

## Year 5 Overview

	Enquiry Question	Religion	Theme	Areas of Enquiry		Areas of Focus	Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
				AT1	AT2				
<b>Autumn 1</b>	<b>How far would a Sikh go for his/her religion?</b> Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life?	Sikhism	Belief into Action	AT1 B Practices and ways of life AT1 C Forms of expressing meaning AT2 F Values and commitments		Believing Behaving	We are learning to compare the different ways Sikhs put their religion into practice.	Spiritual Cultural	Sikhnet and British Library websites: Formation of Kasha <a href="http://www.bbc.co.uk/learningzone/clips/3777.html">www.bbc.co.uk/learningzone/clips/3777.html</a> : Sikh Beliefs and Worship <a href="http://www.bbc.co.uk/learningzone/clips/675.html">www.bbc.co.uk/learningzone/clips/675.html</a> : A Special Place <a href="http://www.bbc.co.uk/learningzone/clips/3776.html">www.bbc.co.uk/learningzone/clips/3776.html</a> : Equality for Sikhs (including a wedding) 5KS <a href="http://www.bbc.co.uk/learningzone/clips/4801.html">www.bbc.co.uk/learningzone/clips/4801.html</a> : The Importance of Music to Sikhs Picture cards of Sikh artifacts, events and places: Story of the Kalsha, 5Ks, Wedding, Golden Temple, Langar, Amrit Ceremony
<b>OR</b>									
<b>Autumn 1</b>	<b>What is the best way for a Hindu to show commitment to God?</b> Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?	Hinduism	Prayer and Worship	AT1 B Practices and ways of life AT2 F Values and commitments		Believing Behaving	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 <a href="http://www.bbc.co.uk/learningzone/clips/4799.html">www.bbc.co.uk/learningzone/clips/4799.html</a> : Puja – Praying at Home <a href="http://www.howcast.com/videos/117058-how-to-have-a-puja-at-home">www.howcast.com/videos/117058-how-to-have-a-puja-at-home</a> : Teacher information only <a href="http://www.bbc.co.uk/learningzone/clips/3619.html">www.bbc.co.uk/learningzone/clips/3619.html</a> : Hindu Worship at a Shrine The 'Gayatri Mantra' (internet): Hindu morning prayer <a href="http://www.hindukids.org">www.hindukids.org</a> : Hindu Festivals by Children <a href="http://www.bbc.co.uk/learningzone/clips/6220.html">www.bbc.co.uk/learningzone/clips/6220.html</a> : Pilgrims washing in the River Ganges

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				AT1	AT2				
<b>Autumn 2</b>	<b>Is the Christmas story true?</b> Do sacred texts have to be 'true' to help people understand their religion?	Christianity	Christmas	AT1A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		Believing	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: Evidence that sheep are not outside in December and the Festival of Saturnalia www.bbc.co.uk/religion/religions/christianity/holydays/christmas_1.html: Christmas - The Story Task Sheet
<b>Spring 1</b>	<b>Are Sikh stories important today?</b> 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?	Sikhism	Beliefs and moral values	AT1A Beliefs, teachings and sources AT1 C Forms of expressing meaning AT2 F Values and commitments		Believing Behaving	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/learningzone/clips/4825.html: The Sikh Holy Book - Guru Granth Sahib www.ramgargurdwara.org: Select - 'The Sikh Stories', 'Guru Nanak and the Yasmin Flower' www.bi.uk/learning/cult/sacred/stories: Select 'Sikhism (blue) book - Guru Nanak, 'Malik Bhage and Lalo' www.bi.uk/learning/cult/sacred/stories: Select 'Sikhism (blue) book - Guru Nanak, 'The Founding of the Khalsa' www.sikhnet.com/stories: More Sikh stories www.reonline.org: More about Sikhism: Select - Student resources, Juniors, Sikhism - Topic from dropdown menu Concept cards: Love, Peace, Equality, God, Belonging, Religion, Friend, Spirituality, Truth, Story, Family and Soul Modroc or clay

OR

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	Enquiry Question	Religion	Theme	Areas of Enquiry		Areas of Focus	Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
				AT1	AT2				
<b>Spring 1</b>	<p><b>How can Brahman be everywhere and in everything?</b> Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs?</p>	Hinduism	Hindu beliefs	AT1A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		Believing Behaving	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) <a href="http://www.bbc.co.uk/learningzone/clips/3616.html">www.bbc.co.uk/learningzone/clips/3616.html</a> : Beliefs about gods Models/pictures of other Hindu gods: Krishna, Lakshmi, Ganesha 'Pathways of Belief, Islam, Hinduism and Sikhism' DVD/video <a href="http://www.teachingideas.co.uk/re/files/hindu-teachchildrenaboutgod.pdf">www.teachingideas.co.uk/re/files/hindu-teachchildrenaboutgod.pdf</a> : Activity sheets - God is in Everything <a href="http://www.bbc.co.uk/learningzone/clips/4796.html">www.bbc.co.uk/learningzone/clips/4796.html</a> : Explanation of the Hindu gods Aum symbol Aum being chanted: internet
<b>Spring 2</b>	<p><b>Did God intend Jesus to be crucified and if so was Jesus aware of this?</b> Do sacred texts have to be 'true' to help people understand their religion?</p>	Christianity	Easter	AT1A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		Believing	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

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				AT1	AT2				
<b>Summer 1</b>	<b>What is the best way for a Sikh to show commitment to God?</b> 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?	Sikhism	Prayer and worship	AT1B Practices and ways of life AT2 F Values and commitments		Believing Belonging	We are learning to understand how Sikhs show their commitment to God and to evaluate if there is a best way.	Spiritual Cultural	<a href="http://www.bbc.co.uk/learningzone/clips/4805.html">www.bbc.co.uk/learningzone/clips/4805.html</a> : The 5Ks of Sikhism <a href="http://www.bbc.co.uk/learningzone/clips/4825.html">www.bbc.co.uk/learningzone/clips/4825.html</a> : The Sikh Holy Book - Guru Granth Sahib <a href="http://www.bbc.co.uk/learningzone/clips/3776.html">www.bbc.co.uk/learningzone/clips/3776.html</a> : Equality for Sikhs <a href="http://www.bbc.co.uk/learningzone/clips/3779.html">www.bbc.co.uk/learningzone/clips/3779.html</a> : Sewa in Action <a href="http://www.bbc.co.uk/learningzone/clips/3781.html">www.bbc.co.uk/learningzone/clips/3781.html</a> : A Sikh Journey to Commitment
<b>OR</b>									
<b>Summer 1</b>	<b>Do beliefs in karma, samsara and moksha help Hindus lead good lives?</b> 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?	Hinduism	Beliefs and moral values	AT1B Practices and ways of life AT2 E Meaning, purpose and truth		Believing Behaving	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 <a href="http://www.woodlands-junior.kent.sch.uk/Teacher%20navigation">www.woodlands-junior.kent.sch.uk/Teacher navigation</a> <a href="http://www.bbc.co.uk/learningzone/clips/3625.html">www.bbc.co.uk/learningzone/clips/3625.html</a> : Becoming a Sadu <a href="http://www.bbc.co.uk/learningzone/clips/3629.html">www.bbc.co.uk/learningzone/clips/3629.html</a> : Hindu beliefs in life after death Post-it notes/slips of paper
<b>Summer 2</b>	<b>What is the best way for a Christian to show commitment to God?</b> Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community?	Christianity	Beliefs and practices	AT1B Practices and ways of life AT2 F Values and commitments		Believing Behaving	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 <a href="http://www.bbc.co.uk/learningzone/clips/4458.html">www.bbc.co.uk/learningzone/clips/4458.html</a> : The Eucharist or Holy Communion

## Year 5 My Learning Progress

(Please highlight both **AT1 (blue)** and **AT2 (red)** for each enquiry)

Name:

Class:

Year 5 Autumn 1	How far would a Sikh go for his/her religion?	Comments
Level 1 <b>AT1</b>  <b>AT2</b>	I can use the right names for some Sikh symbols or practices and talk about them.  I can start to think about different levels of commitment. (Assessed in Lessons 1&6).	
Level 2 <b>AT1</b>  <b>AT2</b>	I can talk about some of the things Sikhs do to show their religion is important to them.  I can explain that Sikhs' commitment to the religion involves choice.	
Level 3 <b>AT1</b>  <b>AT2</b>	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.	
Level 4 <b>AT1</b>  <b>AT2</b>	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.	
Level 5 <b>AT1</b>  <b>AT2</b>	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.	

Year 5 Autumn 1	What is the best way for a Hindu to show commitment to God?	Comments
Level 1 <b>AT1</b>  <b>AT2</b>	I can use the right names for things that are special to Hindus.  I can start to express an opinion about what might be important to Hindus.	
Level 2 <b>AT1</b>  <b>AT2</b>	I can talk about one of the ways Hindus show commitment to God.  I can talk about something that is important to Hindus and express understanding as to why this might be important to me if I were a Hindu.	
Level 3 <b>AT1</b>  <b>AT2</b>	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.	
Level 4 <b>AT1</b>  <b>AT2</b>	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.	
Level 5 <b>AT1</b>  <b>AT2</b>	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.	

