



Religious Education Directory- To Know You More Clearly

Year 5 Autumn 1	<u>Topic Title: Creation and Covenant</u>	Key Vocabulary
<p><b>RED Expected Outcome:</b></p> <p><b>Understand:</b> By the end of this unit of study, pupils will be able to:</p> <p>Retell the Moses story, focusing on the two key events of the call and the covenant (the Burning Bush (Ex 3:1-15); the Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17)).</p> <p>Make links between the Ten Commandments and Jesus’ summary of the law in Matthew’s Gospel (22:36-40).</p> <p>Correctly use developing specialist vocabulary to describe what a covenant is, recognising that God made several covenants throughout history, e.g., with Noah, Abraham, and Moses.</p> <p>Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives.</p> <p>Correctly use developing specialist vocabulary to describe sin as deliberately spoiling our friendship with God and each other.</p> <p>Know that a virtue is a positive habit that helps people live a good life. (RVE)</p> <p><b>Discern:</b> By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p>	<p><b>Hear</b> By the end of this unit of study, pupils will hear the following key texts: The Moses story, focusing on the two key events of the call and the covenant:</p> <ul style="list-style-type: none"> <li>• The Burning Bush (Ex 3:1-15)</li> <li>• The Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17)</li> <li>• Jesus’ summary of the law (Matt 22:36-40)</li> </ul> <p><b>Believe</b> By the end of this unit of study, pupils will know that the Church teaches that:</p> <ul style="list-style-type: none"> <li>• A covenant is a binding agreement between God and human beings, which makes them his people.</li> <li>• God made several covenants throughout history – with Noah, Abraham, Moses, and David.</li> <li>• God gives the Ten Commandments to help human beings live good and happy lives.</li> <li>• That Jesus teaches that the most important commandments are to love God and to love other people.</li> <li>• Catholic Social Teaching helps us to see that loving our neighbour demands a commitment to social change and transformation: ‘We profoundly belong together and are fundamentally dependent on one another’. (YC 321)</li> </ul> <p><b>Celebrate</b> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• That sin is the deliberate spoiling of our friendship with God and each other.</li> <li>• We can develop habits that will help us accomplish what is good. These habits are called virtues.</li> <li>• Virtues are practical wisdom (prudence), justice, fortitude, and temperance (also known as the cardinal virtues). Through God’s grace we can enjoy the theological virtues of faith, hope, and love.</li> </ul> <p><b>Live</b> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Examples of acting with great love (e.g., Little Way week shows the importance of doing small things with great love).</li> <li>• What growing in virtue could mean in their school (e.g., Jesuit Pupil Profile, Virtues to Live By (Diocese of Leeds))</li> </ul>	<p>covenant Moses Exodus Sinai Commandments virtues grace</p>



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<p>Playing with possibilities, asking questions about the Ten Commandments, such as What does 'you shall not steal' mean? Or what if there were eleven Commandments? (RVE)</p> <p>Expressing a point of view about what are positive habits (virtues) and negative habits and how virtues might help them grow in goodness. (RVE)</p> <p>Discussing what loving our neighbour means for Christians today, for example, welcoming asylum seekers and refugees. Express a point of view and give reasons relating to the Church's teaching on the common good and love of neighbour. (RVE)</p> <p><b>Respond:</b> During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>Reflecting on the words and images used to describe Moses' encounter with God.</p> <p>Reflecting on what makes them truly happy. (RVE)</p> <p>Discussing and dialoguing with others about how rules can help people be happy (YCfK 110).</p> <p>Reflecting on their habits and where they could 'grow in virtue' to be better neighbours. (RVE)</p>				
<p><b>Possible Community Links:</b></p>	<p><b>Previous Learning Experiences:</b></p> <p>EYFS- God made our beautiful world and everything in it. God made me. Y1 - Creation Y2- Noah Y3- Creation</p>	<p><b>Future Learning Experiences:</b></p> <p>Y6- 2<sup>nd</sup> creation account</p>	<p><b>Cross curricular links:</b></p> <p>PSHE – What makes up our identity?  Art – Coastal landscapes</p>	<p><b>British Values:</b></p> <p>Mutual respect</p>



