduism

Enquiry: How can Brahman be in everything?

Name:

Class:

What or who do Hindus think Brahman is?

Why are there so many gods in Hinduism?

How can Brahman be everywhere and in everything?

My thoughts about Hindu beliefs

Year 5: Spring 1 - Hinduism

Enquiry: How can Brahman be in everything?

Name:

Class:

Make a collage to show how believing that Brahman is in everything makes a difference to what people do

Window to the World

If Brahman is in everything...

If Brahman is NOT in everything...



What do you think of the Hindu belief in Brahman?

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Year 5 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 5 Spring 1	How can Brahman be everywhere and in everything?	Comments
WORKING TOWARDS (Level 3)	I can explain some of the different roles I play whilst still being me. I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.	
Year 5 expectation WORKING AT (Level 4)	I can describe some of the characteristics that make me me even when I am playing different roles. I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives, (assessed through Activity Sheet 2). I can express my understanding of how Brahman can/ cannot be in everything.	
WORKING BEYOND (Level 5)	I can explain how values and qualities such as kindness or friendship can be shown in different aspects of my life whichever role I am playing. I can start to explain how the Hindu belief that Brahman is everywhere and in everything influences Hindus in their daily lives. (assessed through Activity Sheet 2). I can give my own views on the Hindu belief in Brahman.	

I am proud that I

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Exemplification

Year 5: Spring 1 - Hinduism

Enquiry: How can Brahman be in everything?

These are examples of the style of answer for each expectation. The content could be different.

	WORKING TOWARDS
<p>I am still me whether I am at school, a grandson, a brother or a footballer.</p> <p>Hindus believe that Brahman is the main God and all other gods that they pray to are part of Brahman. They pray to Brahma the creator, Vishnu the preserver and Shiva the destroyer. They sort of think Brahman is in everything like the essence, like lemon tastes in water.</p> <p>I sort of get it about Brahman being in everything because there must be something in things to keep them growing otherwise nature would stop, the trees might not have new leaves in the Spring.</p>	

Year 5 expectation	WORKING AT
<p>I try to be really kind no matter who I am with because I hate it when people are unkind to me. That is something that I would say is on the inside in my cube. I'm kind to the world too - I don't litter or put graffiti on walls.</p> <p>Hindus believe that Brahman is God and is in everything and they worship him in many forms, including Vishnu, Krishna, Shiva and many others. They pray to the gods to ask them to help them to lead their lives. If Brahman is the essence of everything it means Hindus try to respect all living things.</p> <p>I think I understand Brahman in everything in a way because we couldn't see the lemon juice in the water but we could taste it, just as we can't see what keeps seasons changing but there must be something. I am not sure I see this as easily in things like rocks that don't live or grow.</p>	

	WORKING BEYOND
<p>People tell me I'm a good person because I don't do really bad things. I try to see good in other people and would never do something on purpose that would hurt someone, whoever they were and wherever in the world they are. I suppose that is like seeing something I have in everyone else.</p> <p>Hindus believe that Brahman is God and is everywhere and in everything. They believe that he is good and that everything good they do is because of him and that if they do something bad they are not following the guidance from Brahman on how to lead their lives. This means Hindus will try to lead good lives and try not to harm anything because if they did they would be harming Brahman. This means they would probably be vegetarian.</p> <p>I think it is good that Hindus would try not to harm anything. I am a vegetarian and I try not to harm animals but it is not because I believe in Brahman but because I love animals. But if their beliefs make them good people I think it's great.</p>	

Year 5: Spring 1 - Hinduism

Enquiry: How can Brahman be in everything?

SMSC

Spiritual	Moral	Social	Cultural
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British Values

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
			✓	✓

Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors

WORKING TOWARDS (Level 3)	I can explain some of the different roles I play whilst still being me. I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.
WORKING AT Year 5 expectation (Level 4)	I can describe some of the characteristics that make me me even when I am playing different roles. I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives, (assessed through Activity Sheet 2). I can express my understanding of how Brahman can/cannot be in everything.
WORKING BEYOND (Level 5)	I can explain how values and qualities such as kindness or friendship can be shown in different aspects of my life whichever role I am playing. I can start to explain how the Hindu belief that Brahman is everywhere and in everything influences Hindus in their daily lives. (assessed through Activity Sheet 2). I can give my own views on the Hindu belief in Brahman.

Resources needed for this Enquiry

Models/pictures of Hindu gods: Brahman, Vishnu, Shiva (tri-murti)
www.bbc.co.uk/education/clips/zh2b9j6: Hindu beliefs about God
 Models/pictures of other Hindu gods: Krishna, Lakshmi, Ganesha
 'Pathways of Belief, Islam, Hinduism and Sikhism' DVD/video
www.teachingideas.co.uk/search-site?s=Hinduism: Activity sheets - God is in Everything
www.bbc.co.uk/education/clips/z6q6sbk: Explanation of Hindu god
 Aum symbol
 Aum being chanted: internet

Teacher reflection on this unit

WWW (What went well)	EBI (Even better if)
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Year 5

Spring 2

Theme:
Easter

Key Question:
How significant is it for Christians to
believe God intended Jesus to die?

Religion:
Christianity





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

Year: 5		Term: Spring 2
Theme: Easter		Religion: Christianity Concept: Salvation
Key question for this enquiry: How significant is it for Christians to believe God intended Jesus to die?		
Learning Objectives: We are learning to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.		
Teaching and Learning Activities		
<div> <div> <p>Step 4 Expression (1 lesson)</p> <p>Children to do some research on people who have had or have a strong purpose or sense of destiny e.g. Gandhi, Mother Teresa, Martin Luther King, Florence Nightingale, Prince William, The Queen.</p> <p>🦉 Did these people plan their own lives or were their lives pre-destined?</p> <p>Do you have a plan or purpose for your life?</p> <p>What would you like to achieve?</p> <p>Children to draw and write their own dream/ambition/purpose.</p> <p>Link to Jigsaw: Dreams and Goals www.jigsawpshe.com if you are a Jigsaw School.</p> <p>Discuss that we can all achieve the goals we set ourselves. Do they agree? Where does destiny fit in? Is there such a thing? Can you shape your own destiny? Can you choose your purpose in life?</p> </div> <div> <p>Step 3 Evaluation (1 lesson)</p> <p>Recap on Investigation Lessons and invite the children to complete the questions on the Activity Sheet.</p> <p>🦉 Qu: In your opinion does the evidence suggest that Jesus was aware He was going to be crucified?</p> <p>Qu: According to Christians why did Jesus stay in Jerusalem if He was aware He was about to die?</p> <p>Qu: Do Christians believe God intended Jesus to be crucified?</p> <p>Qu: What do YOU think about the Christian belief that the crucifixion and resurrection were Jesus' purpose?</p> <p>Qu: What would you ask Jesus about Holy Week if He were here?</p> </div> <div> <p>Step 2 Investigation (3 lessons)</p> <p>Recap previous lesson and discuss how Christians believe God had a plan for Jesus' life? Jesus' life had a purpose.</p> <p>🦉 What do we know already about Jesus? Brainstorm and write up ideas.</p> <p>What do we think was God's plan was for Jesus' life according to Christianity?</p> <p>Christians believe that Jesus was the Incarnation of God sent to the Earth to show people how to lead good lives, to die as a sacrifice, so they could be forgiven and come back to life again to prove to Christians that they could also have life after death.</p> <p>What do you think of this plan, this purpose?</p> <p>What might it say about God?</p> <p>🦉 Was Jesus aware of God's plan/His purpose?</p> <p>What evidence is there to show He was/wasn't aware of this during Holy Week?</p> <p>Using a story sack of props, teach children the main events of Holy Week over the 3 lessons, from Palm Sunday, Jesus teaching in the Temple, overturning the traders' tables, The Last Supper, bread and wine, Judas' betrayal, Peter's denial, praying on the Mount of Olives, arrest, four trials (Jewish council, Pilate, Herod, Pilate again), crucifixion, burial in tomb. Use Luke's Gospel Chs. 20-23.</p> <p>During each lesson as particular events during Holy Week are explored, children to vote on whether they think the evidence suggests this was either part of God's plan or a consequence of events that happened during the week, e.g. did Judas betray Jesus as part of God's plan or because he was jealous and wanted the bribe? Did Jesus spend time in the Temple teaching because it was part of God's plan or because the people asked him to? Did Jesus get angry in the Temple because he was afraid of what was about to happen or because he was angry with the traders for cheating people? Or was Judas' betrayal also part of God's plan for Jesus?</p> <p>In groups, children to examine texts on these questions from the Bible that give evidence for/against whether Jesus was aware of his impending crucifixion. Teacher to display the events of Holy Week pictorially as a large class time line and children to vote on whether each event was planned by God or has another explanation and label each picture accordingly.</p> <p>Qu: Can you think of any other evidence from what we know about Jesus that would show his life was planned by God?</p> <p>E.g. birth, miracles.</p> </div> </div>		
<div> <div> <p>Step 1 Engagement (1 lesson)</p> <p>🦉 Qu: What do you have most control over in your life?</p> <p>Children to order events that have been given on a continuum according to those they have the most control over and those they have the least control over, e.g. friends, going to school, bedtime, what they wear, how they behave, etc.</p> <p>Qu: When would you expect to have complete control over you own life, a purpose for your life?</p> <p>Do you have a plan for your life?</p> <p>Children could make plan on a spiral, cut out and hung up.</p> <p>Teach children that some people believe there is already a plan for their life, which they have little control over. This is called destiny. What do they think about this? Other people have a strong sense of purpose in their lives but still believe they have choice or free will.</p> </div> <div> <p>BRIDGE: THE ESSENCE OF YOU</p> </div> </div>		
Evidence in Discovery RE Journals: Activity Sheet.		

