

Silver Springs RE Units of Work Year Three

Key Question: 1.3 Who is Jewish and what do they believe?

The **principal aim of RE** is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

| Strand / Questions/ Religions | Learning outcomes (intended to enable pupils to achieve end of key stage outcomes) : | Suggested content for learning: Teachers can select content from these examples, and add more of their own. |
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| <p>Strand: Believing</p> <p>Recommended Y2</p> <p>Questions in this thread:</p> <p>1.1 Who is a Christian and what do they believe?</p> <p>1.2 Who is a Muslim and what do they believe?</p> <p>L2.1 What do different people believe about God?</p> <p>U2.1 Why do some people believe God exists?</p> <p>3.1 Do we need to prove God's existence?</p> <p>Religions and worldviews: Jewish people</p> | <p>Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Talk about the fact that Jewish people believe in God (A1). • Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3). <p>Expected:</p> <ul style="list-style-type: none"> • Talk about how the mezuzah in the home reminds Jewish people about God (A3). • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). • Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). • Ask some questions about believing in God and offer some ideas of their own (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Make links between some Jewish teachings and how Jewish people live (A2). • Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1). | <ul style="list-style-type: none"> • Discuss what precious items they have in their home. Why are they important? • Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful. • Talk about remembering what really matters: how do people make a special time to remember? • Introduce Jewish beliefs about God (some Jewish people write G-d, because they do not want the name of God to be erased or defaced) – as expressed in the Shema i.e. God is one, creator and cares for all people. • Look at a Mezuzah, how it is used and how it has the words of the Shema inside. Why do Jews have this in their home? What words would they like to have displayed in their home? • Find out what Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the 'day of delight', and celebrate God's creation (God rested on the seventh day). What is really good about having times of rest when life is busy? When do pupils have times of rest and for family in their home? • Consider the importance and value of celebration and remembrance in children's own lives; learn about the festival of Sukkoth, Chanukah or Pesach (Passover), the stories and meanings associated with them; find out about the menorah (7 branched candlestick) and how the 9-branched Chanukiah links to the story of Chanukah. • Use play, artefacts, photographs and storytelling to explore questions about Jewish life for themselves. |

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Key Question L2.2: Why is the Bible important for Christians today?

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| <p>Strand: Believing</p> <p>Recommended Y3</p> <p>Questions in this thread: <i>F1 Which stories are special and why?</i> 1.4 <i>What can we learn from sacred books?</i> 3.2 <i>Does living biblically mean obeying the whole Bible?</i></p> <p>Religious traditions and worldviews Christians</p> | <p>Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Recall and name some Bible stories that inspire Christians (A2). • Identify at least two ways Christians use the Bible in everyday life (B1). <p>Expected:</p> <ul style="list-style-type: none"> • Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). • Give examples of how and suggest reasons why Christians use the Bible today (B1). • Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1). • Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> • Explain how the Bible uses different kinds of stories to tell a big story (A2). • Suggest why Christians believe that God needs to rescue/save human beings (B2). | <ul style="list-style-type: none"> • Talk about sources of guidance and wisdom in their own and others' lives: who or what helps them to decide how to live? Introduce the Bible as a guide for Christians. • Give pupils a brief introduction to the Christian Bible – Old and New Testaments, divided into books, chapters and verses; different types of writing (illustrate with two examples e.g. histories; laws; poems; prayers; biographies (Gospels); letters) (be clear that what Christians call the 'Old Testament' is Jewish scripture too). • Introduce pupils to the idea that for Christians, the Bible tells them about what God is like. It also tells a 'big story' of God's dealings with human beings: God loves humans and created a wonderful world for people (creation); humans disobey God and go their own way ('the Fall'); God sends his Son, Jesus (incarnation) to save people – to bring them back to God (salvation). This story explains why Christians think they need to say sorry to God, why they try to follow Jesus, and why they are grateful to God for sending Jesus. It shows why Christians think the Bible is still important because it tells them about how to live, and why they should follow God. • Creation: Read Genesis 1 (use a lively children's version). Ask pupils to create dance/movement actions for each day, or art work to reflect the narrative; focus on what the narrative shows God is like – powerful, creative, good etc. • Find out what good and bad things people sometimes do. Explore idea of temptation: what things are tempting? Why do we give in sometimes? Do we sometimes blame others? Tell the story of Adam and Eve giving in to temptation (Genesis 3 – often called 'the Fall'). Does the way the people behave sound familiar? What lessons do pupils think Christians might learn from this story? Think about why Christians say people need to ask God to forgive them. • Explore creatively the Lost Coin, Sheep and Son stories (Luke 15) and how Christians interpret them as showing how much God wants 'sinners' to turn back to him; ask some Christians what they mean when they say Jesus saves or rescues them. • Look at some examples of how Christians use the Bible – for everyday prayer and Bible reading (often using notes), in Bible study groups; read aloud in church, with people talking about the meaning. What are the good things and the difficult things people might find from trying to follow this book in day-to-day life? |

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Key Question L2.4 Why do people pray?

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| <p>Strand: Expressing</p> <p>Questions in this thread: <i>F3 Which places are special and why?</i> <i>1.5 What makes some places sacred?</i> <i>U2.4 If God is everywhere, why go to a place of worship?</i> <i>3.6 Should religious buildings be sold to feed the starving?</i></p> <p>Religions and worldviews Christians, Hindus and/or Muslims</p> | <p>Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Describe what some believers say and do when they pray (A1). • Respond thoughtfully to examples of how praying helps religious believers (B2). <p>Expected:</p> <ul style="list-style-type: none"> • Describe the practice of prayer in the religions studied (A2). • Make connections between what people believe about prayer and what they do when they pray (A3). • Describe ways in which prayer can comfort and challenge believers (B2). • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). <p>Exceeding:</p> <ul style="list-style-type: none"> • Explain similarities and differences between how people pray (B3). • Consider and evaluate the significance of prayer in the lives of people today (A1). | <ul style="list-style-type: none"> • Discover and think about the meanings of the words of key prayers in three religions – e.g. the Muslim First Surah of the Qur’an, the Christian Lord’s Prayer and the Hindu Gayatri Mantra. • Learn that Hindus, Muslims and Christians pray in many different ways, both using set forms of words and more spontaneously, and the three religions believe similar and different ideas about how God hears prayers. • Consider the idea that some people are spiritual but not religious and like to pray in their own way. • Consider the idea that some people are atheists who believe it is more use to be kind or to help someone than to pray for them. • Find out about some symbols used in prayers in different religions. • Explore connections between prayer in three different religions. • Explore the impact of prayer: Does it enable people to feel calm, hopeful, inspired, close to God or challenged? How? • Ask good questions about answered and unanswered prayer and find out some answers to these questions. • Discuss and consider the impact of praying in some stories from inside the religions, e.g. stories of answered prayer, or of the origin of a prayer in ancient India, in Jesus’ teaching or in the Holy Qur’an. • Make links between beliefs and practice of prayer in different religions. • Weigh up the value and impact of these key ideas for themselves. |