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	Y4- Abraham			
<p><b>Year 5 Autumn 2</b></p>	<p><b>Topic Title: Prophecy and Promise</b></p>			<p><b>Key Vocabulary</b></p>
<p><b>RED Expected Outcome:</b></p> <p><b>Understand:</b> By the end of this unit of study, pupils will be able to:</p> <p>Show an understanding of scripture passages that speak of David’s life, recognising the intended audience and the historical context.</p> <p>Show an understanding of some gospel passages that present Jesus as the fulfilment of the promise to David (Matt 1:1-17; Lk 1:32-33), recognising the gospel writers are writing for Christians.</p> <p>Recognise links with God’s covenant with Abraham.</p> <p>Use specialist vocabulary to describe and explain the nature of David’s kingship in the Old Testament, with reference to the passages that speak of David’s kingship and Psalm 21:1-7.</p> <p>Recognise that David is a model of prayer, referencing one of the psalms.</p> <p>Know that the Rosary is a prayerful reflection on the life of Christ and explain what the joyful mysteries remember.</p>	<p><b>Hear</b> By the end of this unit of study, pupils will hear the following key texts:</p> <ul style="list-style-type: none"> <li>• Scripture passages that speak of David’s life and importance:</li> <li>• 1 Samuel 16:1-13: anointing of David (a great king)</li> <li>• 1 Samuel 17:1-11, 32-54: David and Goliath</li> <li>• 2 Samuel 5:1-5: David becomes king</li> <li>• 2 Samuel 7: 8-15 God’s covenant with David</li> <li>• 1 Kings 2:1-4, 10-12: David’s death</li> <li>• Psalm 21:1-7, Psalm 23</li> </ul> <p>Scripture passages that speak of Jesus’ as the fulfilment of the promise to David (e.g., Matt 1:1-17; Lk 1:32-33).</p> <p><b>Believe</b> By the end of this unit of study, pupils will know that the Church teaches that:</p> <ul style="list-style-type: none"> <li>• There were great kings anointed and chosen in the Old Testament.</li> <li>• God chooses in unexpected ways and especially values those the world overlooks. David, the shepherd was called by God to become a servant king.</li> </ul>			<p>Samuel David anointing antiphon psalm Advent</p>



King David playing the harp Gerard van Honthorst



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<p><b>Discern:</b> By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>Playing with possibilities, asking ‘what if?’ questions that explore why God especially values those the world overlooks. For example, what if Samuel had followed his own judgement rather than God’s in choosing a king? What is the possibility of those values being overlooked in today’s communities? (RVE)</p> <p>Wondering about the imagery of shepherd used in the scripture passages studied and explore how it helps them, as readers, understand servant leadership.</p> <p>Exploring artistic representations of the O Antiphons, describe what they represent, and say which they prefer, giving reasons for their choice.</p> <p><b>Respond:</b> During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>Reflecting on your understanding of David and the idea of a leader as a shepherd.</p> <p>Talking with others about their ideas about leadership, thinking about what it means to be a good shepherd today. (RVE)</p> <p>Considering how their own lives and the future of the communities to which they belong could</p>	<ul style="list-style-type: none"> <li>• David became a great king and united his people who loved him (see Psalm 21:1-7).</li> <li>• For Christians, Jesus fulfils the promises made to David.</li> <li>• Psalms are part of the Church’s treasury of prayers. In praying psalms David is a model of Prayer.</li> </ul> <p><b>Celebrate</b> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Some words of Psalm 23 to speak or sing.</li> <li>• The links between the O antiphons and the Evening Prayer of the Church (Vespers) for 17-23 December.</li> <li>• The verses of the hymn ‘O Come, O Come Emmanuel’ as expressions of beliefs about who Jesus is.</li> <li>• The joyful mysteries of the Rosary: the Annunciation, the Visitation, the Nativity of our Lord, the Presentation of the Child Jesus in the Temple, and the Finding of the Child Jesus in the Temple.</li> </ul> <p><b>Live</b> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Psalms are an ancient way of prayer that are still prayed every day.</li> <li>• How the O Antiphons are expressed in art from around the world (e.g., illuminated manuscripts, sung versions of the O Antiphons).</li> <li>• How the O Antiphons are used by Christians to reflect on the significance of Jesus and his coming at Christmas (e.g., The O Antiphons, by Ansgar Holmberg C.S.J.)</li> </ul>	
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<p>be transformed by offering their own lives in service to others, as part of their preparation during Advent. (RVE)</p>				
<p><b>Possible Community Links:</b></p> <p>Invite a local shepherd in to talk about the importance of knowing and caring for his sheep.</p> <p>Interview Fr. Kenny/Deacon Antony about their role in shepherding people in the faith. Also, the anointing with oil which David had from Samuel and Deacon and Priests have at their services.</p>	<p>Previous Learning Experiences:</p> <p>EYFS-The Annunciation/The Nativity/The Shepherds visit the manger</p> <p>Y1-The Annunciation/The Visitation/Birth of Jesus</p> <p>Y2-The Annunciation and Birth of Jesus and John the Baptist</p>	<p>Future Learning Experiences:</p> <p>Y6- Women of the old testament – ‘true protagonists of salvation history’</p>	<p><b>Cross curricular links:</b></p> <p>Music – Christmas music</p> <p>Geography – Coasts/Local fieldwork study</p>	<p><b>British Values:</b></p> <p>Mutual respect</p>