Teacher note: Salvation

Jesus' death and resurrection effect the rescue (or salvation) of humans. Christians say he opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered and the relationship between God and humans is restored.

From 'Understanding Christianity' Church of England

Year 5: Spring 2 - Christianity

Enquiry: How significant is it for Christians to believe that God intended Jesus to die?

Name:

Class:

In your opinion, does the evidence suggest that Jesus was aware He was going to be crucified? Yes... why? No... why?

According to Christians, why did Jesus stay in Jerusalem if He knew He was about to die?

Do Christians believe God intended Jesus to be crucified?

What do YOU think about the Christian belief that the crucifixion and resurrection were Jesus' purpose?

What would you ask Jesus about Holy Week if He were here?



Year 5 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 5 Spring 2	How significant is it for Christians to believe God intended Jesus to die?	Comments
WORKING TOWARDS (Level 3)	I can start to consider the goals and purpose I would like for my life. I can say how some events in Holy Week tell Christians about Jesus' purpose/destiny. I can consider important questions about whether Jesus knew He was going to be crucified.	
Year 5 expectation WORKING AT (Level 4)	I can give an example of someone with a strong sense of purpose for their life and give my opinions on this. I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.	
WORKING BEYOND (Level 5)	I can start to show an understanding of the difference between purpose and destiny. I can consider whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week and find supporting evidence. I can give my opinion about the importance for Christians of Jesus' death being part of God's plan.	

I am proud that I

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My TINT Box

To improve next time I will

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Exemplification

Year 5: Spring 2 - Christianity

Enquiry: How significant is it for Christians to believe that God intended Jesus to die?

These are examples of the style of answer for each expectation. The content could be different.

	WORKING TOWARDS
<p>I would really like to be a scientist and try to help find a cure for Alzheimers.</p> <p>Christians believe that Jesus knew He was going to be crucified and that Judas would betray Him. This was all part of what He knew was going to happen otherwise He wouldn't have given the disciples the bread and wine symbols on The Last Supper.</p> <p>I find it hard to believe that God would have wanted this to happen to His Son especially if He sent Him to help people and make the world a better place. He couldn't do that if He was dead, could He?</p>	

Year 5 expectation	WORKING AT
<p>I know Mother Theresa didn't realise she was going to end up such an important person so maybe there was destiny at work, but it was her choice to become a sister and choose her name. If she hadn't done that, the rest couldn't have happened so I think it's a bit of both.</p> <p>Christians believe God intended Jesus to be crucified and everything that happened was all part of His destiny. Jesus knew He was going to be crucified because at the Last Supper He said that the bread represented His body and the wine represented His blood, and they should remember Him because He would not always be with them. I think Christians believe this was God's plan because somebody needed to take the punishment for everybody's sins or bad deeds and they believe in the Incarnation.</p> <p>I think God would be pretty mean to plan for His own Son to be killed so painfully. This can't be right, can it? I think His death was about the Jews and Romans wanting him gone.</p>	

	WORKING BEYOND
<p>I can see similarities in all the famous people that we have studied that they felt a strong calling to do something which some people might call destiny. I think if I have a plan when I am older I will try to stick to it but be open to any strong feelings or situations because these people ended up really helping others and that is more important than doing what you want. I still think they chose their lives though so I think that is purpose not destiny.</p> <p>Christians believe Jesus knew that Judas would betray Him because at The Last Supper He said somebody there would betray Him. He also knew that Peter would deny knowing Him three times because He told Peter that. Jesus knew the events planned on the lead up to His death and the fact that His own friends could betray Him proved that it was necessary to die on the cross to save people from their sins. It may be that God planned all of this.</p> <p>I think God could have found a less painful way to help people turn over a new leaf and make the world a better place. I can't believe a loving God would let His own son suffer like that, but Christians believe Jesus was the Incarnation of God.</p>	

Year 5: Spring 2 - Christianity

Enquiry: How significant is it for Christians to believe that God intended Jesus to die?

SMSC				
Spiritual		Moral	Social	Cultural
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓		✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 3)	I can start to consider the goals and purpose I would like for my life. I can say how some events in Holy Week tell Christians about Jesus’ purpose/destiny. I can consider important questions about whether Jesus knew He was going to be crucified.			
WORKING AT Year 5 expectation (Level 4)	I can give an example of someone with a strong sense of purpose for their life and give my opinions on this. I can start to explain whether God intended Jesus to be crucified or whether Jesus’ crucifixion was the consequence of events during Holy Week. I can start to express my opinion about Jesus’ crucifixion being his destiny/purpose.			
WORKING BEYOND (Level 5)	I can start to show an understanding of the difference between purpose and destiny. I can consider whether God intended Jesus to be crucified or whether Jesus’ crucifixion was the consequence of events during Holy Week and find supporting evidence. I can give my opinion about the importance for Christians of Jesus’ death being part of God’s plan.			
Resources needed for this Enquiry				
Story sack containing props for telling about the main events of Holy Week: palm leaf, bread, glass of wine, model donkey, small table, cross, stone Bible story (New Testament): Luke 20-23 Task Sheet				
Teacher reflection on this unit				
WWW (What went well)		EBI (Even better if)		

Year 5

Summer 1

Theme:

Prayer and Worship

Key Question:

What is the best way for a Sikh to show commitment to God?

Religion:

Sikhism





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

Year: 5		Term: Summer 1
Theme: Prayer and Worship		Religion: Sikhism
Key question for this enquiry: What is the best way for a Sikh to show commitment to God?		
Learning Objectives: We are learning to understand how Sikhs show their commitment to God and to evaluate if there is a best way.		
Teaching and Learning Activities		
<p>Step 1 Engagement (1 lesson)</p> <p>Auberon Owl 🦉 takes part in the game. Choose a child to think on behalf of Auberon and to take him with them.</p> <p>Open lesson with a game about making personal choices. Have 'agree' and 'disagree' signs up on different sides of the room. Children move to the side according to whether they agree or disagree with statements read out e.g. My favourite food is pizza. My favourite animal is a horse. School uniform helps us belong. Stealing is wrong etc.</p> <p>Debrief: we all make personal choices every day. What influences our choices? (family, culture, religion etc).</p> <p>Children to be given a topic to debate - Is it ever OK not to wear a crash helmet when riding a bike or motorbike? Split class into two halves - one side who think it is never OK not to wear a crash helmet and the other side who think there could be situations when this is OK. What if it meant you could not show commitment to your religion if you wear a crash helmet? Now is it OK?</p> <p>Explain that when the law was introduced that you had to wear a crash helmet when riding a motorcycle, Sikhs argued that this was a law which they could not obey. Some Sikhs felt that it was so important they chose to go to prison rather than give up their turbans. Do children have any questions/responses for Auberon Owl? 🦉.</p> <p>The law was changed to give Sikhs the right to wear turbans instead of crash helmets. Do children think the law should have been changed? Why? Auberon Owl 🦉 asks the children if they think it is OK for Sikh children not to wear a cycle helmet if they are wearing hair in topknot (picture on Activity Sheet 1).</p> <p>Children given statements to categorise into true/false according to whether they are examples of showing commitment or not. Children given situations to sort from best to worst ways of showing commitment. Is showing commitment a matter of personal choice?</p>		
BRIDGE: COMMITMENT ↓		
<p>Step 2 Investigation (3 lessons)</p> <p>🦉 Do the children have any questions about Sikhism for Auberon Owl? Explain to children that Sikhs are committed to God and show their commitment in different ways. Show children the 5Ks (kangha - comb, kirpan - sword, kara - bracelet, kachera - shorts, kesh - uncut hair). What do children think they are? What do children think they are used for? Symbolise? Watch www.bbc.co.uk/education/clips/zvn34wx The 5Ks of Sikhism. What do each of the 5Ks symbolise? Does wearing the 5Ks show commitment to God? Do all Sikhs who wear the 5Ks have the same level of commitment?</p> <p>May be time to consider the Amrit ceremony (initiation into the Khalsa) See Year 3, Autumn 1 enquiry for resources.</p> <p>Watch www.bbc.co.uk/education/clips/z9gkq6f 'The Sikh Holy Book, the Guru Granth Sahib' BBC Learning clips. Through questioning, establish that there were 10 living Gurus, and that there is a holy book called the Guru Granth Sahib. This is because there will be no more living Gurus and Sikhs believe that God is talking through the Guru Granth Sahib. The Guru Granth Sahib is treated with respect. Children to research ways in which the holy book is treated with respect e.g. it is put to bed in its own bedroom, it is fanned, held above people's heads, etc. 🦉 Does treating the holy book in this way show commitment to God? Why?</p> <p>Sikhs also pray and worship in the Gurdwara (possible to visit a Gurdwara at this point). Use 'Crossing the Bridges' material from Discovery RE website if you choose to. Invite a Sikh visitor to school. Children write their questions for visitor on envelope cards (print from Discovery RE CDrom/USB)</p> <p>In groups, give children statements relating to equality to sort into true/false. Feedback from each group and establish that nowadays most cultures and religions believe in equality. In the past there was no equality and in certain cultures today there is no equality. What do children think about this? Look for clips about Sikh weddings online. It is an important part of Sikh teaching that everyone is equal. God's love is for everyone, so no one is better than anyone else. Men and women and people from different backgrounds should always be treated in the same way. Do children think that by treating people equally this shows commitment to God? Why? Is it a good idea to treat people equally even if you are not a Sikh? Why? Why not?</p> <p>Introduce 'Sewa' to children. Explain that this means helping others. This can mean giving money or giving time. It can be caring for people who are ill, cleaning the Gurdwara or helping to serve the Langar (recap on Langar from Autumn 1). http://sewauk.org/ Which people were Sikhs helping? Why were they helping them? Is helping people a good way of Sikhs showing commitment to God? Sikhs feel closer to God through helping others. Recap on Vaisakhi.</p>		
Evidence in Discovery RE Journals: Activity Sheet.		