## Year 5 My Learning Progress

(Please highlight both **AT1 (blue)** and **AT2 (red)** for each enquiry)

Name:

Class:

Year 5 Autumn 2	Is the Christmas story true?	Comments
Level 1	<p><b>AT1</b> I can remember an account of the Christmas story and talk about it.</p> <p><b>AT2</b> I can talk about what I find interesting or puzzling in the Christmas story, (assessed in the Investigation Lessons).</p>	
Level 2	<p><b>AT1</b> I can tell you the Christmas story and recognise there are different accounts of it.</p> <p><b>AT2</b> I can talk about some differences in the accounts of the Christmas story that make people ask questions, (assessed in the Investigation Lessons).</p>	
Level 3	<p><b>AT1</b> I can describe what a Christian learns from the Christmas story.</p> <p><b>AT2</b> I can start to explain that true can mean different things relating to the Christmas story.</p>	
Level 4	<p><b>AT1</b> I can start to explain the Christian belief that Jesus was the Incarnation of God.</p> <p><b>AT2</b> I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p>	
Level 5	<p><b>AT1</b> I can identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation).</p> <p><b>AT2</b> I can explain my own opinion on whether the Christmas story is true and say what Christians might think of my opinion.</p>	

Year 5 Spring 1	Are Sikh stories important today?	Comments
Level 1	<p><b>AT1</b> I can remember a Sikh story and talk about it.</p> <p><b>AT2</b> I can talk about why stories are important to me and to other people, (Assessed in Lesson 1).</p>	
Level 2	<p><b>AT1</b> I can retell a Sikh story and start to explain its meaning.</p> <p><b>AT2</b> I can talk about how a Sikh story has meaning to me.</p>	
Level 3	<p><b>AT1</b> I can describe what a Sikh/non-Sikh might learn from a Sikh story and start to explain why stories can be important.</p> <p><b>AT2</b> I can understand how what Sikhs learn from stories can influence how they behave.</p>	
Level 4	<p><b>AT1</b> I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.</p> <p><b>AT2</b> I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.</p>	
Level 5	<p><b>AT1</b> I can tell you several Sikh stories and explain why some of these are relevant to Sikhs and non-Sikhs.</p> <p><b>AT2</b> I can explain why Sikh stories could be considered important today.</p>	

## Year 5 My Learning Progress

(Please highlight both **AT1 (blue)** and **AT2 (red)** for each enquiry)

Name:

Class:

Year 5 Spring 1	How can Brahman be everywhere and in everything?	Comments
Level 1 <b>AT1</b> <b>AT2</b>	I can remember a Hindu god and use its correct name. I can tell you about what I find puzzling about this god, (assessed in Investigation lessons).	
Level 2 <b>AT1</b> <b>AT2</b>	I can tell you about some Hindu gods and start to explain their significance to Hindus. I can start to express my response to Hindu beliefs.	
Level 3 <b>AT1</b> <b>AT2</b>	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.	
Level 4 <b>AT1</b> <b>AT2</b>	I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives, (assessed through Assessment Task 2: Collage). I can express my understanding of how Brahman can/cannot be in everything.	
Level 5 <b>AT1</b> <b>AT2</b>	I can start to explain how the Hindu belief that Brahman is everywhere and in everything influences Hindus in their daily lives. (assessed through Assessment Task 2: Collage). I can give my own views on the Hindu belief in Brahman.	

Year 5 Spring 2	Did God intend Jesus to be crucified and if so, was Jesus aware of this?	Comments
Level 1 <b>AT1</b> <b>AT2</b>	I can remember some events in Holy Week and talk about them. I can talk about what I find puzzling in the Easter story. (Question bubble.)	
Level 2 <b>AT1</b> <b>AT2</b>	I can retell some events from Holy Week and say some things that Christians believe about Jesus. I can talk about some events that happened during Holy Week and ask a relevant question. (Question bubble.)	
Level 3 <b>AT1</b> <b>AT2</b>	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.	
Level 4 <b>AT1</b> <b>AT2</b>	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..	
Level 5 <b>AT1</b> <b>AT2</b>	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 My Learning Progress

(Please highlight both **AT1 (blue)** and **AT2 (red)** for each enquiry)

Name:

Class:

Year 5 Summer 1	What is the best way for a Sikh to show commitment to God?	Comments
Level 1 <b>AT1</b> <b>AT2</b>	I can use the right names for things that are special to Sikhs. I can say how I feel about something special to Sikhs.	
Level 2 <b>AT1</b> <b>AT2</b>	I can talk about one of the ways Sikhs show commitment to God. I can say why I think this might be a good way of showing commitment to God.	
Level 3 <b>AT1</b> <b>AT2</b>	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.	
Level 4 <b>AT1</b> <b>AT2</b>	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.	
Level 5 <b>AT1</b> <b>AT2</b>	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.	

Year 5 Summer 1	Do beliefs in karma, samsara and moksha help Hindus lead good lives?	Comments
Level 1 <b>AT1</b> <b>AT2</b>	I can remember the right name for a Hindu belief e.g. Karma. I can talk about what I find interesting or puzzling about Hindu belief, (assessed in Investigation Lessons).	
Level 2 <b>AT1</b> <b>AT2</b>	I can say some things that Hindus believe about life after death. I can talk about a Hindu belief and start to say if I agree with it.	
Level 3 <b>AT1</b> <b>AT2</b>	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.	
Level 4 <b>AT1</b> <b>AT2</b>	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.	
Level 5 <b>AT1</b> <b>AT2</b>	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 My Learning Progress

(Please highlight both **AT1 (blue)** and **AT2 (red)** for each enquiry)

Name:

Class:

Year 5 Summer 1	What is the best way for a Christian to show commitment to God?	Comments
<b>Level 1</b> <b>AT1</b>  <b>AT2</b>	I can use the right names for things that are special to Christians.  I can talk about how I feel towards an issue that is important to me, (assessed in Lesson 1).	
<b>Level 2</b> <b>AT1</b>  <b>AT2</b>	I can talk about one of the ways Christians show commitment to God.  I can decide which way I think is the best way for a Christian to show commitment to God.	
<b>Level 3</b> <b>AT1</b>  <b>AT2</b>	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.	
<b>Level 4</b> <b>AT1</b>  <b>AT2</b>	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.	
<b>Level 5</b> <b>AT1</b>  <b>AT2</b>	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.	



# Discovery RE Tracking Sheet

Children's names	Teacher:		Class:					Academic Year:				
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Enquiry:		Enquiry:		Enquiry:		Enquiry:		Enquiry:		Enquiry:	
	AT1	AT2	AT1	AT2	AT1	AT2	AT1	AT2	AT1	AT2	AT1	AT2
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

## Key Stage 2

### Medium Term Planning

<b>Year:5</b>		<b>Term: Autumn 1</b>
<b>Theme:</b> Belief into action		<b>Religion:</b> Sikhism
<b>Key question for this enquiry:</b> How far would a Sikh go for his/her religion?		
<b>Learning Objectives:</b> We are learning to compare the different ways Sikhs put their religion into practice.		
<b>Areas of enquiry selected</b>		<b>Areas of focus</b>
AT1 Strand A B C	AT2 Strand D E F	Believing/Belonging
Teaching and Learning Activities		
<p><b>Step 1 Engagement (1 lesson) AT2 (p)</b>          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?          Children stand on an imaginary continuum to show the range of levels of commitment to this goal.          Why would some exercise, train and watch their diet and others wouldn't bother?          Do they all think that being healthy is important i.e. share a belief? How do they put this into practice?          Different levels of commitment. What determines these levels? Other examples.</p>		
<b>BRIDGE: LEVELS OF COMMITMENT</b> ↓		
<p><b>Step 4 Expression (1 lesson) AT2 (p)</b>          Children think about something that is really important to them - it could be a hobby. Given a list of things to decide if they would give that up for their chosen hobby or not e.g. time, money, etc. Make a bar or pie chart to show what you are committed to and to what extent.</p>	<p><b>Step 2 Investigation (3 lessons) AT1</b>          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?          Watch BBC Learning clip 3777 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"> <li>• God is in everything</li> <li>• It is a Sikh's duty to serve others</li> <li>• All people should be treated as equals</li> <li>• Sikhs should share what they can with others</li> <li>• Sikhs should earn their living earnestly</li> </ul> <p><b>The Langar</b>          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><b>The Golden Temple</b>          How far do Sikhs go? Literally to the Golden Temple of Amritsar (BBC Learning clips 675 A Special Place) When/why do Sikhs travel to the Golden Temple?</p> <p><b>Marriage</b>          Have question 'What is important when you are marrying someone?' on board. Children to write their ideas on post-it notes and share with the rest of the class.          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 (Clip 3776 Equality for Sikhs, BBC Learning clips). Explain that many Sikh weddings 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?          Invite a Sikh visitor in to discuss their beliefs/thoughts on marriage/arranged marriage.</p> <p><b>5Ks</b>          Show children the 5Ks (artefacts) and explain what they represent. Watch BBC Learning clip 4801 'The importance of music to Sikhs'. 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? Refer to some love songs where people sing that they would die for the one they love. What do children think about this?</p>	
<p><b>Step 3 Evaluation (1 lesson) AT2 (imp)</b>          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.          Children then answer the questions:          Why do Sikhs put so much effort into their religion?          Is it OK that not all Sikhs put the same amount of effort in?</p>		
<b>Evidence in Discovery RE Journals:</b> Rank ordered pictures with answers to the 2 questions.		