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	<p>Y3- Catholic Mass/The Annunciation to Joseph</p> <p>Y4-Elijah/the preaching of John The Baptist</p>			
<p><b>Year 5 Spring 1</b></p>	<p><b>Topic Title: Galilee to Jerusalem</b></p>			<p><b>Key Vocabulary</b></p>
<p><b>RED Expected Outcome:</b></p> <p><b>Understand:</b> By the end of this unit of study, pupils will be able to:</p> <p>Recognise that in the Beatitudes Jesus tells his followers important messages about what makes a life blessed.</p> <p>Compare Matthew and Luke’s description of the new law, or great commandment and make links between the new law a parable and Jesus’ summary of the law and lessons for Christian life today.</p> <p>Make simple links between the Beatitudes and the Ten Commandments.</p> <p>Describe accurately in sequence and detail what the disciples see at the Transfiguration, saying something about the importance of Moses and Elijah.</p> <p>Make links between the seven petitions (requests) of the Our Father and their meaning for Christians.</p>	<p><b>Hear</b> By the end of this unit of study, pupils will hear the following key texts:</p> <ul style="list-style-type: none"> <li>• The Beatitudes from the Sermon on the Mount (Matt 5:1-12)</li> <li>• Jesus summarises the law (the great commandment) (Matt 22:36-40, Lk 10:27)</li> <li>• A parable about living out Jesus’ law (e.g., The Good Samaritan (Lk 10:25-37)</li> <li>• The Transfiguration (Matt 17:1-13)</li> <li>• Our Father prayer (Matt 6:7-13)</li> </ul> <p><b>Believe</b> By the end of this unit of study, pupils will know that the Church teaches that:</p> <ul style="list-style-type: none"> <li>• The Beatitudes show the loving face of Christ.</li> <li>• The Beatitudes describe how faithful Christians should aim to live their lives</li> <li>• Christian hope and charity unfold from the Beatitudes as they show the path to a life in Christ.</li> </ul> <ul style="list-style-type: none"> <li>• The Our Father is the perfect prayer given to us by Jesus himself. It is composed of seven Petitions.</li> <li>• At the Transfiguration Jesus revealed his divine glory.</li> </ul> <p><b>Celebrate</b> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• A petition is a form of prayer.</li> <li>• The Our Father is the perfect prayer given to us by Jesus.</li> <li>• The theological virtues help Christians follow Jesus’ great commandment.</li> </ul> <p><b>Live</b> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• That the virtues of faith, hope and love help Christians to live out the Beatitudes.</li> <li>• Examples of some artists who have imagined the Transfiguration</li> </ul>			<p>Beatitude sermon petition Transfiguration Our Father virtue</p>



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Show understanding of how the virtue of either hope or charity (love) links with Jesus' teaching in the Beatitudes.

**Discern:**

By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:

Expressing a point of view about Jesus' great commandment as a rule for life.

Imagining how Peter, James, or John felt at the Transfiguration. Explain their thinking with reference to why this event is a mystery.

Exploring how they and others interpret artists' meanings, in response to paintings of the Transfiguration.

**Respond:**

During this unit of study, pupils will be invited to respond to their learning, for example by:

Reflecting on the mystery of the Transfiguration.

Reflecting on why Jesus invites us to call God 'Father'.

Reflecting on the meaning of what they have learned about Jesus' great commandment for their own lives.