Key Stage 2

Medium Term Planning

Teaching and Learning Activities cont

Step 3 Evaluation (1 lesson)

☞ Which ways have we learnt that Sikhs show commitment to God? Collect ideas on post-it notes to create large poster. Ask children key question: What is the best way for a Sikh to show commitment to God?

Activity Sheets 1 and 2

Children to pretend they are an Agony Aunt/Uncle at a Sikh children's magazine. They respond to the following problem: Dear...

I am 10 years old and am a Sikh living in Bournemouth. There are not many other Sikhs at my school and I am finding it more and more difficult to fit in as I feel quite different. I believe it is important for me to show my commitment to God and want to go to the Gurdwara with my family at the weekends, but this means missing football practice. I am afraid I won't get into the team.

What shall I do? What is the best way to show my commitment to God and not miss football? Thank you, Arjan

Step 4 Expression (1 lesson)

☞ Is it always easy to show commitment? If someone stops showing commitment, is it too late to try again to be committed? Brainstorm reasons people might find a commitment difficult e.g. feel like they are missing out on fun, feel tied down to certain routines, pressure to fit in, etc. Children to create speech bubbles with advice on how to stay committed to something or someone even when it proves difficult. May be able to use cameras to make a video of each person's advice on staying committed.

Evidence in Discovery RE Journals: Activity Sheet.



Year 5: Summer 1 - Sikhism

Enquiry: What is the best way for a Sikh to show commitment to God?

Name:

Class:

Pretend you are an Agony Aunt/Uncle at a Sikh children's magazine. Your task is to write a response to the following problem:

Dear...

I am 10 years old and am a Sikh living in Bournemouth. There are not many other Sikhs at my school and I am finding it more and more difficult to fit in as I feel quite different. I believe it is important for me to show my commitment to God and want to go to the Gurdwara with my family at the weekends, but this means missing football practice. I am afraid I won't get into the team.

What shall I do? What is the best way to show my commitment to God and not miss football?

Thank you.

Arjan



Year 5: Summer 1 - Sikhism

Enquiry: What is the best way for a Sikh to show commitment to God?

Name:

Class:

Write your response here:

Dear Arjan

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With best wishes from...





Year 5 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 5 Summer 1	What is the best way for a Sikh to show commitment to God?	Comments
WORKING TOWARDS (Level 3)	I can express why showing commitment to something may be a good thing. I can describe some of the ways that Sikhs choose to show commitment to God and am starting to understand that they may do this in different ways. I can start to show I understand that Sikhs make choices about how they show commitment to God.	
Year 5 expectation WORKING AT (Level 4)	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others. I can start to express what I think about the best way a Sikh could show commitment to God.	
WORKING BEYOND (Level 5)	I can explain why one way of showing commitment may not be better than another. I can explain why it is important to Sikhs to show their commitment to God and can describe different ways they choose to do this. I can give my opinion on what I think Sikhs should do to show commitment to God and explain why.	

I am proud that I

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My TINT Box

To improve next time I will

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Exemplification

Year 5: Summer 1 - Sikhism

Enquiry: What is the best way for a Sikh to show commitment to God?

These are examples of the style of answer for each expectation. The content could be different.

WORKING TOWARDS

I have some things I have to do but the ones I am most committed to are the ones I have chosen for myself, like wanting to get really good at football. If I commit to training I might make the team.

You do not need to go to the Gurdwara to show commitment to God. You could wear the 5Ks and help others, for example by cleaning the Gurdwara or helping serve the Langar. Hopefully your parents would be happy with this. I think God would be.

It is all about choice and I think Sikhs should be able to choose how they show commitment to their religion because it is about them and God, and their personal choice.

Year 5 expectation

WORKING AT

People are all different and choose to show commitment in ways they think are important. I try to keep healthy by playing tennis but my friend goes swimming.

Some Sikhs might think that the best way to show commitment to God is to go to the Gurdwara at the weekends whereas other Sikhs might feel that this is not necessary to show commitment to God and that it is the way they lead their lives that shows their commitment to God. These Sikhs might feel that 'Sewa' is important, which is helping others. Sikhs can help others in many ways: giving money and time, caring for ill people, cleaning the Gurdwara or serving the Langar.

I think giving to the poor is the best way to show commitment to God because poorer people are God's creation too and Sikhs believe in equality.

WORKING BEYOND

People make personal choices about what they want to commit to and how they do it. I play football to keep fit but my friend swims because she loves the water but I really don't. They are both good ways to keep fit - it is just about what suits us as individuals.

Sikhs are committed to God and feel it is important to show this commitment through the way they live their lives. Many wear the 5Ks to symbolise their commitment. They can also go through the Amrit ceremony which is where the Sikh is being initiated, drinks sugar and water and has some sprinkled on his feet, eyes and hair. Going through this is like being baptised and shows commitment to God. They can also go to the Gurdwara to pray and worship although as long as they are helping others (Sewa) this is still a good way of showing commitment to God because helping others makes Sikhs feel closer to God. So really it is up to you to make a personal choice. You need to feel sure that you are putting God first but I don't think God wants you to give up football. It's all about priorities.

I think Sikhs should go through the Amrit ceremony because this ceremony is specially designed for people to make a personal commitment to God. If you did this in public at the Gurdwara it might help you stay committed to God as you have made your personal commitment in front of the community.

Year 5: Summer 1 - Sikhism

Enquiry: What is the best way for a Sikh to show commitment to God?

SMSC

Spiritual	Moral	Social	Cultural
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British Values

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓ (Guru Granth Sahib)		✓	✓

Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors

WORKING TOWARDS (Level 3)	I can express why showing commitment to something may be a good thing. I can describe some of the ways that Sikhs choose to show commitment to God and am starting to understand that they may do this in different ways. I can start to show I understand that Sikhs make choices about how they show commitment to God.
WORKING AT Year 5 expectation (Level 4)	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others. I can start to express what I think about the best way a Sikh could show commitment to God.
WORKING BEYOND (Level 5)	I can explain why one way of showing commitment may not be better than another. I can explain why it is important to Sikhs to show their commitment to God and can describe different ways they choose to do this. I can give my opinion on what I think Sikhs should do to show commitment to God and explain why.

Resources needed for this Enquiry

www.bbc.co.uk/education/clips/zvn34wx: The 5Ks of Sikhism
www.bbc.co.uk/education/clips/z9gkq6f: The Sikh Holy Book - Guru Granth Sahib
 Look for clips about Sikh weddings online
<http://sewauk.org/>

Teacher reflection on this unit

WWW (What went well)	EBI (Even better if)

Year 5

Summer 1

Theme:

Beliefs and Moral Values

Key Question:

Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?