SMSC	<b>Spiritual</b>	Moral	Social	<b>Cultural</b>
Skills and attitudes focus for this enquiry				
	<b>Step 1 Engagement</b>	<b>Step 2 Investigation</b>	<b>Step 3 Evaluation</b>	<b>Step 4 Expression</b>
	<b>Skills</b> Interpretation <b>Empathy</b>	<b>Skills</b> <b>Investigation</b> Application	<b>Skills</b> Discernment Analysis <b>Evaluation</b>	<b>Skills</b> Expression <b>Reflection</b> <b>Synthesis</b>
	<b>Attitudes</b> <b>Curiosity</b> Appreciation Wonder	<b>Attitudes</b> Critical awareness	<b>Attitudes</b> Open- mindedness	<b>Attitudes</b> <b>Self- awareness</b>
Levelled learning outcomes, differentiated for this group from the 'I can' statements				
<b>AT1 (B/C) Practices and ways of life/Forms of expression and AT2 Values and commitments</b>				
Level 1	I can use the right names for some Sikh symbols or practices and talk about them. I can start to think about different levels of commitment, (assessed in Lessons 1&6).			
Level 2	I can talk about some of the things Sikhs do to show their religion is important to them. I can explain that Sikhs' commitment to the religion involves choice.			
Level 3	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.			
Level 4	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.			
Level 5	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.			
<b>Resources needed for this Enquiry:</b>				
Sikhnet and British Library websites: Formation of Kalsha www.bbc.co.uk/learningzone/clips/3777.html: Sikh Beliefs and Worship www.bbc.co.uk/learningzone/clips/675.html: A Special Place www.bbc.co.uk/learningzone/clips/3776.html: Equality for Sikhs (including a wedding)				
5Ks www.bbc.co.uk/learningzone/clips/4801.html: The Importance of Music to Sikhs Picture cards of Sikh artifacts, events and places: Story of the Kals, 5Ks, Wedding, Golden Temple, Langar, Amrit Ceremony				
<b>Teacher reflection on this unit</b>				
WWW (What went well)			EBI (Even better if)	

Year 5: Autumn 1 - Sikhism

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

Name:

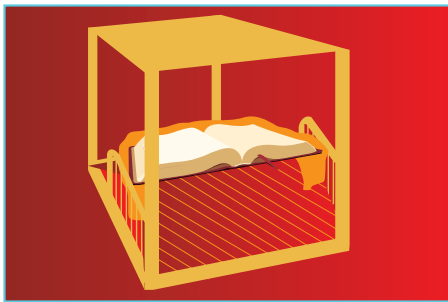
Class:

In your journal, order these pictures 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...



This picture shows...

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

.....

.....

Is it OK that not all Sikhs seem to put the same amount of effort in?

.....

.....

## 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 level. The content could be different.

#### Level 1

AT1 - Sikhs have a special meal called the Langar. They invite people to come so that they can share food with them. This takes a lot of effort especially if it your turn to do the cooking.

AT2 - I think it is good to be committed to being fit and healthy but I couldn't train every day because it is hard work, and I would not give up chips.

#### Level 2

AT1 - Sikhs have the 5Ks that they wear to show that their religion is important to them, for example a bracelet and a pair of shorts. They also do not cut their hair.

AT2 - Not all Sikhs wear the 5Ks. It is their choice.

#### Level 3

AT1 - 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 Amritsar but this doesn't mean they are better than the Sikhs who never get there.

AT2 - 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.

#### Level 4

AT1 - 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 serve them food which is sharing the food with them no matter who they are or what religion they are, Sikhs treat them as an equal.

AT2 - 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?

#### Level 5

AT1 - 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 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.

AT2 - 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.

Note to teacher: The pupil self-assessment sheet can be used with each enquiry at the teacher's discretion. The sheet on the following page can be photocopied

## Pupil Self-Assessment

<b>Enquiry:</b>		
<b>Name:</b>	<b>Class:</b>	<b>Term:</b>
<b>I learnt...</b>		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<b>I enjoyed...</b>		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		

**I wonder...**

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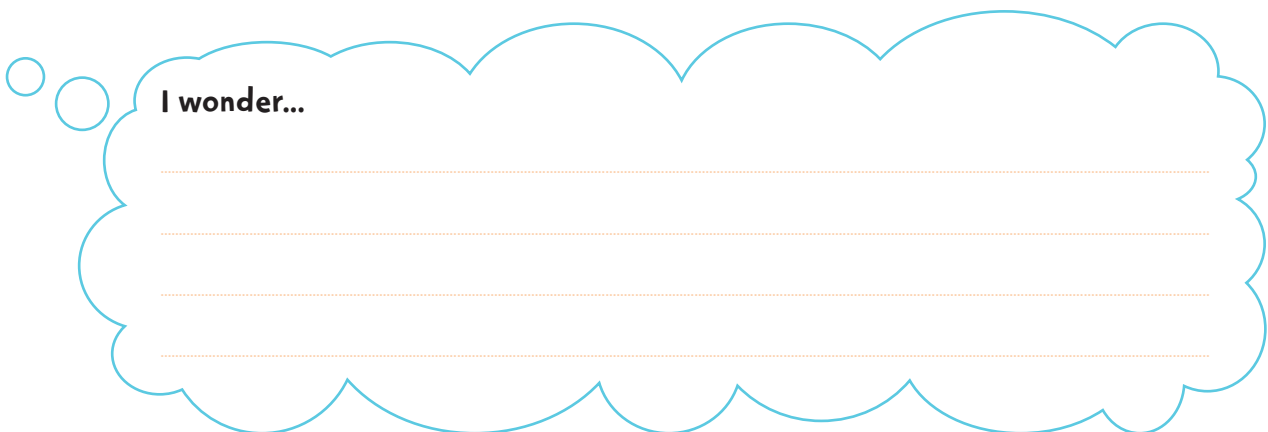
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## Pupil Self-Assessment

<b>Enquiry:</b>		
<b>Name:</b>	<b>Class:</b>	<b>Term:</b>
<b>I learnt...</b>		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<b>I enjoyed...</b>		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		

A large, light blue thought bubble with a scalloped edge. Inside the bubble, the text "I wonder..." is written in bold. Below the text are four horizontal dashed lines for writing.

**I wonder...**

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## Key Stage 2

### Medium Term Planning

<b>Year:5</b>		<b>Term: Autumn 1</b>	
<b>Theme:</b> Prayer and Worship		<b>Religion:</b> Hinduism	
<b>Key question for this enquiry:</b> What is the best way for a Hindu to show commitment to God?			
<b>Learning Objectives:</b> We are learning to understand how Hindus show their commitment to God and to evaluate if there is a best way.			
<b>Areas of enquiry selected</b>		<b>Areas of focus</b>	
AT1 Strand A B C	AT2 Strand D E F	Believing/Behaving	
<b>Teaching and Learning Activities</b>			
<p><b>Step 1 Engagement (1 lesson) AT2 (p)</b>            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.            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><b>Step 4 Expression (1 lesson) AT2 (p)</b>            Teacher to take the children through a short stilling exercise using their breathing to quieten the mind and a short visualisation.            Children to write their own stilling exercise (visualisation) on the theme of feeling peaceful.</p>		<p><b>BRIDGE: LEVELS OF COMMITMENT</b> ↓</p>	
<p><b>Step 3 Evaluation (1 lesson) AT2 (imp)</b>            Qu: Which ways have we learnt that a Hindu shows their commitment to God?            Teacher to scribe the children's ideas.            Introduce key qu: What is the best way for a Hindu to show commitment to God.            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.            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><b>Step 2 Investigation (3 lessons) AT1</b>            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.)            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.)            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?            Have you seen anything like this before?            Children to watch BBC Pathways of Beliefs Islam/Hinduism/Sikhism DVD or <a href="http://www.bbc.co.uk/learningzone/clips/Puja/4799.html">www.bbc.co.uk/learningzone/clips/Puja/4799.html</a> and look for their object of worship in the home.            Qu: Did you see your artefact? What did Hindus use it for?            Qu: Did worship at home show a Hindu's commitment to God?            How do Hindus worship and show devotion to the gods and goddesses?            Children to watch worship in the temple and possibly make their own shrine/or have their own Puja (information for teacher - <a href="http://www.howcast.com/videos/117058-How-To-Have-a-Puja-At-Home">www.howcast.com/videos/117058-How-To-Have-a-Puja-At-Home</a>).  <a href="http://www.bbc.co.uk/learningzone/clips/worship-in-a-hindu-shrine/3619.html">www.bbc.co.uk/learningzone/clips/worship-in-a-hindu-shrine/3619.html</a>            Qu: Why did they treat their Gods/Goddesses in such a special way?            Qu: Does this show a commitment to God?            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.            Qu: Does this show a commitment to God?            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.            Focus on one out of the four goals (purusharthas) - Dharma (teaching) - the code for leading one's life. <a href="http://www.hindukids.org">www.hindukids.org</a>. Children to explore some of these codes and Teacher to ensure children know that how Hindus live their lives is as important as worship.            Qu: Does following Dharma show commitment to God?            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.            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 bath in the River - wash away what I have done then I will be pure (cleansed). <a href="http://www.bbc.co.uk/learningzone/clips/pilgrims-washing-in-the-ganges-river/6220.html">www.bbc.co.uk/learningzone/clips/pilgrims-washing-in-the-ganges-river/6220.html</a>. Qu: Does going on a pilgrimage show a commitment to God?</p>	
<p><b>Evidence in Discovery RE Journals:</b> 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.            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>			