Reflecting on how the communities they are part of could be transformed if everyone chose to love their neighbour as themselves. (RVE)



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<p><b>Possible Community Links:</b></p>	<p><b>Previous Learning Experiences:</b></p> <p>EYFS The visit of the Magi          Glory be is a special prayer          Jesus was born for everyone          Y1 -Jesus visits the temple          Y2- Jesus being baptised and miracles          Y3- Miracles and parables          Y4- Saint Peter and that Jesus is messiah</p>	<p><b>Future Learning Experiences:</b></p> <p>Y6- Expand on a variety of miracles. Sacraments are meetings points of God.</p>	<p><b>Cross curricular links:</b></p> <p>PSHE – A Journey in Love          PSHE – How we grow and change          Science - Materials</p>	<p><b>British Values:</b></p> <p>Mutual respect          Rule of Law</p>
<p>Year 5 Spring 2</p>	<p><u>Topic Title: Desert to Garden</u></p>			<p>Key Vocabulary</p>



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<p><b><u>RED Expected Outcome:</u></b></p> <p><b>Understand:</b> By the end of this unit of study, pupils will be able to:</p> <p>Explain what happens at the Ash Wednesday Mass and how Christians mark this day, using religious vocabulary to describe symbols and actions.</p> <p>Make links between the Ash Wednesday readings and Lent as a time when Christians reflect on their sins and listen to God’s call to return to him. Describe some ways Christians act to answer that call in Lent, including the importance of prayer.</p> <p>Describe how Catholics define sin, making links with the Ten Commandments and Jesus’ great commandment as guides for a good life.</p> <p>Use specialist vocabulary to describe the term ‘conscience’. (RVE)</p> <p>Simply describe Catholic beliefs in the last things, death, judgement, heaven, and hell.</p> <p>Recognise that the words of St Paul (1 Corinthians 15:1-8, 20-25, 54-57) describe the Christian belief that through the Resurrection of Jesus, people can follow his path to heaven.</p> <p>Know that the Rosary is a prayerful reflection on the life of Christ and explain what the sorrowful mysteries remember.</p> <p><b>Discern:</b> By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p>	<p><b><u>Hear</u></b> By the end of this unit of study, pupils will hear the following key texts:</p> <ul style="list-style-type: none"> <li>• A selection of Ash Wednesday readings e.g., Joel 2:12-18, Psalm 50:3-6, 12-14, 17, 2 Cor 5:20-6, Matt 6:1-6, 16-18</li> <li>• Temptation in the Wilderness (Matt 4:1-11)</li> <li>• The Resurrection of the Dead Paul (1 Corinthians 15:1-8, 20-25, 54-57)</li> </ul> <p><b><u>Believe</u></b> By the end of this unit of study, pupils will know that the Church teaches that:</p> <ul style="list-style-type: none"> <li>• Ash Wednesday marks the beginning of the season of Lent and is the first of the forty days of Lent leading up to Easter. The forty days refer to the time Jesus spent in the desert during which he was tempted.</li> <li>• A sin is a word, deed, or intention by which a person deliberately chooses to turn away from God.</li> <li>• Sin separates people from love and from good. All sins are damaging but some are so deadly they break our friendship with God.</li> <li>• Conscience is an ‘inner voice’ that guides the choices people make. God speaks to people through their conscience.</li> <li>• The Last Things are death, judgement, heaven, purgatory, and hell.</li> <li>• Prayer is turning the heart towards God</li> </ul> <p><b><u>Celebrate</u></b> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• What the ashes on Ash Wednesday symbolise.</li> <li>• A simple examen and/or act of contrition.</li> <li>• The Sorrowful Mysteries of the Rosary.</li> </ul> <p><b><u>Live</u></b> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Prayer is a way of sharing with God everything that is in a person’s heart, what makes them happy and what is troubling them.</li> <li>• What Christians express by prayer postures e.g., kneeling, standing, sitting, joined hands</li> </ul>	<p>Ash Wednesday Lent sin deadly sin fasting prayer conscience death judgement heaven hell</p>
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<p>Discussing if all points of view are equally valid when thinking about conscience. For example, is it ever okay to be cruel or unkind to another person?</p> <p>Thinking about the temptations Jesus faces in the wilderness, ask 'what if' questions about the times they have faced temptations in their own lives.</p> <p><b>Respond:</b> During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>Considering how examining their conscience could help them recognise when they have acted to hurt themselves or others and how they could change. (RVE)</p> <p>Reflecting on the meaning of what they have learned for their own lives. (RVE)</p>				
<p><b>Possible Community Links:</b></p>	<p><b>Previous Learning Experiences:</b></p> <p><b>EYFS:</b> Lent is a time to care for others. Jesus died on a cross. It is a sad time. Jesus was given new life by God his Father. Jesus rose and everyone celebrates. Love God and love</p>	<p><b>Future Learning Experiences:</b></p> <p><b>Y6-Symbolism</b> within St John's account</p>	<p><b>Cross curricular links:</b></p> <p>Music – Sacred music</p> <p>D&amp;T: Making pizzas (Healthy eating)</p>	<p><b>British Values:</b></p> <p>Mutual respect</p>