Religion:

Hinduism





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

Year: 5		Term: Summer 1
Theme: Beliefs and Moral Values		Religion: Hinduism
Key question for this enquiry: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?		
Learning Objectives: We are learning to understand the impact of certain beliefs on a Hindu's life.		
Teaching and Learning Activities		
<p>Step 4 Expression (1 lesson) Produce a piece of creative work e.g. art/ poem/collage/sculpture to express your own beliefs about what happens when the physical body dies. Present this to the class and share your views if you choose to. Auberon Owl 🦉 to praise and question.</p> <p>↑</p> <p>Step 3 Evaluation (1 lesson) 🦉 Ask key question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Children make a mini board game to illustrate their understanding, collecting counters for good Karma losing them for negative Karma and building on the life experience/choices cards from the Engagement lesson.</p> <p>↑</p>		<p>Step 1 Engagement (1 lesson) Lesson 1: Show the story book 'Slam' by Adam Slower, perhaps on Smartboard, following the consequences of a boy slamming the door and a ball falling off the roof - all told in pictures. (You could use another story where a chain of events is depicted). Discuss what the boy's actions were and the chain of events that followed. What consequences were experienced as a result of his actions when slamming the door? Were they positive or negative? Ask class to think about a time when they have done something positive or negative. What consequences did they experience as a result of their actions? (A good visual representation of this is to have the Mousetrap game set up and show the children how one thing leads to another as the ball makes its way round.) Activity: Children to have flowcharts on their table. Children to consider the consequences that follow the action and complete the flow chart, showing what the different choices could be. E.g. Sally is finding her homework difficult. What can she do? E.g. forget about it and go out with her friends/ copy her friend's homework the next morning/ask her teacher for help/ research her homework on the internet, etc. Lesson 2: Children to have snakes and ladders game to play in small groups. Children to firstly play the game. Teacher to then explain that this game was originally a Hindu game and represents making good and bad decisions in life. Children to then be given some pre-written cards which have some good and bad actions/choices someone might make in a lifetime and what the consequences might be. Children to then make their own giant snakes and ladders game and use these ideas to play their own game, e.g. a good action results in going up the ladder and a negative action results in sliding down the snake and not getting very far in life. Can they relate this to the School Learning Charter, rewards and consequences?</p> <p>BRIDGE: CAUSE AND EFFECT ↓</p> <p>Step 2 Investigation (3 lessons) Explain to the children that Hinduism has rites and ceremonies focusing on birth, marriage, and death and we will be learning about the Hindu beliefs of Karma, Samsara and Moksha. Refer back to previous enquiries on Hinduism (especially Autumn 1) to recap on how Hindus lead good lives) Use sources: Bhagavad Gita 2:11-13/The Upanishads. 🦉 Auberon Owl asks children what they learnt from the Snakes and Ladders game in Lesson 1. Recap on the previous game of snakes and ladders and its origins in Hinduism. Reiterate the idea that doing a good deed will bring rewards but Hindus believe it might not be in this lifetime. Teach children that in a lifetime, Hindus believe that people build up Karma, both positive and negative, based on their actions within that lifetime. This Karma affects their future lives and existences. People must take responsibility for their actions during this life time and the next, therefore a belief in Karma has an effect on how a Hindu behaves. Collecting positive karma is like going up lots of ladders... but where to? (See below: Moksha to Brahman.) Use story of Prince Rama as an example of doing one's duty and doing good deeds. Qu: How does a belief in Karma help Hindus lead good lives? Hindus believe that the soul passes through a cycle of successive lives and its next incarnation depends on how the previous life was lived. Hindus aim to live each life in a better way than the life before, with this current life being like a passageway between lives. Hindus believe that the soul is eternal and lives many lifetimes, in one body after another. The soul (atman) can be born in a human form, or that of a plant or animal, as all living things have a soul (Brahman in everything). Compare this idea of Samsara (reincarnation) with that of the Christian belief of life after death in Heaven. Children could show the contrasts by drawing a straight line to represent the Christian belief and label like a time line and draw and label a circle or spring to represent the Hindu belief of life and death. (Or children could do this kinesthetically by each group representing one of these concepts using the groups' bodies e.g. to make circles/chain of events/straight line with heaven/hell at the end.) The spiritual goal of a Hindu is to become one with Brahman (recap previous lessons on Hindus' belief in one God with many aspects). This freedom is called Moksha and until this is achieved, Hindus believe that they will continue to be repeatedly reincarnated in order that they work towards self-realisation of the truth, that nothing else but Brahman exists). Once Moksha is achieved through various routes, the soul (Atman) is released to be united with Brahman. Could children go back to their previous kinaesthetic representations and add this? A Hindu visitor would be helpful here. 🦉 Discuss how Moksha can be attained by renouncing the world and becoming a sadhu and compare this with how Hindus can do this in their daily lives. www.bbc.co.uk/education/clips/z9bd7hv Hindu beliefs about life after death</p>
Evidence in Discovery RE Journals: Activity Sheet/board game.		

Teacher note: Be careful not to over-simplify reincarnation. We don't want children thinking it is as simple as a 'bad' human being reincarnated as a spider etc. Emphasis should be on the migration of the soul.



Year 5: Summer 1 - Hinduism

Enquiry: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?

Name:

Class:

Design a board game with choice cards.

Counters are gained for positive Karma and lost for negative Karma.

My board game looks like this





Year 5: Summer 1 - Hinduism

Enquiry: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?

Name:

Class:

Choice Card	Choice Card	Choice Card	Choice Card
Choice Card	Choice Card	Choice Card	Choice Card

Here are some of the choice cards. Some bring positive Karma and some bring negative Karma.

Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?

What do YOU think about the Hindu belief in reincarnation?



Year 5 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 5 Summer 1	Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	Comments
WORKING TOWARDS (Level 3)	I can say how considering the outcomes of an action can affect how you choose to act. I can describe a Hindu belief relating to life after death and begin to explain the impact of this on a Hindu's life. I can start to see how belief in Karma could make a difference to how Hindus choose to live.	
Year 5 expectation WORKING AT (Level 4)	I can start to express my own views about life after death. I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives. I can express my own views about Hindu beliefs and whether they make sense to me or not.	
WORKING BEYOND (Level 5)	I can express my views on life after death and start to explain how these views may make a difference to how I live my life. I can start to explain how beliefs about life after death make an impact on the ways Hindus choose to live their lives. I can express an opinion on the Hindu belief in reincarnation with some reasoning.	

I am proud that I

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Exemplification

Year 5: Summer 1 - Hinduism

Enquiry: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?

These are examples of the style of answer for each expectation. The content could be different.

WORKING TOWARDS	
When I think more carefully about what might happen, I tend to make better choices. When I die I think my spirit will carry on somewhere.	
Hindus believe in Karma which means that if they lead a good life, when they die they will be reborn into another life which will be a good life but if they have not led a good life then they will be reborn into a worse life. This belief helps Hindus to lead good lives because they want to be reborn into a good life.	
I can see that if I wanted to have a good life next time I would try harder to make good choices now. This makes sense really and would be good motivation.	

Year 5 expectation	WORKING AT
My sculpture shows a spirit coming out of a body that is lying down to show our souls after we die. If I think I have lived a good life I will go to heaven so I try to be kind to people.	
Hindus believe in Karma and that if they lead a good life they will be reborn into a good life. These beliefs in life after death help Hindus to lead good lives because they want to have the good new life when they are reincarnated. They believe they can break free from coming back all the time. This is called Moksha. This gives them motivation and something to aim for. Christians believe they need to lead good lives and ask God to forgive their sins, and then they go to heaven.	
The Hindu beliefs about reincarnation don't make sense to me because as a Christian I believe we are given one life and when we die God lets us go to heaven if we have been forgiven or if we haven't tried to follow Jesus' teaching we might not get to heaven.	

WORKING BEYOND	
I do believe that if you are kind to others then they will treat you better. My collage shows a lot of doves flying away from the body because I like that image of spirit or soul going on but I'm not sure where to.	
If you believe in Karma I think you would try to collect positive Karma to help you get reincarnated in a good life next time. This would make a difference to the choices you make, to how honest and nice you are, even to people you might not see. Breaking free (Moksha) sounds like it would be worth working for although I don't really get what happens after that for Hindus.	
I don't really know what I believe about life after death but I don't believe in reincarnation. Hindus believe in Samsara which means reincarnation. They also believe in Karma which means that if you have led a good life you will be reborn into a better life. I do believe in Karma because I think that if you are nice then good things happen but if you are not nice then there will be consequences. Christians believe that they will go to heaven if they believe Jesus died to save them from their sins and if they lead their lives according to the Ten Commandments. I would like to believe in heaven but I think that you should be able to go there if you have tried your best to be a good person. I am not convinced about the 'sin' thing.	

Year 5: Summer 1 - Hinduism

Enquiry: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?