SMSC	<b>Spiritual</b>	<b>Moral</b>	Social	<b>Cultural</b>
Skills and attitudes focus for this enquiry				
	<b>Step 1 Engagement</b>	<b>Step 2 Investigation</b>	<b>Step 3 Evaluation</b>	<b>Step 4 Expression</b>
	<b>Skills</b> Interpretation Empathy	<b>Skills</b> Investigation Application	<b>Skills</b> Discernment Analysis Evaluation	<b>Skills</b> Expression Reflection Synthesis
	<b>Attitudes</b> Curiosity Appreciation Wonder	<b>Attitudes</b> Critical awareness	<b>Attitudes</b> Open- mindedness	<b>Attitudes</b> Self- awareness
Levelled learning outcomes, differentiated for this group from the 'I can' statements				
<b>AT1 (B) Practices and ways of life, (C) Forms of expressing meaning and AT2 (F) Values and commitments</b>				
Level 1	<p>I can use the right names for things that are special to Hindus. I can start to express an opinion about what might be important to Hindus.</p>			
Level 2	<p>I can talk about one of the ways Hindus show commitment to God. I can talk about something that is important to Hindus and express understanding as to why this might be important to me if I were a Hindu.</p>			
Level 3	<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. 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>			
Level 4	<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. I can express why I think Hindus might choose different ways to show commitment to God.</p>			
Level 5	<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. I can offer my own opinion on how it might be best for a Hindu to show commitment to God with supported reasoning.</p>			
<b>Resources needed for this Enquiry:</b>				
10 artefacts relating to Puja				
'Pathways of Belief, Islam, Hinduism and Sikhism' DVD/video				
<a href="http://www.bbc.co.uk/learningzone/clips/4799.html">www.bbc.co.uk/learningzone/clips/4799.html</a> : Puja - Praying at Home				
<a href="http://www.howcast.com/videos/117058-how-to-have-a-puja-at-home">www.howcast.com/videos/117058-how-to-have-a-puja-at-home</a> : Teacher information only				
<a href="http://www.bbc.co.uk/learningzone/clips/3619.html">www.bbc.co.uk/learningzone/clips/3619.html</a> : Hindu Worship at a Shrine				
The 'Gayatri Mantra' (internet): Hindu morning prayer				
<a href="http://www.hindukids.org">www.hindukids.org</a> : Hindu Festivals by Children				
<a href="http://www.bbc.co.uk/learningzone/clips/6220.html">www.bbc.co.uk/learningzone/clips/6220.html</a> : Pilgrims washing in the River Ganges				
<b>Teacher reflection on this unit</b>				
WWW (What went well)			EBI (Even better if)	



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.

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**Year 5: Autumn 2 - 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 level. The content could be different.**

**Level 1**

AT1 - Hindus have a shrine in their home where they pray.

AT2 - I think having your own special god like Ganesha is important to Hindus.

**Level 2**

AT1 - Hindus show commitment to God by praying at their shrine. This is called Puja and it shows they are thinking of God. They give offerings to their gods.

AT2 - I think doing the Puja ceremony with my family would be important to me if I were a Hindu. It would make me feel close to my family.

**Level 3**

AT1 - 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.

AT2 - 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.

**Level 4**

AT1 - 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.

AT2 - 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.

**Level 5**

AT1 - 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.

AT2 - 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.

## Key Stage 2

### Medium Term Planning

<b>Year: 5</b>		<b>Term: Autumn 2</b>	
<b>Theme: Christmas</b>		<b>Religion: Christianity</b>	
<b>Key question for this enquiry: Is the Christmas story true?</b>			
<b>Learning Objectives:</b> We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways.			
<b>Areas of enquiry selected</b>		<b>Areas of focus</b>	
AT1 Strand <b>A B C</b>	AT2 Strand <b>D E F</b>	Believing	
<b>Teaching and Learning Activities</b>			
<p><b>Step 1 Engagement (1 lesson) AT2 (p)</b>            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?            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.</p>			
<b>BRIDGE: WHAT DOES 'TRUE' MEAN?</b> ↓			
<p><b>Step 4 Expression (1 lesson) AT2 (p)</b>            Qu: What is a story that you have learnt the most from and why?            (Reinforcing that stories can be meaningful, whether they have happened or not!)</p>	<p><b>Step 2 Investigation (3 lessons) AT1</b>            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).            Teacher to show the children a selection of artwork, Christmas cards and advent calendars which show the nativity scene (with everyone present, inc wise men, shepherds, etc.). Internet search for "nativity scenes in art" for ideas.            Read the children a very simplified version of the Christmas story which shows everyone in the stable at the same time.            Qu: Who is present at the birth of Christ? Why are they all there at the same time?            Qu: Is this Christmas story true?            Explain that we are going to investigate different accounts of the Christmas story in the Bible according to different people.            Luke Ch 1: 26-38 and Ch 2: 1-20            Matthew Ch 1: 18 - Ch 2: 12            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.            Children to then pair up with someone with a different version and each read their story and show their partners their story map.            In pairs they have a few minutes to note down the similarities and differences between the two accounts.            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?            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?            Qu: Was Jesus really born on the 25th December?  <a href="http://bible.org/article/birth-jesus-christ">http://bible.org/article/birth-jesus-christ</a> (for evidence relating to sheep not being outside in December and the festival of Saturnalia was a Roman festival on Dec 17th to 25th as a mid-winter festival with a new meaning).  <a href="http://www.simpletoremember.com/vitals/Christmas_the_real_story">www.simpletoremember.com/vitals/Christmas_the_real_story</a>  <a href="http://www.bbc.co.uk/religion/religions/christianity/holydays/christmas_1.shtml">http://www.bbc.co.uk/religion/religions/christianity/holydays/christmas_1.shtml</a>            Introduce the key question: Is the Christmas story true?            If we are questioning the factual side of the Christmas story, can it be true in a different way?            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.            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><b>Step 3 Evaluation (1 lesson) AT2 (imp)</b>            Children to complete the 4 boxes on the Task Sheet.</p>			
<b>Evidence in Discovery RE Journals:</b> Task Sheet.			

SMSC	<b>Spiritual</b>	<b>Moral</b>	Social	Cultural
Skills and attitudes focus for this enquiry				
	<b>Step 1 Engagement</b>	<b>Step 2 Investigation</b>	<b>Step 3 Evaluation</b>	<b>Step 4 Expression</b>
	<b>Skills</b> Interpretation Empathy	<b>Skills</b> Investigation Application	<b>Skills</b> Discernment Analysis Evaluation	<b>Skills</b> Expression Reflection Synthesis
	<b>Attitudes</b> Curiosity Appreciation Wonder	<b>Attitudes</b> Critical awareness	<b>Attitudes</b> Open- mindedness	<b>Attitudes</b> Self- awareness
Levelled learning outcomes, differentiated for this group from the 'I can' statements				
<b>AT1 (A) Beliefs, teachings and sources and AT2 (E) Meaning, purpose and truth</b>				
Level 1	I can remember an account of the Christmas story and talk about it. I can talk about what I find interesting or puzzling in the Christmas story, (assessed in the Investigation Lessons).			
Level 2	I can tell you the Christmas story and recognise there are different accounts of it. I can talk about some differences in the accounts of the Christmas story that make people ask questions, (assessed in the Investigation Lessons).			
Level 3	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.			
Level 4	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.			
Level 5	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.			
<b>Resources needed for this Enquiry:</b>				
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				
<a href="http://www.bible.org/article/birth-jesus-christ">www.bible.org/article/birth-jesus-christ</a> : Evidence that sheep are not outside in December and the Festival of Saturnalia				
<a href="http://www.bbc.co.uk/religion/religions/christianity/holydays/christmas_1.html">www.bbc.co.uk/religion/religions/christianity/holydays/christmas_1.html</a> : Christmas - The Story				
Task Sheet				
<b>Teacher reflection on this unit</b>				
WWW (What went well)			EBI (Even better if)	

Year 5: Autumn 2 - Christianity

Enquiry: Is the Christmas story true?