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	<p>everyone (great commandment).          Caring for others          New life  <b>Y1 –</b>          Temptation,The Last Supper,The Easter story  <b>Y2-</b>          Reconciliation/forgiveness easter vigil mass  <b>Y3-</b> Eucharist at the Last Supper  <b>Y4-</b> Jesus as the servant-Messiah.</p>				
<p>Year 5 Summer 1</p>	<p><u>Topic Title: To the Ends of the Earth</u></p>				<p>Key Vocabulary</p>



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<p><b><u>RED Expected Outcome:</u></b></p> <p><b>Understand:</b> By the end of this unit of study, pupils will be able to:</p> <p>Identify that scripture speaks of the outpouring of gifts of the Holy Spirit on the Messiah in the Old Testament and the gospels. Make links with the Sacrament of Confirmation.</p> <p>Use specialist religious vocabulary to show knowledge and understanding of the religious actions and signs involved in the celebration of confirmation.</p> <p>Describe the gifts of the Holy Spirit and describe some ways they help Christians be good disciples, making simple links with some of the fruits of the Spirit.</p> <p>Using the lives of Mary and another saint as examples, explain what the term 'discipleship' means.</p> <p>Describe the names and signs under which the Holy Spirit appears and explain some simple links with scripture and the Sacrament of Confirmation.</p> <p>Know that the Rosary is a prayerful reflection on the life of Christ and explain what the glorious mysteries remember.</p> <p><b>Discern:</b> By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p>	<p><b><u>Hear</u></b> By the end of this unit of study, pupils will hear the following key texts:</p> <ul style="list-style-type: none"> <li>• Scriptural echoes of the Sacrament of Confirmation (Is 11:2, 61:1, Lk 4:16, Mt 3:13-17)</li> <li>• Pentecost (Acts 2:1-8, 14-18)</li> <li>• The gifts of the Spirit Paul (1 Cor 12:4-11)</li> <li>• Baptism in the Spirit (Acts 8:14-16)</li> </ul> <p><b><u>Believe</u></b> By the end of this unit of study, pupils will know that the Church teaches that:</p> <ul style="list-style-type: none"> <li>• 'Without the Holy Spirit, we cannot understand Jesus'. (YC 114)</li> <li>• The Sacrament of Confirmation completes baptismal grace, enriches those receiving the sacrament with the strength of the Holy Spirit who helps them be true witnesses of Christ in word and deed.</li> <li>• The effects of confirmation are an increase in the gifts of the Holy Spirit, a closer bond with Jesus and the Church and a desire to spread the Gospel. These are experienced as the gifts and fruits of the Holy Spirit.</li> <li>• Mary is an example of discipleship.</li> <li>• The Holy Spirit appears under different names and signs through Scripture.</li> </ul> <p><b><u>Celebrate</u></b> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• The actions, signs, prayers, and symbols of the Catholic rite of Confirmation.</li> <li>• The Rosary is a prayerful reflection on the life of Christ and the glorious mysteries remember what followed the Resurrection.</li> <li>• 'Come Holy Spirit, fill the hearts of your faithful' prayer.</li> </ul> <p><b><u>Live</u></b> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Some examples of artistic symbolic representation of the Holy Spirit.</li> <li>• An example of a saint whose life was transformed by encountering Jesus and who went on to transform the lives of others.</li> </ul>	<p>confirmation discipleship Holy Spirit anoint chrism Bishop baptismal grace</p>
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<p>Saying what they wonder about the Holy Spirit in the life of Jesus and mystery of the Holy Trinity.</p> <p>Expressing and explaining a preference for an artistic representation of the Holy Spirit, listening to different points of view and giving reasons for their answers.</p> <p>Consider the claim ‘the Sacrament of Confirmation helps a Christian grow in virtue’, expressing a point of view about this statement.</p> <p><b>Respond:</b> During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>Reflecting on the links between the words chrism and Christian and discuss what it means for Christians to be anointed for Christ today.</p> <p>Reflecting on how they can use their gifts to make a better world. (RVE)</p> <p>Considering the gifts and virtues Christians need to be disciples today.</p>				
<p><b>Possible Community Links:</b></p>	<p><b>Previous Learning Experiences:</b></p> <p>EYFS- The Story of Pentecost</p> <p>Y1- The road to Emmaus/The Ascension/Pentecost</p>	<p><b>Future Learning Experiences:</b></p> <p>Y6- Appearance to Mary Magdalane/Appearance to the disciples/The Resurrection</p>	<p><b>Cross curricular links:</b></p> <p>Science – Animals including humans</p>	<p><b>British Values:</b></p> <p>Mutual respect</p>