SMSC

Spiritual	Moral	Social	Cultural
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British Values

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓ Bhagavad Gita/ Upanishads		✓	✓

Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors

WORKING TOWARDS (Level 3)	I can say how considering the outcomes of an action can affect how you choose to act. I can describe a Hindu belief relating to life after death and begin to explain the impact of this on a Hindu's life. I can start to see how belief in Karma could make a difference to how Hindus choose to live.
WORKING AT Year 5 expectation (Level 4)	I can start to express my own views about life after death. I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives. I can express my own views about Hindu beliefs and whether they make sense to me or not.
WORKING BEYOND (Level 5)	I can express my views on life after death and start to explain how these views may make a difference to how I live my life. I can start to explain how beliefs about life after death make an impact on the ways Hindus choose to live their lives. I can express an opinion on the Hindu belief in reincarnation with some reasoning.

Resources needed for this Enquiry

'Slam' by Adam Slower
'Mousetrap' game: Play the game
'Snakes and Ladders': Play the game
Pre-written cards
www.woodlands-junior.kent.sch.uk: Teacher navigation
www.bbc.co.uk/education/clips/z9bd7hv: Hindu beliefs about life after death

Teacher reflection on this unit

WWW (What went well)	EBI (Even better if)
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Year 5

Summer 2

Theme:
Beliefs and Practices

Key Question:
What is the best way for a Christian
to show commitment to God?

Religion:
Christianity





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

Year: 5		Term: Summer 2
Theme: Beliefs and Practices		Religion: Christianity
Key question for this enquiry: What is the best way for a Christian to show commitment to God?		
Learning Objectives: We are learning to understand how Christians show their commitment to God and to evaluate if there is a best way.		
Teaching and Learning Activities		
<p>Step 4 Expression (1 lesson)</p> <p>Children to write a poem titled 'Commitment is ...' it can include what commitment means to them and (optional) what commitment means to a Christian. Do the children think that commitment is any of the fruits of the holy spirit e.g. love, kindness etc. Can we all take from Christianity some moral guidance on how to treat others and how to behave? Can people display the fruits of the holy spirit when they are not Christians?</p> <p>↑</p> <p>Step 3 Evaluation (1 lesson)</p> <p>Which ways have we learnt that a Christian shows their commitment to God?</p> <p>Children to have x10 post-its/slips of paper. On each one, they write a different way Christians might choose to show their commitment to God. Ask the key question: what is the best way for a Christian to show commitment to God?</p> <p>On the Activity Sheet 1 children Diamond 9 rank their post-its, stick in their books and write next to the top and bottom their reasons for why they have ranked these in those positions. Add: How would I choose to show commitment to God if I were a Christian? OR</p> <p>Answer the letter on Activity Sheet 2 pretending to be an agony aunt/uncle on a Christian children's helpline. (Maybe record/video children's answers.)</p> <p>Dear... I am a 10 year old Christian living in Poole. I have been going to church every Sunday with my mum since I was a baby. Lately I have started to find it a bit boring. I don't want to stop going as it would upset my mum. Is there another way I can show my commitment to God?</p> <p>Thank you....Christy</p> <p>↑</p>		<p>Step 1 Engagement (1 lesson)</p> <p>Children to be given a topic to debate by Auberon Owl 🦉 e.g. Is it OK to tell lies? Class to be split in half, one side for telling lies and one side against telling lies and debate this. How committed are they to their view on this? Children to be given various situations involving lying - they stand on one side of the room if they think that in this situation it is 'OK to lie' and on the other side if they think it is 'not OK to lie' or anywhere in between if they are not sure. Tell children the story from 'The Hiding Place' by Corrie Ten Boom where one Christian woman decided to lie to the German soldier about Jews that she was hiding. This meant the Jews were safe. Her sister, another Christian woman, felt that she could not lie and this resulted in the Jews being arrested. However, the Jews later escaped. The woman believed that God would keep this woman safe due to her commitment to the truth. Explore children's thoughts. 🦉 What would they have done? Is telling lies always wrong? How committed would you have been to telling the truth? Would that have been more important than saving someone's life? Commitment sometimes causes dilemmas and difficult decisions.</p> <p>↓</p>
BRIDGE: DEGREES OF COMMITMENT		
<p>Step 2 Investigation (3 lessons)</p> <p>Explain to the children that Christians are committed to God and show their commitment in different ways. One way is through following the Ten Commandments, one of which is 'do not lie' which we explored in the engagement lesson. Look at Ten Commandments (Exodus 20:2-17) In groups, children order according to which ones show most commitment to God. Feedback from children. Auberon Owl 🦉 asks: Why does one show more commitment to God than another? Are any easier to follow? Why? Why do we have different views about which are more or less important than others?</p> <p>Look at Galatians 5:14 which states 'love your neighbour as yourself'. What does this mean? Who is 'your neighbour'? How easy do you think it is for Christians to do this? Look at Galatians 5:22-26 which states that if a Christian is committed to God and allows the Holy Spirit to live in them, they will be displaying love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control and not jealousy or conceitedness. Have these words on pieces of paper on the walls around the room - children to move round and write examples of what each might look like. 🦉 Should only Christians try to behave in these ways? Are these behaviours that everyone should try to display? Explore ideas. How easy is this to do? When would it be hard/easy? When would it take most commitment? Which are most important?</p> <p>Consider some famous Christians who dedicated their lives to helping others to show their love/commitment to God e.g. Martin Luther King/Mother Teresa, etc. Children do mini research on people who committed their lives to God by 'loving their neighbour'. May look at Christian Aid Week and see how this shows commitment to God, or other Christian charities or the work of the local church. A Christian visitor would be valuable here.</p> <p>Explain that many Christians show commitment to God by attending church every Sunday/worshipping God. (Possible visit to a church at this point.) 🦉 Does attending church every Sunday show commitment to God? Can Christians still be committed to God if they do not attend church every week? Children to present arguments for and against this idea. (Year 4 Summer 2 enquiry recap here.) (Use 'Crossing the Bridges' materials from www.discoveryschemeofwork.com).</p> <p>Christians believe that praying to God shows commitment. Why do Christians pray? Explore ideas, e.g. thanks, forgiveness, need help, etc. Is praying necessary to show commitment to God? The Lord's Prayer.</p> <p>Confirmation Ceremony/Adult Baptism.</p> <p>Christians also show commitment through taking communion. Watch www.bbc.co.uk/education/clips/zwcd2hv 'The Eucharist or Holy Communion' on BBC Learning clips. Why do Christians eat bread and drink wine? Explain that this helps Christians to remember Jesus dying for them on the cross and by taking communion it shows their commitment to God. Does taking communion show commitment to God? Explore the statement 'Christians show commitment to God by believing and trusting in Jesus and trying to be like Jesus'. What does this mean? 🦉 Is it easy for a Christian to be like Jesus?</p>		
Evidence in Discovery RE Journals: Activity Sheets.		



Year 5: Summer 2 - Christianity

Enquiry: What is the best way for a Christian to show commitment to God?

Name:

Class:

Rank order post-its showing best way at the top.



This is the best way because...



This is the least important way because...

Year 5: Summer 2 - Christianity

Enquiry: What is the best way for a Christian to show commitment to God?

Name:

Class:

Dear Rev. Charlie

I am a 10 year old Christian living in Poole. I have been going to church every Sunday with my mum since I was a baby. Lately I have started to find it a bit boring. I don't want to stop going as it would upset my mum. Is there another way I can show my commitment to God?

Thank you,...

Christy



What would Rev. Charlie say?

Dear Christy

I hope this helps you, Christy.

Very best wishes...

Rev. Charlie





Year 5 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 5 Summer 2	What is the best way for a Christian to show commitment to God?	Comments
WORKING TOWARDS (Level 3)	I can express why showing commitment to something may be a good thing. I can describe some of the ways that Christians choose to show commitment to God and am starting to understand that they may do this in different ways. I can start to understand there are different degrees of commitment and that's up to individual Christians.	
Year 5 expectation WORKING AT (Level 4)	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. I can explain why I think some ways of showing commitment to God would be better than others for Christians.	
WORKING BEYOND (Level 5)	I can explain why one way of showing commitment may not be better than another. I can explain why it is important to Christians to show their commitment to God and can describe different ways they choose to do this. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.	

I am proud that I

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My TINT Box

To improve next time I will

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Exemplification

Year 5: Summer 2 - Christianity

Enquiry: What is the best way for a Christian to show commitment to God?

These are examples of the style of answer for each expectation. The content could be different.