Name:

Class:



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

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What does Jesus' birth mean to Christians?

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Is the Christmas story true?

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Does this matter to Christians?

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**Year 5: Autumn 2 - Christianity**

**Enquiry: Is the Christmas story true?**

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

**Level 1**

AT1 - An angel told Mary that she would have a baby called Jesus. He was born in a stable.

AT2 - I wonder why Jesus was born in a stable if He was so special?

**Level 2**

AT1 - Jesus was born in a stable in Bethlehem. His Mum and Dad were Mary and Joseph. In one story, the angel told Mary she would have a baby and in the other story the angel told Joseph that Mary would have a baby. Shepherds visited in one story.

AT2 - I wonder which version is true and why they are different. Who did the angel really talk to and are there really angels?

**Level 3**

AT1 - The Christmas story tells Christians that they are so important to God that He sent His only child 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.

AT2 - 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 true bit.

**Level 4**

AT1 - 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.

AT2 - 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.

**Level 5**

AT1 - 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.

AT2 - 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.



## Key Stage 2

### Medium Term Planning

<b>Year: 5</b>		<b>Term: Spring 1</b>	
<b>Theme: Beliefs and moral values</b>		<b>Religion: Sikhs</b>	
<b>Key question for this enquiry: Are Sikh stories important today?</b>			
<b>Learning Objectives: We are learning to understand the relevance of Sikh stories today.</b>			
<b>Areas of enquiry selected</b>		<b>Areas of focus</b>	
AT1 Strand <b>A B C</b>	AT2 Strand <b>D E F</b>	Believing/Behaving	
Teaching and Learning Activities			
<p><b>Step 1 Engagement (1 lesson) AT2 (p)</b>            Teacher takes in a Kindle and her favourite book and starts a discussion about which one is best, a traditional book or a Kindle. What do the children think and why?            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?            Discuss 'rules' about how special books are treated.            Children to possibly bring in their own special book from home and make a class display.            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?</p>			
<b>BRIDGE: MEANING IN STORIES</b> ↓			
<p><b>Step 4 Expression (1 lesson) AT2 (p)</b>            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.            Display the poems or use in assembly</p>		<p><b>Step 2 Investigation (3 lessons) AT1</b>            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).            Qu: What do you think it teaches?            Qu: What is it about?  <a href="http://www.bbc.co.uk/learningzone/clips/the-sikh-holy-book-the-guru-granth-sahib/4825.html">www.bbc.co.uk/learningzone/clips/the-sikh-holy-book-the-guru-granth-sahib/4825.html</a>            Explain that we will be sharing some of these stories and finding out if they are important today to both Sikhs and non-Sikhs.            1) Guru Nanak and the Jasmine Flower <a href="http://www.ramgarhiagurdwara.org">www.ramgarhiagurdwara.org</a>            Share the story of Guru Nanak, Mardana, the bowl and the jasmine flower. Qu: What's the meaning of this story and is this story relevant today to Sikhs/non-Sikhs?            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).            2) Guru Nanak, Malik Bhago and Lalo <a href="http://www.bl.uk/learning/cult/sacred/stories">www.bl.uk/learning/cult/sacred/stories</a>            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 <a href="http://www.jigsawpshe.com">www.jigsawpshe.com</a> .            Explore work on gender, disability, race, money, religion            3) The founding of the Khalsa <a href="http://www.bl.uk/learning/cult/sacred/stories">www.bl.uk/learning/cult/sacred/stories</a>            Themes of this story are courage and standing up for what you believe in. How are these themes relevant today to Sikhs/non-Sikhs?            4) Guru Nanak and the Cobra            Theme of this story to Sikhs is that Guru Nanak is very special as the first of ten human Gurus or teachers.            How is this story relevant today to Sikhs/non-Sikhs?            For more stories see: <a href="http://www.sikhnet.com/stories">www.sikhnet.com/stories</a> <a href="http://www.reonline.org">www.reonline.org</a>            Possibility for children making their own class book of Sikh stories they have learnt.</p>	
<p><b>Step 3 Evaluation (1 lesson) AT2 (imp)</b>            Children to write a piece of persuasive writing, arguing Sikh stories should be part of the school curriculum.</p>			
<p><b>Evidence in Discovery RE Journals:</b> Children to write a piece of persuasive writing, arguing Sikh stories should be part of the School Curriculum.</p>			

SMSC	<b>Spiritual</b>	<b>Moral</b>	Social	Cultural
Skills and attitudes focus for this enquiry				
	<b>Step 1 Engagement</b>	<b>Step 2 Investigation</b>	<b>Step 3 Evaluation</b>	<b>Step 4 Expression</b>
	<b>Skills</b> <b>Interpretation</b> Empathy	<b>Skills</b> <b>Investigation</b> Application	<b>Skills</b> <b>Discernment</b> Analysis <b>Evaluation</b>	<b>Skills</b> <b>Expression</b> <b>Reflection</b> Synthesis
	<b>Attitudes</b> Curiosity <b>Appreciation</b> Wonder	<b>Attitudes</b> Critical awareness	<b>Attitudes</b> Open- mindedness	<b>Attitudes</b> Self- awareness
Levelled learning outcomes, differentiated for this group from the 'I can' statements				
<b>AT1 (A) Beliefs, teachings and sources (C) Forms of expressing meaning and AT2 (F) Values and commitments</b>				
Level 1	I can remember a Sikh story and talk about it. I can talk about why stories are important to me and to other people, (assessed in Lesson 1).			
Level 2	I can retell a Sikh story and start to explain its meaning. I can talk about how a Sikh story has meaning to me.			
Level 3	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.			
Level 4	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.			
Level 5	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.			
<b>Resources needed for this Enquiry:</b>				
A traditional tale: i.e. Little Red Riding Hood www.bbc.co.uk/learningzone/clips/4825.html: The Sikh Holy Book - Guru Granth Sahib www.ramgargurdwara.org: Select - 'The Sikh Stories', 'Guru Nanak and the Yasmin Flower' www.bl.uk/learning/cult/sacred/stories: Select 'Sikhism (blue) book - Guru Nanak, 'Malik Bhage and Lalo' www.bl.uk/learning/cult/sacred/stories: Select 'Sikhism (blue) book - Guru Nanak, 'The Founding of the Khalsa' www.sikhnet.com/stories: More Sikh stories www.reonline.org: 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				
<b>Teacher reflection on this unit</b>				
WWW (What went well)			EBI (Even better if)	



**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.**

Lined writing area with horizontal dashed lines.

## Year 5: Spring 1 - Sikhism

### Enquiry: Are Sikh stories important today?

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

#### Level 1

AT1 - In 'Nanak, the Cattle and the Cobra' the cobra shaded Guru Nanak from the sun so he wouldn't get burnt.

AT2 - My favourite story is Matilda by Roald Dahl. Stories are important to me because they give me time with my own thoughts in a different world. I think Sikh stories should be a part of the school curriculum because they are interesting and it is good to learn other people's stories.

#### Level 2

AT1 - In 'Nanak, the Cattle and the Cobra' the cobra shaded Guru Nanak from the sun so he wouldn't get burnt and didn't bite him! Also, the grass grew back straight away after the cattle had eaten it. The meaning of things that happen in this story is that Guru Nanak is special.

AT2 - This is an interesting story to me because it makes me wonder about the power of nature and whether Guru Nanak really had this influence. I don't think it should be in the curriculum though because it is full already.

#### Level 3

AT1 - 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.

AT2 - 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.

#### Level 4

AT1 - 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.

AT2 - 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.

#### Level 5

AT1 - 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.

AT2 - 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.

