

Through our RE curriculum we aim for our pupils to gain knowledge and understanding of a range of religions and worldviews, and to use that knowledge to engage in informed and balanced conversations about religions and beliefs. We want our children to develop spiritually, morally, socially and culturally and to reflect on their own beliefs, being discerning about the many attitudes and opinions they will encounter.

Inspiring and enabling our school community to live life to the full



YEAR 6

Subject: RE: Judaism
Inspirational people

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

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| <p>Prior Learning: Year 3 and 4: To what extent do religious beliefs influence and encourage 'good' behaviour? How do religious leaders and sacred texts contribute to believers' understanding of their faith? How might beliefs and community shape a person's identity? To what extent does participating in worship and/or prayer generate a sense of belonging? Year 5: How do religious leaders and sacred texts contribute to believers' understanding of their faith? Develop an understanding of what leaders do and how they lead in different ways.</p> | <p>Key Vocabulary taught in this unit: Inspirational, Shabbat, siddur, Torah, orthodox, tzedakah, Chanukah</p> |
| <p>Intent: What do we want the children to know, be able to do by the time they complete this unit? Key questions: How might beliefs and community show the person's identity? To what extent do religious beliefs influence and encourage 'good' behaviour? To what extent does participating in worship and prayer generate a sense of belonging? How does faith help people cope with matters of life and death Expected outcomes: Children will learn about people from the Jewish, and other faiths, who have been inspired by their religious beliefs to guide their actions and practises. Describe and explain what motivates and inspires believers and how this can be reflected in actions/practise. Explain and demonstrate how and why believers show courage and commitment.</p> | |
| <p>Impact / Outcome: The children will write detailed biographies of two inspirational figures (one from the Jewish Faith – suggestion – Hugo Grynn) Assessment: Write a biography for a fictional inspirational figure – Explain the importance of their religious faith to their actions. Why are they considered inspirational;? What led to them taking actions that are now considered inspirational? Finished piece will demonstrate the children's understanding of what people consider to be inspirational and the role someone's religious beliefs (and the teachings of that faith) play in the decisions and actions people take.</p> | |
| <p>P4C Inquiry (where appropriate) How would you inspire someone? What makes a good teacher?</p> | |