	WORKING TOWARDS
	<p>I can understand why the first person lied to protect the Jews and that must have been a dangerous thing to do. The second lady probably didn't want to get them into trouble but for her, she had to tell the truth, no matter what. They both showed commitment but I think showing commitment to saving people's lives is a really good thing.</p> <p>Christians show commitment to God by praying and by following the Ten Commandments. Some Christians might pray at home by themselves and other Christians might pray with friends or at church, out loud or in their heads.</p> <p>What Christians do is up to them and it doesn't mean they are a bad Christian if they don't go to church every week.</p>

Year 5 expectation	WORKING AT
	<p>To me, the second lady showed her commitment by trusting that God would look after the Jews rather than lying to protect them. Commitment is definitely showing love and kindness but it is also sticking to what you say you believe no matter how hard it gets. People have to make choices about what they show commitment to and how they do it.</p> <p>Taking Communion helps Christians show commitment to God because they are remembering Jesus dying for them on the cross. Going to church and worshipping with other Christians is another way that many Christians show commitment to God. Some Christians might think that they do not have to take Communion or go to church to show commitment to God; that they can pray at home and make sure they are following the Ten Commandments without going to church or taking Communion. Some Christians think living a good life is the most important way to show commitment to God.</p> <p>I think it would be better for Christians to show commitment to God by going to church and reading the Bible because then they will learn more about being a good Christian so they will know what to do.</p>

	WORKING BEYOND
	<p>Commitment is sometimes easy because it doesn't cost us anything but sometimes it can mean you give up other things or disagree with people, like the sisters. I think that commitment links with love because if you love something or somebody, you are committed to it or them, and will keep the promises you make. It also means you have to have good judgement which is another gift of the Spirit, because you have to choose what is the right thing to do even though it might not be the easiest. But this is all about personal choices.</p> <p>It is important for Christians to show commitment to God because they believe that God sent Jesus to die on the cross for them. They also believe that if they try to be like Jesus and 'love their neighbour' and ask for forgiveness from God, then they will go to heaven when they die. Christians show commitment to God in different ways: going to church, praying, taking holy Communion and by trying to act as Jesus did. For example, the Bible says to 'love your neighbour as yourself' and Christians try to love everybody and be kind to everybody (as Jesus did).</p> <p>I know it is OK for Christians to choose how much they put into their religion. Some will go to Communion every week and some might never go to church. It is like my brother and me. We both support Southampton F.C. but I go every week through the season to support them with my Dad, and my brother only goes when they are likely to win or when his girlfriend is working on a Saturday.</p>

Year 5: Summer 2 - Christianity

Enquiry: What is the best way for a Christian to show commitment to God?

SMSC

Spiritual	Moral	Social	Cultural
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British Values

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓ (10 commandments)	✓ Martin Luther King	✓	✓

Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors

WORKING TOWARDS (Level 3)	I can express why showing commitment to something may be a good thing. I can describe some of the ways that Christians choose to show commitment to God and am starting to understand that they may do this in different ways. I can start to understand there are different degrees of commitment and that's up to individual Christians.
WORKING AT Year 5 expectation (Level 4)	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. I can explain why I think some ways of showing commitment to God would be better than others for Christians.
WORKING BEYOND (Level 5)	I can explain why one way of showing commitment may not be better than another. I can explain why it is important to Christians to show their commitment to God and can describe different ways they choose to do this. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.

Resources needed for this Enquiry

'The Hiding Place': by Corrie Ten-Boom
Bible Story (Old Testament): The Ten Commandments Exodus - 20 2-17
Bible Story (New Testament): Love thy neighbour as thyself - Letter to the Galatians 5 14
Bible Story (New Testament): Holy Spirit - Letter to the Galatians 5 22-26
www.bbc.co.uk/education/clips/zwcd2hv: The Eucharist or Holy Communion
Post-it notes/slips of paper

Teacher reflection on this unit

WWW (What went well)	EBI (Even better if)
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Year 5

Optional

Theme:
Trinity

Key Question:
Does belief in the Trinity help
Christians make better sense of God
as a whole?

Religion:
Christianity
Concept: God





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

NB: This is an additional Christianity Enquiry for your use if you so choose

Year: 5		Term: Optional
Theme: Trinity	Religion: Christianity	Concept: God
Key question for this enquiry: Does belief in the Trinity help Christians make better sense of God as a whole?		
Learning Objectives: We are learning to understand the Christian belief that one God can be present as 3 persons.		
Teaching and Learning Activities		
<p>Step 4 Expression (1 lesson)</p> <p>Ensure class charter used as discussing personal attributes. (Remind children of Jigsaw Charter if you are a Jigsaw school). What good parts of your character can people not "see" that you feel comfortable sharing, what parts are very open and what is your greatest "power" that could help others? Children to have net of a triangular based pyramid on Activity Sheet 2. Draw picture of themselves on the base and answer these in writing and drawing on the other 3 faces. Discuss that other people may have hidden aspects too. How can understanding this give us more empathy with others? By seeing people in different ways, can we understand them better? You could also use the pyramid net to ask children to express their understanding of the 3 persons of the Trinity - Activity Sheet 3.</p>		<p>Step 1 Engagement (1 lesson)</p> <p>Auberon Owl 🦉 invites children to use Playdough. Can you make something from it to represent you? (Link to Sikhism Step 4 Year 3 Autumn 1 if studied). Explain it to a talking partner. Now roll your ball up and make something else and explain that to somebody else. Do a third time with a different talking partner. Ask the 3 people to describe that one person to the class from what they have been told. 🦉 Did they all see the same thing? Why not? Were all three made from the same ball of play dough? Introduce "consubstantial" meaning of the same substance or essence</p> <p>Use a really large candle. Light it, ask the children to think of properties it provides such as light, warmth, and any other uses or feelings it gives them. Make a list. Explain this one is too big (powerful) to be held. Light a birthday candle from the first. Have you had one of these in your home? Need it to be different so that it is safe to have in our houses where we live. Discuss how the flame came from the first but the first has not changed at all. The flames are consubstantial. Refer to list - do both flames have the same properties? If possible allow a child to hold this smaller candle safely for a small amount of time. Light a 3rd different candle from the first big one. Do not allow the children to touch this candle directly but ask them to hold out their hands a safe distance away so they can feel the warmth. Can you "see" warmth? Just feel. Does it have the same properties as the others? Discuss how the flame from the first has not decreased to create the 2nd two and they are "made" from it (consubstantial) yet they all burn independently.</p>
<p>Step 3 Evaluation (1 lesson)</p> <p>Using the work the children have compiled throughout the investigation, create their own definition/ description of each person of the Trinity on the Activity Sheet 1. Ensure children use what they have found out in respect to roles as well as description and remind them to put identical attributes as well as the differences (gained from 2nd investigation lesson - Athanasian Creed). Consider the question: do these three "persons" help a Christian understand God? Why/why not?</p>		<p>BRIDGE: DIFFERENT ASPECTS OF ME</p>
<p>Step 2 Investigation (3 lessons)</p> <p>Directly teach that many Christians believe in The Trinity - one God is 3 consubstantial persons - Father, Son and Holy Spirit. Link back to the candles in L1. 1st: too powerful to be touched/held could represent God the father, 2nd that we are most used to seeing and can touch/hold is similar to the belief in the incarnation so that Jesus could live among humans, 3rd that they couldn't touch but that they could feel is similar to the Holy Spirit. But flame was the same on each - burning a wick with a yellow flame. Explain that we are going to investigate where these beliefs come from and decide whether we think it helps Christians to understand God in his different roles and persons, God as whole.</p> <p>Qu 1: What does the Bible say about the Trinity? Look at Matthew 28:18-20 - known as the Great Commission. Jesus himself uses the phrase Father, Son and Holy Spirit. Look back into Old Testament - Genesis 2: 7 (creation of man), prophets who had personal encounters with God the Father e.g. Abraham (Genesis 12), Moses (Exodus 3); reference to the Holy Spirit: Psalm 51 vs 10 & 11, Matthew 1:18-20, Person of Jesus: refer back to previous teaching e.g. Christmas, miracles, friend etc., John 1 where Jesus is referred to as the Word, Peter in Matthew 16:15-16. What do these tell you about each person in the Trinity?</p> <p>Qu 2: What does the Church say about the Trinity? Directly teach that the "Creed" states church's beliefs (Credo means "I believe") so summarises teaching on the Trinity. Split class into 3 groups Look at Nicene Creed, Apostles Creed and excerpts from the Athanasian Creed which "Book of Common Prayer" states should be read on Trinity Sunday. Share, compare, and add to descriptions.</p> <p>Qu 3: What have other sources to add? Look at different quotes about the Trinity from a variety of sources e.g., hymns such as Holy, Holy, Holy (available at www.hymnsite.com/lyrics/umh064.sht), paintings e.g. Rublev, fresco by Luca Rossetti da Orta, stained glass (http://pixshark.com/holy-trinity-modern-painting.htm) quotations and any other sources (lots of pictures on Google). Children can examine texts/resources in each lesson and build a bank of evidence to form a profile about each person in note/pictorial form. Can draw/paint or write their views of what each 'person' of the Trinity is described as, what skills/gifts/powers they share and what more individual role they have from how the author/artist sees them. Refer to key Question each lesson- is this information helping a Christian understand God? How? Is it building a picture of the whole?</p>		
Evidence in Discovery RE Journals: Activity Sheets.		

Teacher note: God

?

From 'Understanding Christianity' Church of England



Year 5: Optional - Christianity

Enquiry: Does belief in the Trinity help Christians make better sense of God as a whole?