## Key Stage 2

### Medium Term Planning

<b>Year: 5</b>		<b>Term: Spring 1</b>	
<b>Theme: Hindu beliefs</b>		<b>Religion: Hinduism</b>	
<b>Key question for this enquiry: How can Brahman be everywhere and in everything?</b>			
<b>Learning Objectives: We are learning to understand the Hindu belief that there is one God with many different aspects.</b>			
<b>Areas of enquiry selected</b>		<b>Areas of focus</b>	
AT1 Strand <b>A B C</b>	AT2 Strand <b>D E F</b>	Believing/Behaving	
<b>Teaching and Learning Activities</b>			
<p><b>Step 1 Engagement (1 lesson) AT2 (p)</b>            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 graffiti each photo, to show each role they have. Children to then put the net together to show the different sides of them. Do they behave differently/have different roles in each situation? 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?</p>			
<p><b>Step 4 Expression (1 lesson) AT2 (p)</b>            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.  <b>Assessment Task Sheet 2: Window to the World</b>            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>		<p style="text-align: center;"><b>BRIDGE: THE ESSENCE OF YOU</b> ↓</p> <p><b>Step 2 Investigation (3 lessons) AT1</b>            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.            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).            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. Qu: Do you believe that there is a soul?            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).            Show the children the three main Hindu deities; Brahma - creator, Vishnu - preserver, Shiva - destroyer.            Explain that these are the tri-murti and talk about what they represent. BBC Learning Clips: <a href="http://www.bbc.co.uk/learningzone/clips/hindu-beliefs-about-god/3616.html">http://www.bbc.co.uk/learningzone/clips/hindu-beliefs-about-god/3616.html</a>            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.            Explain to the children that most Hindus have a personal god or goddess such as Shiva, Krishna or Lakshmi to whom they pray regularly.            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.            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.            BBC Pathways of Belief DVD - Islam, Hinduism, Sikhism  <a href="http://www.vedanta-atlanta.org/stories/Sveta-ketu.html">www.vedanta-atlanta.org/stories/Sveta-ketu.html</a>  <a href="http://www.teachingideas.co.uk/re/files/hinduteachchildrenaboutgod.pdf">www.teachingideas.co.uk/re/files/hinduteachchildrenaboutgod.pdf</a>            Use DVD to show how Hindus use these deities at home/in the temple and in Puja. <a href="http://www.bbc.co.uk/learningzone/clips/explanation-of-the-hindu-gods/4796.html">www.bbc.co.uk/learningzone/clips/explanation-of-the-hindu-gods/4796.html</a> or BBC Pathways of Beliefs Islam/Hinduism/Sikhism DVD            Children to create a fact file about what Hindus believe about God in whatever media they choose. e.g. PowerPoint, leaflet, book, etc.            Children to then present their work, showing what they have found out about Hindu beliefs in God.</p>	
<p><b>Step 3 Evaluation (1 lesson) AT2 (imp)</b>            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.  <b>Assessment Task Sheet 1</b>            Children do a piece of scaffolded writing:            What or who do Hindu think Brahman is?            Why are there so many gods in Hinduism?            How can Brahman be everywhere and in everything?            How do I feel about these Hindu beliefs?            Children make a collage of images on the Window to the World page (may need Lesson 6 for this) and explain which could reflect the belief that Brahman is in everything and which could not, and why.</p>			
<b>Evidence in Discovery RE Journals: Scaffolded writing in answer to the key question and annotated collage. (Task Sheets)</b>			

SMSC	<b>Spiritual</b>	Moral	Social	<b>Cultural</b>
Skills and attitudes focus for this enquiry				
	<b>Step 1 Engagement</b> <b>Skills</b> <b>Interpretation</b> Empathy <b>Attitudes</b> <b>Curiosity</b> <b>Appreciation</b> <b>Wonder</b>	<b>Step 2 Investigation</b> <b>Skills</b> <b>Investigation</b> <b>Application</b> <b>Attitudes</b> Critical awareness	<b>Step 3 Evaluation</b> <b>Skills</b> <b>Discernment</b> Analysis Evaluation <b>Attitudes</b> <b>Open-mindedness</b>	<b>Step 4 Expression</b> <b>Skills</b> <b>Expression</b> <b>Reflection</b> Synthesis <b>Attitudes</b> <b>Self-awareness</b>
Levelled learning outcomes, differentiated for this group from the 'I can' statements				
<b>AT1 (A) Beliefs, teachings and sources and AT2 (E) Meaning, purpose and truth</b>				
Level 1	I can remember a Hindu god and use its correct name. I can tell you about what I find puzzling about this god, (assessed in Investigation lessons).			
Level 2	I can tell you about some Hindu gods and start to explain their significance to Hindus. I can start to express my response to Hindu beliefs.			
Level 3	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.			
Level 4	I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives, (assessed through Assessment Task 2: Collage). I can express my understanding of how Brahman can/cannot be in everything.			
Level 5	I can start to explain how the Hindu belief that Brahman is everywhere and in everything influences Hindus in their daily lives, (assessed through Assessment Task 2: Collage). I can give my own views on the Hindu belief in Brahman.			
<b>Resources needed for this Enquiry:</b>				
Models/pictures of Hindu gods: Brahman, Visnu, Shiva (tri-murti) <a href="http://www.bbc.co.uk/learningzone/clips/3616.html">www.bbc.co.uk/learningzone/clips/3616.html</a> : Beliefs about gods Models/pictures of other Hindu gods: Krishna, Lakshmi, Ganesh 'Pathways of Belief, Islam, Hinduism and Sikhism' DVD/video <a href="http://www.teachingideas.co.uk/re/files/hinduteachchilrenaboutgod.pdf">www.teachingideas.co.uk/re/files/hinduteachchilrenaboutgod.pdf</a> : Activity sheets - God is in Everything <a href="http://www.bbc.co.uk/learningzone/clips/4796.html">www.bbc.co.uk/learningzone/clips/4796.html</a> : Explanation of the Hindu gods Aum symbol Aum being chanted: internet				
<b>Teacher reflection on this unit</b>				
WWW (What went well)			EBI (Even better if)	



**Year 5: Spring 1 - Hinduism**

**Enquiry: How can Brahman be in everything?**

**Task Sheet 1**

**Name:**

**Class:**

**What or who do Hindus think Brahman is?**

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**Why are there so many gods in Hinduism?**

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**How can Brahman be everywhere and in everything?**

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**How do I feel about Hindu beliefs?**

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Year 5: Spring 1 - Hinduism

Enquiry: How can Brahman be in everything?

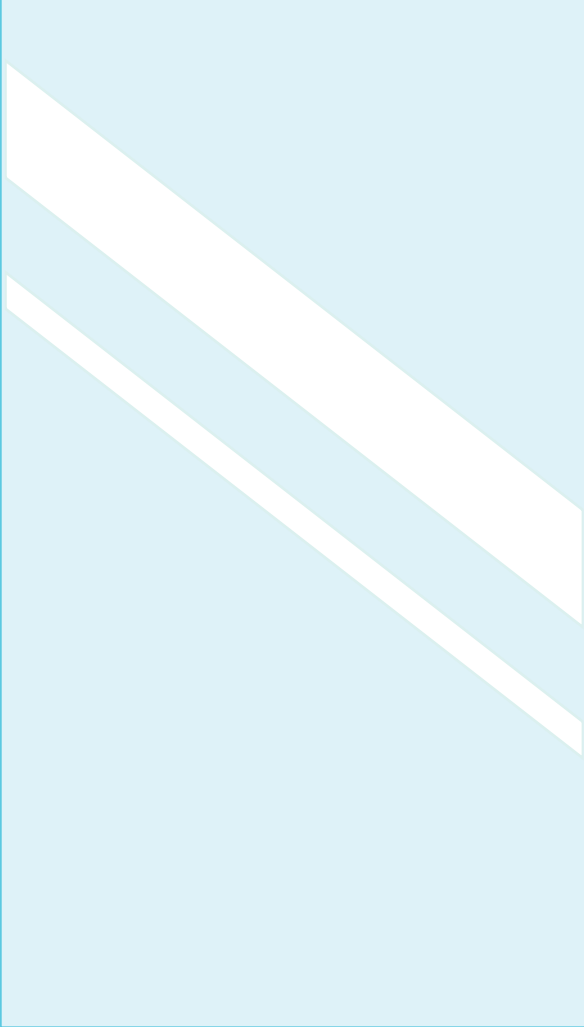

Task Sheet 2

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: Spring 1 - Hinduism

### Enquiry: How can Brahman be in everything?

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

#### Level 1

AT1 - Ganesha is the Hindu god with the elephant head.

AT2 - I wonder why his parents didn't turn him back into a real boy when they realised what had happened?

#### Level 2

AT1 - Hindus have lots of gods like Lakshmi who is the goddess of wealth and Shiva who is the destroyer. Hindus respect them to help with their lives.

AT2 - I think I would rather worship Lakshmi to help me be wealthy as Shiva sounds scary if he can destroy things.

#### Level 3

AT1 - 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.

AT2 - I sort of get it about Brahman 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.

#### Level 4

AT1 - Hindus believe that Brahman is God and 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.

AT2 - 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.

#### Level 5

AT1 - 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.

AT2 - 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.



