



Subject- Religious Education



Threshold Concepts and Milestones

Threshold Concept	Year 5	Content
<p>Understand beliefs and teachings This concept involves understanding the key teachings of various religions.</p>	<ul style="list-style-type: none"> • Identify teachings and beliefs that are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities. 	<p>COMMUNITY: Compare some of practices and beliefs of the Jewish and Hindu faiths and compare these to what happens in their own lives</p> <p>IMPORTANT PEOPLE: Comparing the role of God in different religions and cultures creation stories</p>
<p>Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions.</p>	<ul style="list-style-type: none"> • Explain the practices and lifestyles involved in belonging to a faith community. 	<p>SACRED PLACES: How do religious buildings fit into the life of the community - look at how the place of worship influences the local community around them by studying series of photographs to show related buildings eg cemeteries/schools etc. and seeking evidence in the local community. How religions influence local areas eg road names/building names etc.</p> <p>COMMUNITY - Understand some of the practices and beliefs in Judaism and Hinduism, compare to your own lifestyle</p>
<p>Understand how beliefs are conveyed This concept involves understanding how books,</p>	<ul style="list-style-type: none"> • Identify some of the different ways that individuals show their beliefs. 	<p>SACRED PLACES: How do some people use their sacred places to show their beliefs?</p>

<p>scriptures, readings and other important means of communication are used to convey beliefs.</p>		
<p>Reflect This concept involves an appreciation of how religion plays an important role in the lives of some people.</p>	<ul style="list-style-type: none"> • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to questions. • Think about why their own answers to questions may differ from those of others. 	<p>SACRED PLACES: How are they important in some people's lives? Talk about how religion influences lives using prior knowledge and personal experience. Examine similarity and difference.</p> <p>COMMUNITY : Relate experiences in their own lives to that of children who practice a different religion</p>
<p>Understand values This concept involves an appreciation of how many people place values as an important aspect of their lives.</p>	<ul style="list-style-type: none"> • Begin to explain why different religious communities or individuals may have differing views. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values. 	<p>SACRED PLACES: How do religions use their buildings/sacred places to support their community? Why do they do this? How do the different religions influence their community?</p> <p>IMPORTANT PEOPLE: Comparing the role of God in different religions and cultures creation stories</p>

PRESENTATIONS:

SACRED PLACES: Make a PowerPoint guide (using voiceover) to the local community and the services provided by each religion represented

COMMUNITY:

IMPORTANT PEOPLE: Chart of some sort comparing the role of God in different creation stories - maybe each group could look at a different creation story

COMMUNITY: Six group decided presentations on different aspects of the lives of Jews and Hindus

ACTIVITIES:

1. **SACRED PLACES:** Religions around us

RESOURCE: See photo sheet in resource bank

This activity enables you to assess the prior knowledge that your pupils have about religious buildings and religious activity in general and in the area that they live.

Ask the pupils to:

- Identify as many examples of religious buildings as they can, including places of worship, but also other related buildings (cemetery, vicarage...)
- Categorise the buildings into different religions

Show children the photographs provided to introduce the evidence of religion around us. Explain that all these photos were taken in Leicester. Ask the children to work in groups of four. Give each group two contrasting pictures, each one stuck in the middle of a large piece of paper.

Ask each group to:

- Write what they can work out from the photo in black (which religion this is, where they think this might be found, what is it, why is it there)
- Write what they need to know about the photo in red (Who was St John? Why is Christ being called a king? Why are Muslims raising money? What is Mahatma Gandhi House? Why does the Catholic church have a school?)
- **VISIT:** Investigate the local area to find further ways that a religion influences the community around its place of worship.

Look at the picture as a whole class. What difference does the religion make in this place? How do you know?

COMMUNITY:

How does the Hindu and Jewish way of life and community compare with similar aspects of our own life?

Recap what they know about the lives of different religious groups within their community.

What happens in our community of Hyson Green and Forest Fields? What religious groups do we know about and how? How do we identify each group? How do each group help their communities?

Split the children into 6 groups. Using iPads, the children need to research the following six areas and prepare a presentation on each area and compare how this is different to the other members of their groups. Children to choose their own methods of presentation but must produce a 5 min presentation for the rest of class with pictorial aids of some sort.

Hinduism

1. Pilgrimage in Hinduism

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-pilgrimage-hinduism/z4ghf4j>

2. Life as young Hindus

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-meeting-two-british-hindus/zkghf4j>

3. Celebrating Raksha Bandan

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-celebrating-raksha-bandan/zjkygwx>

Judaism

1. Visiting Jerusalem

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-visiting-jerusalem/z76d7nb>

2. Life as a Jewish child

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-life-as-a-young-jewish-boy/zkqc8xs>

3. Bar Mitzvah

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-preparing-for-bat-mitzvah/zvgpy9q>

A general discussion at the end about how these religious lives compare to their own lives and religion

IMPORTANT PEOPLE:

Up to now, children have learnt about important people in each religion. Now the pupils are going to look at the role of God across all religions in terms of the different stories of creation. - What was God's role? What it tells us about God in each religion and how the creation stories are similar and different.

<https://www.youtube.com/watch?v=ARyWE8e50yM>

This video explores some of the similarities and differences between different religions views on how the world was created and when. It also includes the scientific point of view and how many religious leaders hold onto a part of faith and a part of science when explaining creation.

Watch the video on how different religions portray the creation story. Discuss how the different stories are different and how they are similar e.g. at the start was God or nothing, what God's role was in each creation story. Also explore how these religious views fit and do not fit with the scientific view of how the world was created.

Activity - Look at some different creation from different religions (may want to include the Aboriginal Dreamtime too?)

Look for similarities and differences in the different stories and produce a chart showing the differences.

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