Creeds for use in second investigation lesson:

Nicene Creed:

We believe in one God,
the Father, the Almighty,
maker of heaven and earth,
of all that is,
seen and unseen.
We believe in one Lord, Jesus Christ,
the only Son of God,
eternally begotten of the Father,
God from God, Light from Light,
true God from true God,
begotten, not made,
of one Being with the Father;
through him all things were made.
For us and for our salvation he came down from heaven,
was incarnate from the Holy Spirit and the Virgin Mary
and was made man.
For our sake he was crucified under Pontius Pilate;
he suffered death and was buried.
On the third day he rose again
in accordance with the Scriptures;
he ascended into heaven
and is seated at the right hand of the Father.
He will come again in glory to judge the living and the dead,
and his kingdom will have no end.
We believe in the Holy Spirit,
the Lord, the giver of life,
who proceeds from the Father and the Son,
who with the Father and the Son is worshipped and glorified,
who has spoken through the prophets.
We believe in one holy catholic and apostolic Church.
We acknowledge one baptism for the forgiveness of sins.
We look for the resurrection of the dead,
and the life of the world to come.
Amen.



Year 5: Optional - Christianity

Enquiry: Does belief in the Trinity help Christians make better sense of God as a whole?

Apostles' Creed:

I believe in God, the Father almighty,
creator of heaven and earth.

I believe in Jesus Christ, his only Son, our Lord,
who was conceived by the Holy Spirit,
born of the Virgin Mary,
suffered under Pontius Pilate,
was crucified, died, and was buried;
he descended to the dead.

On the third day he rose again;
he ascended into heaven,
he is seated at the right hand of the Father,
and he will come to judge the living and the dead.

I believe in the Holy Spirit,
the holy catholic Church,
the communion of saints,
the forgiveness of sins,
the resurrection of the body,
and the life everlasting.

Amen.



Year 5: Optional - Christianity

Enquiry: Does belief in the Trinity help Christians make better sense of God as a whole?

Excerpts from Athanasian Creed

That we worship one God in Trinity, and Trinity in Unity;
Neither confounding the Persons: nor dividing the Substance.
For there is one Person of the Father, another of the Son: and another of the Holy Ghost.

Such as the Father is, such is the Son: and such is the Holy Ghost.

The Father eternal, the Son eternal: and the Holy Ghost eternal.
And yet they are not three eternals: but one eternal.

So likewise the Father is Almighty, the Son Almighty: and the Holy Ghost Almighty.

And yet they are not three Almighties: but one Almighty.

So the Father is God, the Son is God: and the Holy Ghost is God.

And yet they are not three Gods: but one God.

So likewise the Father is Lord, the Son Lord: and the Holy Ghost Lord.

And yet not three Lords: but one Lord.

And in this Trinity... none is greater, or less than another;
But the whole three Persons are co-eternal together: and co-equal.

(About Jesus)

Perfect God, and Perfect Man:

Who although he be God and Man: yet he is not two, but one Christ;

He ascended into heaven, he sitteth on the right hand of the Father, God Almighty:

Glory be to the Father, and to the Son: and to the Holy Ghost;
As it was in the beginning, is now, and ever shall be: world without end.
Amen.

Year 5: Optional - Christianity

Enquiry: Does belief in the Trinity help Christians make better sense of God as a whole?

Name:

Class:

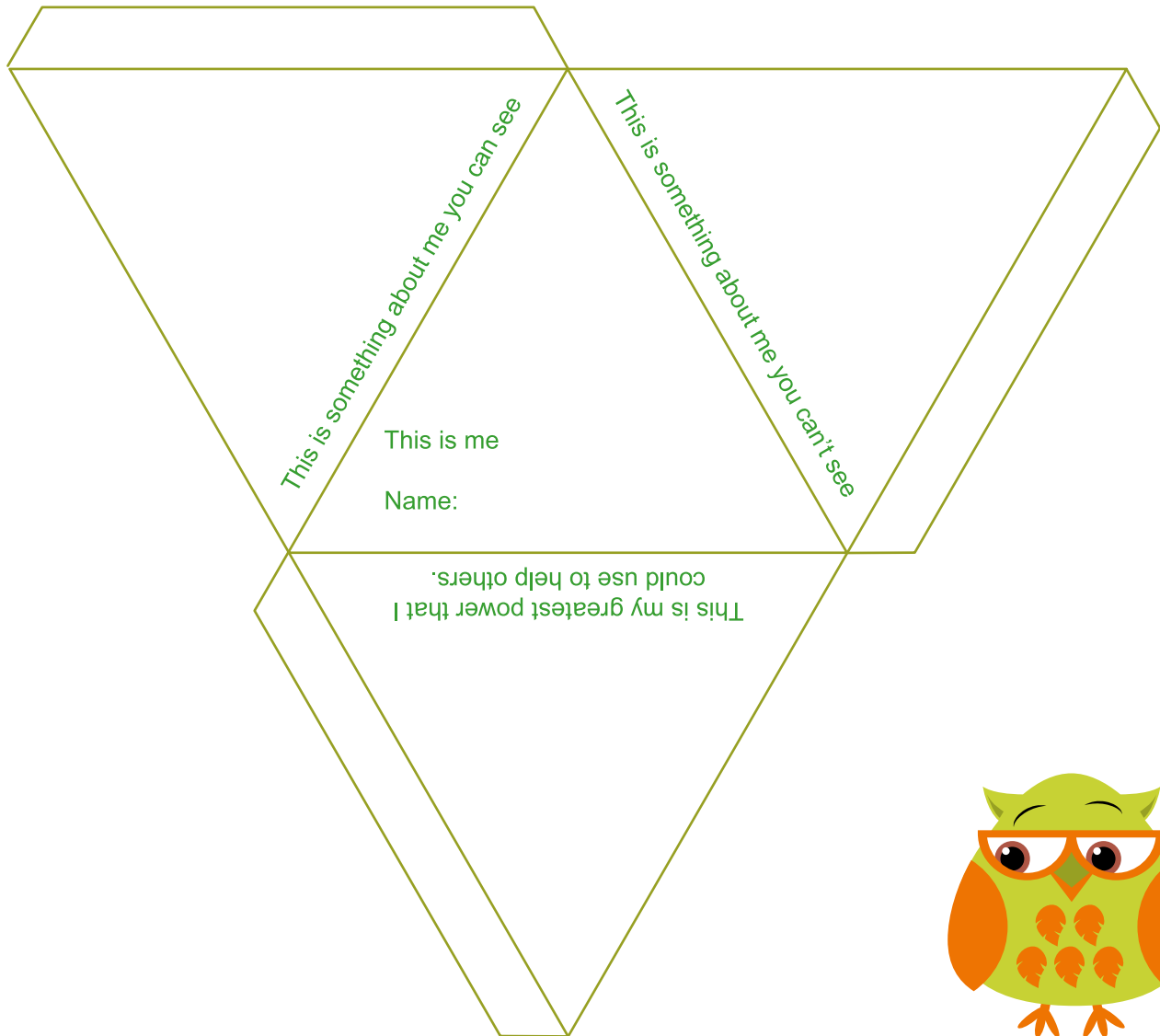
<p>Many Christians believe in the Trinity. The persons in the Trinity are:</p> <p>God the Father</p> <p>God the Son</p> <p>God the Holy Spirit</p> <p>How many Gods do Christians believe in?</p> <p>.....</p>	<p>God the Father:</p> <p>.....</p> <p>Description and role:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Do you find the Trinity easy or difficult to understand? Why?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>God the Son:</p> <p>.....</p> <p>Description and role:</p> <p>.....</p> <p>.....</p> <p>.....</p>		
<p>Why do you think many Christians find the Trinity helpful in understanding God as a whole?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>God the Holy Spirit:</p> <p>.....</p> <p>Description and role:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Why do you think some Christians find the Trinity difficult to understand?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>