## Key Stage 2

### Medium Term Planning

<b>Year: 5</b>		<b>Term: Spring 2</b>	
<b>Theme: Easter</b>		<b>Religion: Christianity</b>	
<b>Key question for this enquiry:</b> Did God intend Jesus to be crucified and if so was Jesus aware of this?			
<b>Learning Objectives:</b> We are learning to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.			
<b>Areas of enquiry selected</b>		<b>Areas of focus</b>	
AT1 Strand <b>A B C</b>	AT2 Strand <b>D E F</b>	Believing	
Teaching and Learning Activities			
<p><b>Step 1 Engagement (1 lesson) AT2 (p)</b>            Qu: What do you have most control over in your life?            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.            Qu: When would you expect to have complete control over you own life?            Do you have a plan for your life? 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?</p>			
<p><b>Step 4 Expression (1 lesson) AT2 (p)</b>            Children to do some research on people who have had or have a strong purpose or sense of destiny e.g. Ghandi, Mother Teresa, Martin Luther King, Florence Nightingale, Prince William, The Queen.            Did these people plan their own lives or were their lives pre-destined?            Do you have a plan or purpose for your life?            What would you like to achieve?            Children to draw and write their own dream/ambition/purpose.            Link to Jigsaw: Dreams and Goals <a href="http://www.jigsawpshe.com">www.jigsawpshe.com</a> .            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?</p>		<p><b>BRIDGE: DESTINY</b> ↓</p>	
<p><b>Step 3 Evaluation (1 lesson) AT2 (imp)</b>            Recap on Investigation Lessons and invite the children to complete the questions on the Task Sheet.            Qu: In your opinion does the evidence suggest that Jesus was aware He was going to be crucified?            Qu: According to Christians why did Jesus stay in Jerusalem if He was aware He was about to die?            Qu: Do Christians believe God intended Jesus to be crucified?            Qu: What do YOU think about the Christian belief that the crucifixion and resurrection were Jesus' destiny?            Qu: What would you ask Jesus about Holy Week if He were here?</p>		<p><b>Step 2 Investigation (3 lessons) AT1</b>            Recap previous lesson and discuss how Christians believe God had a plan for Jesus' life?            What do we know already about Jesus?            What do we think was God's plan was for Jesus' life according to Christianity?            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 to save the day (so they could be forgiven) and come back to life again to prove to Christians that they could also have life after death.            What do you think of this plan?            What does it tell us about God?            Was Jesus aware of God's plan?            What evidence is there to show He was/wasn't aware of this during Holy Week?            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.            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 conning people?            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.            Qu: Can you think of any other evidence from what we know about Jesus that would show his life was planned by God? E.g. birth, miracles.</p>	
<b>Evidence in Discovery RE Journals:</b> Assessment Task Sheet.			

SMSC	<b>Spiritual</b>	<b>Moral</b>	Social	Cultural
Skills and attitudes focus for this enquiry				
	<b>Step 1 Engagement</b>	<b>Step 2 Investigation</b>	<b>Step 3 Evaluation</b>	<b>Step 4 Expression</b>
	<b>Skills</b> Interpretation Empathy	<b>Skills</b> Investigation Application	<b>Skills</b> Discernment Analysis Evaluation	<b>Skills</b> Expression Reflection Synthesis
	<b>Attitudes</b> Curiosity Appreciation Wonder	<b>Attitudes</b> Critical awareness	<b>Attitudes</b> Open- mindedness	<b>Attitudes</b> Self- awareness
Levelled learning outcomes, differentiated for this group from the 'I can' statements				
<b>AT1 (A) Beliefs, teachings and sources and AT2 (E) Meaning, purpose and truth</b>				
Level 1	I can remember some events in Holy Week and talk about them. I can talk about what I find puzzling in the Easter story, (question bubble).			
Level 2	I can retell some events from Holy Week and say some things that Christians believe about Jesus. I can talk about some events that happened during Holy Week and ask a relevant question, (question bubble).			
Level 3	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.			
Level 4	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.			
Level 5	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.			
<b>Resources needed for this Enquiry:</b>				
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				
<b>Teacher reflection on this unit</b>				
WWW (What went well)			EBI (Even better if)	

Year 5: Spring 2 - Christianity

Enquiry: Did God intend Jesus to be crucified and, if so, was Jesus aware of this?

Name:

Class:

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

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

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Do Christians believe God intended Jesus to be crucified?

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

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

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## Year 5: Spring 2 - Christianity

### Enquiry: Did God intend Jesus to be crucified and, if so, was Jesus aware of this?

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

#### Level 1

AT1 - Jesus stayed because He was preaching in the temple. He ate the Passover meal with His friends. This is called The Last Supper. He was crucified on Good Friday.

AT2 - Why did you stay and not run away with your disciples if you knew you were going to be killed?

#### Level 2

AT1 - Jesus and the twelve disciples had a meal called The Last Supper. Jesus died on the cross. Christians believe that Jesus was God's son and God planned for Him to be killed so He could 'save the day'.

AT2 - Why would your Father let you be killed so young if you were sent to help people?

#### Level 3

AT1 - 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 done the bread and wine symbols on The Last Supper.

AT2 - 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?

#### Level 4

AT1 - 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.

AT2 - 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.

#### Level 5

AT1 - 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.

AT2 - 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!

## Key Stage 2

### Medium Term Planning

<b>Year: 5</b>		<b>Term: Summer 1</b>	
<b>Theme: Prayer and worship</b>		<b>Religion: Sikhism</b>	
<b>Key question for this enquiry:</b> What is the best way for a Sikh to show commitment to God?			
<b>Learning Objectives:</b> We are learning to understand how Sikhs show their commitment to God and to evaluate if there is a best way.			
<b>Areas of enquiry selected</b>		<b>Areas of focus</b>	
AT1 Strand <b>A B C</b>	AT2 Strand <b>D E F</b>	Behaving/Belonging	
<b>Teaching and Learning Activities</b>			
<p><b>Step 1 Engagement (1 lesson) AT2 (p)</b>            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? 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. 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? 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.</p>			
<p><b>Step 4 Expression (1 lesson) AT2 (p)</b>            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.</p>		<p><b>BRIDGE: PERSONAL CHOICE</b> ↓</p>	
<p><b>Step 3 Evaluation (1 lesson) AT2 (imp)</b>            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?            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</p>		<p><b>Step 2 Investigation (3 lessons) AT1</b>            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 online clip 4805 The 5Ks of Sikhism. What do each of the 5Ks symbolise? Does wearing the 5Ks show commitment to God?            May be time to consider the Amrit ceremony (initiation into the Khalsa) See Year 3, Autumn 1 unit for resources.            Watch online clip 4825 'The Sikh Holy Book, the Guru Granth Sahib' BBC Learning clips. Through questioning, establish that there were 10 living Gurus, and that there is now 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?            Sikhs also pray and worship in the Gurdwara (possible to visit a Gurdwara at this point).            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 not equality and in certain cultures today there is no equality. What do children think about this? Watch clip 3776 'Equality for Sikhs' on BBC Learning clips. 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?            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). Watch clip 3779 'Sewa in action' on BBC Learning clips. 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.            Watch clip 3781 'A Sikh journey to commitment' on BBC Learning clips. Is it always easy to show commitment? How can it be difficult? Pressure to fit in.</p>	
<b>Evidence in Discovery RE Journals:</b> Agony page response.			

SMSC	<b>Spiritual</b>	Moral	Social	<b>Cultural</b>
Skills and attitudes focus for this enquiry				
	<b>Step 1 Engagement</b> <b>Skills</b> Interpretation <b>Empathy</b> <b>Attitudes</b> Curiosity Appreciation Wonder	<b>Step 2 Investigation</b> <b>Skills</b> Investigation Application <b>Attitudes</b> <b>Critical awareness</b>	<b>Step 3 Evaluation</b> <b>Skills</b> <b>Discernment</b> Analysis <b>Evaluation</b> <b>Attitudes</b> <b>Open-mindedness</b>	<b>Step 4 Expression</b> <b>Skills</b> Expression <b>Reflection</b> <b>Synthesis</b> <b>Attitudes</b> <b>Self-awareness</b>
Levelled learning outcomes, differentiated for this group from the 'I can' statements				
<b>AT1 (B) Practices and Ways of life and AT2 (F) Values and Commitments</b>				
Level 1	I can use the right names for things that are special to Sikhs. I can say how I feel about something special to Sikhs.			
Level 2	I can talk about one of the ways Sikhs show commitment to God. I can say why I think this might be a good way of showing commitment to God.			
Level 3	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.			
Level 4	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.			
Level 5	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.			
<b>Resources needed for this Enquiry:</b>				
<a href="http://www.bbc.co.uk/learningzone/clips/4805.html">www.bbc.co.uk/learningzone/clips/4805.html</a> : The 5Ks of Sikhism <a href="http://www.bbc.co.uk/learningzone/clips/4825.html">www.bbc.co.uk/learningzone/clips/4825.html</a> : The Sikh Holy Book - Guru Granth Sahib <a href="http://www.bbc.co.uk/learningzone/clips/3776.html">www.bbc.co.uk/learningzone/clips/3776.html</a> : Equality for Sikhs <a href="http://www.bbc.co.uk/learningzone/clips/3779.html">www.bbc.co.uk/learningzone/clips/3779.html</a> : Sewa in Action <a href="http://www.bbc.co.uk/learningzone/clips/3781.html">www.bbc.co.uk/learningzone/clips/3781.html</a> : A Sikh Journey to Commitment				
<b>Teacher reflection on this unit</b>				
WWW (What went well)			EBI (Even better if)	



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?**

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

**Level 1**

AT1 - You could wear the 5Ks to show commitment to God and pray at home, then you could go to football at the weekend.

AT2 - I feel a bit envious that Sikhs have a special bracelet. I like jewellery.

**Level 2**

AT1 - You could try to go to the Gurdwara on a day when football wasn't on so that you can worship, pray and see the Guru Granth Sahib being treated with respect.

AT2 - I think praying at the Gurdwara would be a good way as you would concentrate with no distractions.

**Level 3**

AT1 - You do not need to go to the Gurdwara to show commitment to God. You could wear the 5Ks and help others. For example, clean the Gurdwara or help serve the Langar. Hopefully your parents would be happy with this. I think God would be.

