



	Autumn Term-The Great Yorkshire Show		Spring Term-A Wonderful World		Summer Term-Back to the Future	
Topic and Link to York RE Syllabus	Why is Jesus inspiring to some people? (<i>Christianity</i>)		Why do some people think that life is like a journey and what significant experiences mark this? (<i>Humanist, Judaism and Christianity</i>)		How do family life and festivals show what matters to Jewish people? (<i>Judaism</i>)	
Sticky Knowledge	<p>Know that Christians today take messages from the stories about Jesus.</p> <p>Know how Christians celebrate Holy week and Easter Sunday</p> <p>Know the most important parts of Easter for Christians and why they are important</p>		<p>Know what happens in Christian, Jewish and Humanist ceremonies of commitment and what they mean.</p> <p>Know what happens in Christian, Jewish and Humanist end of life ceremonies.</p>		<p>Know what Shabbat is and why it is celebrated every week.</p> <p>Shabbat: they eat a meal together as a family on a Friday evening. Before any food is eaten, blessings are said for the children, and kiddush is said over the wine to make Shabbat holy. Drinking wine on Shabbat shows that this is a joyful, celebratory time. The bread (challah) is blessed and everyone takes a piece.</p> <p>During Rosh Hashanah, Jewish people ask God for forgiveness for the things we've done wrong during the past year.</p> <p>God gave Moses a set of ten laws that they should follow in order to please him. God told Moses that if these rules were not followed, God would punish people who disobeyed them. Today these laws are known as the Ten Commandments.</p>	
Vocabulary	Inspiring Teachings Peace Forbearance Faithfulness Incarnation Miracle Disciple Good Friday Crucifixion Resurrection Scripture Salvation	Express Apply Link	Symbols Rituals Celebrations Milestones Journey Faith Baptism Torah Bat mitzvah Bar mitzvah Rabbi Chuppah Heaven Funeral	Express Apply Link	Festival Shabbat Rosh Hashanah Yom Kippur Pesach Torah Creation story Ten commandments Exodus Sedar plate Moses	Express Apply Link



<p>Suggested Tasks</p>	<p>Explore words and actions of Jesus which continue to inspire Christians today e.g parables of the kingdom of heaven (Matthew 13:1–45; sower, mustard seed, pearl etc.); parables of forgiveness (good Samaritan, Luke 10:29– 37; two debtors, Luke 7:36–50; unforgiving servant, Matthew 18:21–35); hot-seat characters, freeze-frame or act out stories; create artworks; collect pupils' questions, then find out how Christians interpret these by asking some.</p> <p>Research the impact that believing in Jesus can have on a Christian's life and how Jesus has inspired: contemporary inspirational Christians</p> <p>Study the most important Christian attitudes and values to have, as inspired by Jesus' teachings and actions (e.g. love, fairness, service, sacrifice, joy) comparing these with what pupils believe to be most important.</p>	<p>Create a 'map of life' for a Humanist, Jewish or Christian person, showing what these religions offer to guide people through life's journey. Can anyone learn from another person's 'map of life'? Is a religion like a 'map of life'?</p> <p>Rank, sort and order some different commitments held by believers in different religions – and by the pupils themselves.</p>	<p>Set out a table as it would be set up in a Jewish family on a Friday night. Invite a Jewish visitor to demonstrate the main parts of the Friday night ceremony in a Jewish household or role play these with pupils in the class. Include the lighting of the candles, blessing the children, husband praising his wife, kiddush prayers and wine, challah, eating a meal, singing songs.</p> <p>Look together at the 10 commandments and ensure that pupils know the meaning of each. Use a Diamond 9 board. Give pupils cards with the 10 Commandments on. Ask them to think about what the Jewish people at the time of the Exodus would think: from their point of view, put the most important at the very top of the board, the two next most important on the row below and so on. The least important will not get a space on the diamond. Pupils should work in pairs on this activity and can be called upon to justify their decisions: What is top and why? What is left out and why? For Jewish people all of these commandments, along with lots of others, are still important today.</p>
<p>Skills linked to outcomes</p>	<p>Outline ideas and practises, linking different viewpoints.</p> <p>Express own ideas and ideas of others thoughtfully in RE.</p> <p>Apply ideas (to different groups of people and individuals) about religions and worldviews thoughtfully.</p>	<p>Outline ideas and practises, linking different viewpoints.</p> <p>Express own ideas and ideas of others thoughtfully in RE.</p> <p>Apply ideas (to different groups of people and individuals) about religions and worldviews thoughtfully.</p>	<p>Outline ideas and practises, linking different viewpoints.</p> <p>Express own ideas and ideas of others thoughtfully in RE.</p> <p>Apply ideas (to different groups of people and individuals) about religions and worldviews thoughtfully.</p>
<p>Assessment Opportunities</p>	<p>Create a piece of artwork to depict why Jesus is inspiring to Christians and then explain to the class/ teacher what aspect your picture is showing.</p>	<p>Create a map to annotate how different religions would say life is like a journey.</p>	<p>Class to debate different Christian points of view on living in Britain today- teacher to give an aspect of life in Britain to debate/ discuss.</p>
<p>Previous and Past learning experiences</p>	<p>Why this topic now? This topic builds upon children's prior knowledge of Christianity and the role Jesus plays in this.</p> <p>Next Steps Learning: ←</p> <p>Linked question threads:</p> <p>Who Is a Christian and what do they believe? (Yr1)</p> <p>What does it mean to be a Christian in Britain today? (Yr3)</p> <p>→</p>	<p>Why this topic now? This topic builds upon Y1 and discussion about special and sacred places.</p> <p>←</p> <p>Next Steps Learning:</p> <p>Linked question threads:</p> <p>How and why do we celebrate special and sacred times? (Yr1)</p> <p>→</p>	<p>Why this topic now? This topic builds upon the children's knowledge of different religions and why there are similarities and differences between them.</p> <p>←</p> <p>Next Steps Learning:</p> <p>Linked question threads:</p> <p>What does it mean to belong to a faith community? (Yr1)</p> <p>What does it mean to be a Christian in Britain today? (Yr3)</p> <p>What does it mean to be a Muslim in Britain today? (Yr5)</p> <p>→</p>



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