Year 5: Optional - Christianity

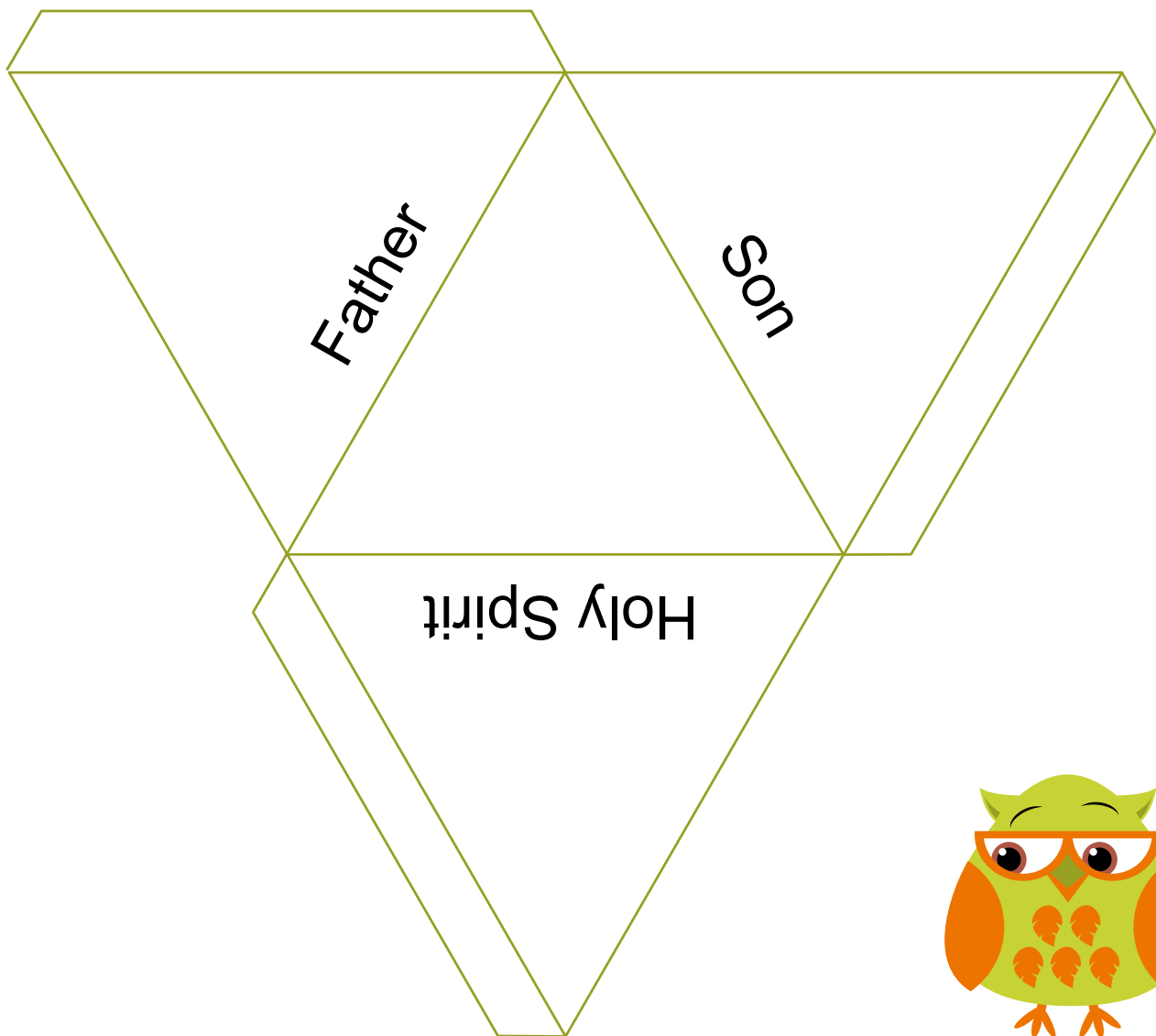
Enquiry: Does belief in the Trinity help Christians make better sense of God as a whole?

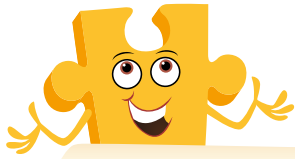
Triangular Based Pyramid net for Expression lesson



Year 5: Optional - Christianity

Enquiry: Does belief in the Trinity help Christians make better sense of God as a whole?





The Jigsaw[®] Charter

We take turns to speak

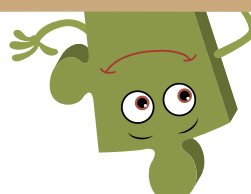
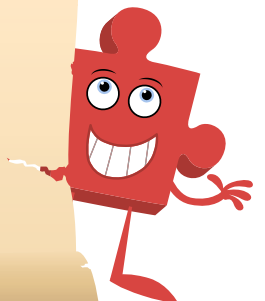
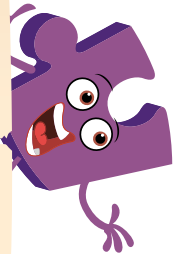
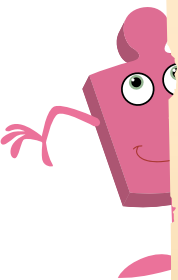
We use kind and positive words

We listen to each other

We have the right to pass

**We only use names when giving
compliments or when being positive**

**We respect each other's privacy
(confidentiality)**





Year 5 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 5 Optional	Does belief in the Trinity help Christians make better sense of God as a whole?	Comments
WORKING TOWARDS (Level 3)	I can think of a gift/'power'/character attribute that I may have which may be useful to others. I can describe the members of the Trinity with some reference to the roles they have and start to understand that they are consubstantial. I can say whether or not I think a Christian may find the Trinity helpful in understanding God as a whole, showing respect to Christians.	
Year 5 expectation WORKING AT (Level 4)	I can explain how other people may have different aspects to their nature. I can make links between the consubstantial nature of God in 3 persons and the attributes that these persons share. I can reflect on the Christian belief in The Trinity and some of the sources of this belief and express thoughts on this.	
WORKING BEYOND (Level 5)	I can use my self-knowledge of the hidden and open aspects of my character to empathise with others who may also keep private characteristics which may be similar to or different from me. I can explain how the belief in the Trinity may help Christians to understand more readily the different aspects of God and how these contribute to God as a whole through the belief that it is still one God. I can explain my opinion on whether or not a Christian would find the Trinity helpful in understanding God as a whole.	

I am proud that I

My TINT Box

To improve next time I will

.....

.....

.....

Exemplification

Year 5: Optional - Christianity

Enquiry: Does belief in the Trinity help Christians make better sense of God as a whole?

These are examples of the style of answer for each expectation. The content could be different.

	WORKING TOWARDS
<p>My power is that I am really patient so I don't mind helping people if they don't understand something - I will never get cross with them.</p> <p>God is the Father who made things, Jesus is the Son who came down to earth to live as a human and the Holy Spirit can't be seen but came down when Jesus left. They are consubstantial which means they are all one thing.</p> <p>I find it really hard to understand the Trinity but I can see that a Christian might find it useful because it explains how something really powerful like God can be seen as a human in Jesus and as a feeling like the Holy Spirit.</p>	

Year 5 expectation	WORKING AT
<p>I thought I knew the people in the class really well but I have found out that lots of people have interests or skills that I didn't know about. We all have different side to us. We are all different. Some people are quiet and some are loud. I am quiet and patient.</p> <p>All three aspects of the Trinity are eternal because they are basically all parts of God even though they appear in different ways.</p> <p>Many Christians believe in the Trinity because they have lots of examples of this in the Bible, and important people in the church wrote the creeds which help them be clear about what they believe. I think it is good to have these creeds because then everybody knows they believe in the same thing. I think it might be easier for Christians to understand God in these 3 ways as they can't see God so thinking of Him in 3 different ways is easier.</p>	

	WORKING BEYOND
<p>I realise that there are some things that my family knows about me that I don't tell people at school, like when I get sad about losing my Grandad, and some things that I do at school that I never really talk about with my family so I can see how other people might have things that I don't know about. I don't tell my family everything I talk to my friends about.</p> <p>Many Christians believe in one God even though the Bible talks about God as three people. Many Christians see this as just looking at the same person of God in 3 different ways depending on what job God is doing at the time so it was important for Jesus to be human so people could speak to Him and relate to Him but the Spirit has to be everywhere to kind of be in people to support them.</p> <p>I think the Trinity does help some Christians understand that God is all powerful so He can appear in different ways to do different things. I think Christians would find the Holy Spirit being invisible quite good because it means it can be close to them all the time wherever they are, and they would feel supported.</p>	

Year 5: Optional - Christianity

Enquiry: Does belief in the Trinity help Christians make better sense of God as a whole?

SMSC

Spiritual	Moral	Social	Cultural
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British Values

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
		✓	✓	✓

Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors

WORKING TOWARDS (Level 3)	I can think of a gift/'power'/character attribute that I may have which may be useful to others. I can describe the members of the Trinity with some reference to the roles they have and start to understand that they are consubstantial. I can say whether or not I think a Christian may find the Trinity helpful in understanding God as a whole, showing respect to Christians.
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Resources needed for this Enquiry

Playdough

Very large candle, birthday candle and one other of a different design (matches).

Creeds (given here) photocopied and/or cut up so that children can look at parts of them in their 3 groups. (Originally sourced from www.churchofengland.org/prayer-worship/worship/texts/newpatterns/contents/sectione.aspx for Nicene and Apostles'. www.churchofengland.org/prayer-worship/worship/book-of-common-prayer/the-creed-of-s-athanasius.aspx for entire Athanasian Creed. (Make children aware that Athanasian has never been translated into more modern English so will need careful interpretation including use of Holy Ghost for Holy Spirit.)
 Pyramid net with prompts (enlarged and copied)

Teacher reflection on this unit

WWW (What went well)	EBI (Even better if)
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