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	Autumn		Spring	Summer
Year 5	Judaism		Beliefs (Ways of Life)	
	Term 1.1	Term 1.2-Short Unit Ceremonies	Term 2.1	Term 3.1 and Term 3.2
(knowledge) must know	<p>Place of origin-Israel Founder-Abraham Holy Place-Jerusalem Major Festivals- Rosh Hashanha and Yom Kipper, Pesach (Passover), Shavuout (Pentecost), Sukkot (Tabernacles) -Judaism is the oldest of the world's four biggest religions -The Torah (Jewish Law), the primary document of Judaism, was given to the Jews by the Prophet Moses (Moshe) about 3,300 years ago. Features of a Synagogue through visit The expectations for men and women inside a synagogue -The Jewish calendar starts with the day when Adam and Eve were created (the Sixth Day of Creation). The Life and story of Moses</p>	<p>Consider the value and meaning of ceremonies which mark milestones in life – particularly those associated with growing up and taking responsibility within a faith community: -confirmation and believers’ -Bar/Bat Mitzvah in Judaism -sacred thread ceremony in Hinduism -Amrit ceremony in Sikhism -Dastaar Bandi ceremony in Sikhism -Raksha Bandhan- Hinduism and Sikhism</p>	<p>Introduce children to beliefs/ways of living-past/present 3 parts-Humanism/Native American Indians/Aborigines -Humanists believe that human experience and rational thinking provide the only source of both knowledge and a moral code to live by. They reject the idea of knowledge 'revealed' to human beings by gods, or in special books. -The Humanist symbol is called the Happy Human. An indigenous person is a part of a population that was first to inhabit a land or country. Give example of Native American Indian. Briefly sharing of history with a focus on clashing ways of life and domination of a group of people. Some Native Americans believed that all living things were watched over by guardian spirits. This included animals, trees, people, and even some inanimate objects like the wind, storms and water. The totem pole -the meaning of their carvings varied from tribe to tribe. Sometimes they told stories of local legends or events. They were often carved for spiritual or religious reasons. -Briefly share the taking over of Botany Bay and the conflict between white settlers and the Aborigines with an emphasis on their way of life and beliefs and clashes with another race.</p>	<p>Explore “Philosophy for Children” Questions for discussion Discussion and debate: Is it good that there is evil? Who is better than who? What is right and what is wrong? ethics Karma-cause and effect? Moksha Chitram (known as Snakes as ladders) is a game of ups and downs. It juts like life. Does fasting make you a better person? How? Questions can also relate to topical issues.</p>
(skills) be able to	<p>Examine timeline to examine the links between three different faiths: Abraham is the father of the Jewish people. Jews see Abraham as a symbol of trusting and obeying God. Abraham is also important to followers of Christianity and of Islam -What are the similarities/differences of between faiths studied so far.</p>	<p>Explain the significance and importance of milestones taught.</p>	<p>- Review different beliefs shared- what do they have in common? -Discuss lessons learnt from the past. -Discuss own beliefs about honouring Indigenous people day-what does it recognise? How has society evolved? -Discussion- What faith did Christopher Columbus and the people supporting him belong to? Did they act accordingly with their faith?</p>	<p>-Create your own game of making the right choices. -Through a range of oracy strategies, engage children in discussion and debate to express their ideas about questions and reflect on their own beliefs and values.</p>

Key Vocabulary	Monotheistic	Milestone Rites of Passage	Indigenous	Philosophy Moral Compass
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