

R.E. - SEAL Links - Years 5 and 6

New Beginnings

Activity 1: Creation (Judaism)

Objectives

- To know that Christianity and Judaism share the same creation story, and to know that remembrance of creation is one of the themes of Shabbat in Judaism

Identify and suggest meaning for religious symbols - for example, candles at Shabbat.

Explore what happens at the Shabbat meal and why.

Activity 2: Creation (Islam)

Objectives

- To know that Muslims believe that Allah created humanity to worship him;
- To know that the creation story is based on passages from the Qur'an and the sayings of Prophet Muhammad

If possible, watch the video programme on the Muslim creation story (*Quest Creation Stories* video C4, programme 3). What rules would you make to help people live in peace and harmony?

Getting on and Falling Out

Objectives: (Islam)

- To reflect on and consider religious and spiritual feelings such as obedience, sacrifice and self-control

Read or tell the story of Mohammed and the bad-tempered woman. Discuss the self-control needed for both fasting and keeping one's temper. What things in the children's lives require self-control? How difficult do they find exercising self-control? What things help them? Why is fasting important for Muslims?

Going for Goals

RE provides the opportunity to study the lives of famous people who overcame great odds, such as *Guru Nanak, Buddha, Mohammed, Moses and David.*

Relationships

The Easter story - betrayal, loss, humiliation (through the crown of thorns and the jeer 'This is the King of the Jews') and forgiveness.

Changes

See exemplar lesson plan, in which children consider how different religions mark important changes in the lives of children and adults.

Seal objectives:

- To understand feelings associated with changes in our lives
- To understand the importance of changes in people's lives

RE objectives (linked to the non-statutory national framework)

AT1:

- To describe the variety of practices and ways of life in religion and understand how these stem from and are closely connected to beliefs and teachings
- To use specialist vocabulary in communicating their knowledge and understanding

AT2:

- To respond to challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways
- To reflect on what it means to belong to a faith, community, communicating their own and other responses

Lesson 1: Investigating change in religion

Invite the children to bring in pictures of themselves as babies. Display these and ask the children to work out who is who.

Part 1. In small groups ask the children to discuss changes in their lives since being born. Draw up a chart of key events (e.g. starting school, moving house, new brothers/sisters, etc.)

Part 2. Use photographs and/or CD-ROM to recap on special moments in religion they have previously covered, for example, birth ceremonies. Where appropriate, enable children from a faith background to talk about the importance of birth ceremonies within their religious tradition. Introduce the idea of change in religion in terms of transition from childhood to adulthood. Options could include confirmation within Christianity, bar and bat mitzvah in Judaism and the khalsa ceremony in Sikhism. Show the children artefacts associated with the ceremony and ask them to reflect on their significance. Encourage them to use specialist vocabulary, for example, communion, torah, guru, granth sahib, accurately.

Part 3. Ask the children to reflect on what they consider to be important differences between being a child and an adult.

Lesson 2: Focused tasks

Children in pairs/groups research one ceremony in religion which signifies change, making appropriate use of ICT. Key questions could include:
What happens at this special event?
What special words are said?
Why is the event important in the religion?
How does the event demonstrate change from childhood to adulthood?

Lesson 3: Conclusion

Children present their findings using a range of media - photographs, storyboard, use of ICT.