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	Y2- Pentecost/The conversion of Saul/The fruits of the Holy Spirit  Y3- Road to Emmaus/Paul's letter to the Corinthians/The Holy Trinity  Y4- The Apostle's creed/Communion of Saints			
Year 5 Summer 2	<u>Topic Title: Dialogue and Encounter</u>			Key Vocabulary



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<p><b>RED Expected Outcome:</b></p> <p><b>Understand:</b> By the end of this unit of study, pupils will be able to:</p> <p>Explain that the Bible came together over a period of more than a thousand years and contains sacred texts from Judaism, the four Gospels, and other early writings of the Church.</p> <p>Know that the Church teaches that Sacred Scripture is the inspired Word of God and the Church helps Catholics read and understand the Bible.</p> <p>Know that the Bible is translated from different languages into many languages. (RVE)</p> <p>Recognise that the Tanakh uses different names for God that reveal aspects of his nature. (RVE)</p> <p>Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer.</p> <p><b>Discern:</b> By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>Asking ‘How can Sacred Scripture be “truth” if not everything in it is right?’ (YOUCAT 15) and discussing how to read the Bible prayerfully and how the Church helps us understand Scripture.</p> <p>Exploring the place of Sacred Scripture in Jewish life today. (RVE)</p>	<p><b>Dialogue</b> By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> <li>• The many different writers of the Bible were inspired by the Holy Spirit.</li> <li>• What Christians call the Old Testament originates in Hebrew scriptures.</li> <li>• The Old Testament is important for Christians because it speaks of God’s covenant with Abraham and is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity.</li> </ul> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• The Bible was originally written in Hebrew, Aramaic, and Greek which were the languages of the writers.</li> <li>• God’s covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity.</li> </ul> <p><b>Encounter</b> By the end of this unit of study, pupils will have encountered the following:</p> <ul style="list-style-type: none"> <li>• That the Tanakh (or Hebrew Bible) uses different names for God, to express different aspects of His nature (see e.g., <a href="https://bje.org.au/knowledge-centre/Jewish-prayer/names-for-god/">https://bje.org.au/knowledge-centre/Jewish-prayer/names-for-god/</a>).</li> <li>• That the Shema prayer is the basic creed of Judaism. It encapsulates the intrinsic unity of the world and its Creator.</li> <li>• Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer (‘Hear Oh Israel – the Lord our God, the Lord is One’).</li> <li>• A mezuzah as it contains the Shema prayer and on the box is the letter ‘Shin’ or sometimes the whole word ‘Shaddai’ meaning mighty, (i.e., God is strong/almighty/powerful) on the mezuzah case</li> </ul>	<p>Old Testament New Testament Bible Tanakh Shema Mezuzah</p>
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<p>Exploring the place of Sacred Scripture in Jewish life today. (RVE)</p> <p><b>Respond:</b> During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>Reflecting on the books that matter to them in their lives. (RVE)</p> <p>Talking to others about their sacred texts and why they matter. (RVE)</p> <p>Thinking and talking about ways of showing respect for sacred texts. (RVE)</p>				
<p><b>Possible Community Links:</b></p>	<p><b>Previous Learning Experiences:</b></p> <p>EYFS- A simple life of St Peter and St Paul/local faith community – music, food, clothing</p> <p>Y1- Christianity/Judaism – The Torah</p>	<p><b>Future Learning Experiences:</b></p> <p>Y6- Worldview/ Dharmic beliefs, practices, and way of life</p>	<p><b>Cross curricular links:</b></p> <p>D&amp;T - Fashionista Zandra Rhodes</p> <p>Geography - Climate zones</p>	<p><b>British Values:</b></p> <p>Tolerance</p> <p>Mutual respect</p>



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	<p>Y2- The Good Samaritan/Judaism - Shabbat</p> <p>Y3- Exodus/ The Jewish festival of Passover/Islam – artistic expression of beliefs</p> <p>Y4- St Paul/five pillars of Islam</p>			
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