AT2 - 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.

**Level 4**

AT1 - 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, caring for ill people, cleaning the Gurdwara or serving the Langar.

AT2 - I think giving to the poor is the best way to show commitment to God because they are God's creation too.

**Level 5**

AT1 - 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.

AT2 - I think Sikhs should go through the Amrit ceremony because this ceremony is specially designed for people to make a public commitment to God.



## Key Stage 2

### Medium Term Planning

<b>Year: 5</b>		<b>Term: Summer 1</b>
<b>Theme: Belief and moral values</b>		<b>Religion: Hinduism</b>
<b>Key question for this enquiry: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</b>		
<b>Learning Objectives: We are learning to understand the impact of certain beliefs on a Hindu's life.</b>		
<b>Areas of enquiry selected</b>		<b>Areas of focus</b>
AT1 Strand A B C	AT2 Strand D E F	Believing/Behaving

#### Teaching and Learning Activities

##### Step 1 Engagement (2 lessons) AT2 (p)

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? Where 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?

#### BRIDGE: CHOICES AND CONSEQUENCES ↓

##### Step 4 Expression (1 lesson) AT2 (p)

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.



##### Step 3 Evaluation (1 lesson) AT2 (imp)

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 bad Karma and building on the **life experience/choices cards** from the Engagement lesson.



##### Step 2 Investigation (2/3 lessons) AT1

Explain to the children that Hinduism consists of 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 [www.woodlands-junior.kent.sch.uk](http://www.woodlands-junior.kent.sch.uk)

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: <http://www.bbc.co.uk/learningzone/clips/becoming-a-sadhu/3625.html>

<http://www.bbc.co.uk/learningzone/clips/hindu-beliefs-about-life-after-death/3629.html>

**Evidence in Discovery RE Journals:** Assessment Task Sheet (or board game if made bigger)

SMSC	<b>Spiritual</b>	<b>Moral</b>	Social	Cultural
Skills and attitudes focus for this enquiry				
	<b>Step 1 Engagement</b>	<b>Step 2 Investigation</b>	<b>Step 3 Evaluation</b>	<b>Step 4 Expression</b>
	<b>Skills</b> Interpretation Empathy	<b>Skills</b> <b>Investigation</b> Application	<b>Skills</b> <b>Discernment</b> Analysis <b>Evaluation</b>	<b>Skills</b> <b>Expression</b> Reflection Synthesis
	<b>Attitudes</b> Curiosity Appreciation Wonder	<b>Attitudes</b> Critical awareness	<b>Attitudes</b> <b>Open- mindedness</b>	<b>Attitudes</b> <b>Self- awareness</b>
Levelled learning outcomes, differentiated for this group from the 'I can' statements.				
<b>AT1 (A) Beliefs, teachings and sources and AT2 (E) Meaning, purpose and truth</b>				
Level 1	<p>I can remember the right name for a Hindu belief e.g. Karma. I can talk about what I find interesting or puzzling about Hindu beliefs, (assessed in Investigation Lessons).</p>			
Level 2	<p>I can say some things that Hindus believe about life after death. I can talk about a Hindu belief and start to say if I agree with it.</p>			
Level 3	<p>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.</p>			
Level 4	<p>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.</p>			
Level 5	<p>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.</p>			
<b>Resources needed for this Enquiry:</b>				
<p>'Slam' by Adam Slower            'Mousetrap' game: Play the game            'Snakes and Ladders': Play the game            Pre-written cards  <a href="http://www.woodlands-junior.kent.sch.uk">www.woodlands-junior.kent.sch.uk</a>: Teacher navigation  <a href="http://www.bbc.co.uk/learningzone/clips/3625.html">www.bbc.co.uk/learningzone/clips/3625.html</a>: Becoming a Sadu  <a href="http://www.bbc.co.uk/learningzone/clips/3629.html">www.bbc.co.uk/learningzone/clips/3629.html</a>: Hindu beliefs in life after death</p>				
<b>Teacher reflection on this unit</b>				
WWW (What went well)			EBI (Even better if)	



**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:**


**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: 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 level. The content could be different.

**Level 1**

AT1 - Hindus believe in Karma. This can be good or bad.

AT2 - It is interesting to think that a person could come back as a dog.

**Level 2**

AT1 - Hindus believe that when they die they get another life. If they have been good it is a good life and if they have not been very nice they do not get a very nice next life. They might come back as an animal.

AT2 - I'm not sure about reincarnation because I can't remember any past lives.

**Level 3**

AT1 - 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 lead 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.

AT2 - 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.

**Level 4**

AT1 - 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 of coming back all the time. This is called Moksha. This gives them motivation and something to aim for.

AT2 - 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.

**Level 5**

AT1 - 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.

AT2 - 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.



## Key Stage 2

### Medium Term Planning

<b>Year: 5</b>		<b>Term: Summer 2</b>	
<b>Theme: Beliefs and Practices</b>		<b>Religion: Christianity</b>	
<b>Key question for this enquiry:</b> What is the best way for a Christian to show commitment to God?			
<b>Learning Objectives:</b> We are learning to understand how Christians show their commitment to God and to evaluate if there is a best way.			
<b>Areas of enquiry selected</b>		<b>Areas of focus</b>	
AT1 Strand A B C	AT2 Strand D E F	Believing/Behaving	
<b>Teaching and Learning Activities</b>			
<p><b>Step 1 Engagement (1 lesson) AT2 (p)</b>            Children to be given a topic to debate 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?</p>			
<p><b>Step 4 Expression (1 lesson) AT2 (p)</b>            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? How can people display the fruits of the holy spirit when they are not Christians?</p>		<p><b>BRIDGE: DEGREES OF COMMITMENT</b> ↓</p>	
<p><b>Step 3 Evaluation (1 lesson) AT2 (imp)</b>            Which ways have we learnt that a Christian shows their commitment to God?            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?            On the Task Sheet 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 Answer the following letter pretending to be an agony aunt/uncle on a Christian children's helpline. (Maybe record/video children's answers.)            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?            Thank you....Christy</p>		<p><b>Step 2 Investigation (3 lessons) AT1</b>            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. 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? Look at Galatians 5:14 which states 'love thy 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?            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.            A Christian visitor would be valuable here.            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.)            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.            Confirmation Ceremony            Christians also show commitment through taking communion. Watch clip 4458 '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>	
<b>Evidence in Discovery RE Journals:</b> Assessment Task Sheets			

SMSC	<b>Spiritual</b>	Moral	Social	<b>Cultural</b>
Skills and attitudes focus for this enquiry				
	<b>Step 1 Engagement</b> <b>Skills</b> <b>Interpretation</b> Empathy <b>Attitudes</b> Curiosity Appreciation Wonder	<b>Step 2 Investigation</b> <b>Skills</b> <b>Investigation</b> Application <b>Attitudes</b> <b>Critical awareness</b>	<b>Step 3 Evaluation</b> <b>Skills</b> Discernment <b>Analysis</b> Evaluation <b>Attitudes</b> <b>Open-mindedness</b>	<b>Step 4 Expression</b> <b>Skills</b> Expression Reflection <b>Synthesis</b> <b>Attitudes</b> <b>Self-awareness</b>
Levelled learning outcomes, differentiated for this group from the 'I can' statements				
<b>AT1 (B) Practices and Ways of life and AT2 (F) Values and Commitments</b>				
Level 1	I can use the right names for things that are special to Christians. I can talk about how I feel towards an issue that is important to me, (assessed in Lesson 1).			
Level 2	I can talk about one of the ways Christians show commitment to God. I can decide which way I think is the best way for a Christian to show commitment to God.			
Level 3	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.			
Level 4	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.			
Level 5	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.			
<b>Resources needed for this Enquiry:</b>				
'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 <a href="http://www.bbc.co.uk/learningzone/clips/4458.html">www.bbc.co.uk/learningzone/clips/4458.html</a> : The Eucharist or Holy Communion Post-it notes/slips of paper				
<b>Teacher reflection on this unit</b>				
WWW (What went well)			EBI (Even better if)	

## Year 5: Summer 2 - Christianity

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

**Task 1:**

**Name:**

**Class:**

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



This is the best way because...

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This is the least important way because...

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Year 5: Summer 2 - Christianity

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

Task 2:

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

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I hope this helps you, Christy.

Very best wishes...

Rev. Charlie



**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 level. The content could be different.**

**Level 1**

AT1 - Going to church and praying is important to Christians. They believe in God.

AT2 - I think it is wrong to tell lies. You should always tell the truth because that's right.

**Level 2**

AT1 - Christians show commitment by going to church, the house of God, every Sunday where they pray and worship.

AT2 - I think the best way for a Christian to show commitment to God is to be nice to people like Jesus was.

**Level 3**

AT1 - 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.

AT2 - 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.

**Level 4**

AT1 - 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.

AT2 - 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.

**Level 5**

AT1 - 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' 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 thy neighbour as yourself' and Christians try to love everybody and be kind to everybody (as Jesus would have done).

AT2 - 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.