

HRSE – CT1

We all have characteristics that can make us similar or different from each other. These characteristics are protected under the Equality Act 2010.

HRSE - CT2

In the past, people have faced persecution and discrimination because of who they are and what they believe; we must work together to ensure this does not happen in the future.

Religious Education

God called to many people in the Old Testament and changed their lives. He calls to us to carry out His good work.

HRSE – CT3

We are protected by our human rights and by British Law. We have the freedom to make our own decisions and must reflect on how to resist pressure from others.

PSHE

We all experience success and failure in our lives and relationships. It is important to learn strategies for dealing with this when it occurs.

Prayer and Liturgy

There are similarities and differences between Christianity and Judaism. Jesus was a Jew and many of our beliefs are similar.

Outcomes

AT1 – Abraham is a key figure in the Old Testament and the founder of Judaism. How did his faith influence his actions? What can you learn from this? How does it affect your choices?

AT2/3 – How can we say God loves us amidst human suffering such as the Holocaust?

AT3 – Look at the painting of The March of Abraham. What beliefs do you think the artist was trying to show? How does it make you feel?

AT3 – Are all religions the same? Use various sources to support your answers.

Y5:1

HOW CAN I SERVE
MY FAMILY?

**Global
Family**

Vocabulary

CALL – A beckoning / summoning / invitation.

OLD TESTAMENT – The first major part of the bible covering events before the birth of Jesus.

JEW – A member or descendent of the Jewish people.

ANTI-SEMITISM – Hostility, prejudice, and discrimination against Jews.

LAW – Binding rules or regulations.

SUCCESS – The achievement of one's aim or goal.

FAILURE – Condition of not meeting a desirable or intended objective.

PERSECUTION – The act of harassing another being.

JUDAISM – An Abrahamic religion tracing its origin to the Hebrew people.

HRSE – Core Theme 2

HRSE – CT2 Key Knowledge 1

To be aware of different types of relationships including those between acquaintances, friends, relatives and family. (C)

HRSE – CT2 Key Knowledge 2

To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language) how to respond and ask for help. (C)

HRSE – CT2 Key Knowledge 3

To value the diversity of national, regional, religious and ethnic identities in the United Kingdom and beyond. (C)

HRSE – CT2 Key Knowledge 4

That they are part of many local, national and international communities. (F)

HRSE – CT2 Key Knowledge 5

That being part of a community means understanding the rights and responsibilities in that group and that rules and laws are made to protect. Different rules are needed for situations and being in a group means taking part in making and changing rules. (C)

HRSE – CT2 Key Knowledge 6

About relationships in families, for example, that relationships in all families should be respectful and they should respect other families and look for what is shared in common rather than emphasise difference. (C)

Learning From the Past, Changing the Future

Learning Step 1

Understand how discrimination occurs and talk about the persecution of Jews during WWII.

Learning Step 2

Know how to ask for help / respond if they are the victim / witness of discrimination, teasing, bullying and aggressive behaviour.

Learning Step 3

Recognise the struggle of black people to gain equality.

Learning Step 4

Know about the actions and legacy of Rosa Parks.

Learning Step 5

Know about the work of The Church to bring equality, on a global level.



Galatians 3:28

'There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus.'

Religious Education

God Calls to Us

RE Key Knowledge 1

God's call to people in the Old Testament. (C)

RE Key Knowledge 2

Ways in which care for others is important for the Jewish faith and others. (C)



The March of Abraham by Jozsef Molnar

Genesis 12:1-2

'Now the Lord said to Abram, "Go from your country and your kindred and your father's house to the land that I will show you.'

Learning Step 1

Know about God's call to Moses (Exodus 6:2-13).

Learning Step 2

Know about God's call to Solomon (Ecclesiastes 12:13).

Learning Step 3

Know about God's call to Esther (Esther 12:30).

Learning Step 4

Know about God's call to Abraham (Genesis 12:1-10).

Learning Step 5

Consider the way in which God calls to them and how they respond to the call.

Learning Step 6

Know the principles of Judaism and what is important to Jews.

Key Text:

God's Covenant with Abraham

HRSE – CT3 Key Knowledge 1

That all people have worth and dignity as creations of God. All lives have purpose and we are all created equal. (C)

HRSE – CT3 Key Knowledge 2

When, how and who to ask for help, how to resist pressure to do something dangerous, unhealthy, that makes them feel uncomfortable, anxious or that they believe to be wrong. (P)

HRSE – CT3 Key Knowledge 3

That relationships involve choice and choices can have positive, neutral and negative consequences and to begin to understand the concept of a balanced lifestyle. (C)

HRSE – CT3 Key Knowledge 4

To know that some rights are universal, these are human rights. (F)

HRSE – CT3 Key Knowledge 5

Christians believe that they should work for justice for all people because everyone has equal worth in the eyes of God. (C)

HRSE – CT3 Key Knowledge 6

How British law plays a role in protecting human rights. (F)

Romans 13:1

'Let every person be subject to the governing authorities. For there is no authority except from God, and those that exist have been instituted by God.'

HRSE – Core Theme 3



Protecting the Global Family

Learning Step 1

Recognise prayer as an opportunity to reflect and deepen their relationship with God.

Learning Step 2

Know that we all have choices in our friendships and are free to make our own decisions.

Learning Step 3

Know what peer pressure is and how to resist pressure.

Learning Step 4

Know that we have the Human Right to be free from slavery or forced labour and understand that British Law protects this right.

Learning Step 5

Describe their feelings and emotions in relation to equality.

PSHE Key Knowledge 1

H25. About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes / dislikes. (C)

PSHE Key Knowledge 2

R13. The importance of seeking support if feeling lonely or excluded. (C)

PSHE Key Knowledge 3

R21. About discrimination: what it means and how to challenge it. (C)

PSHE Key Knowledge 4

R31. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and / or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. (C)

PSHE Key Knowledge 5

R32. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background. (C)

PSHE Key Knowledge 6

L6. About the different groups that make up their community; what living in a community means. (C)

PSHE Key Knowledge 7

L10. About prejudice; how to recognise behaviours / actions which discriminate against others; ways of responding to it if witnessed or experienced. (C)

PSHE Families and Feelings



Learning Step 1

Know how to manage failure and seek support through healthy relationships.

Learning Step 2

Recognise the importance of self-respect and understand that they should expect to be treated politely and with respect in all contexts.

Learning Step 3

Know strategies to improve and support positive relationships.

Philippians 4:13

'I can do all things through him who strengthens me'

Prayer & Liturgy

P&L Key Knowledge 1

Respect for celebrations of the Jewish faith and other religions and appreciation that prayer has a place for their followers. (C)

P&L Key Knowledge 2

Respect for the writings and holy people of the Jewish faith and other religions. (C)

Learning Step 1

Understand the similarities and differences between Catholicism and the Jewish faith (including places of worship, practices / prayer, life after death / means of salvation, beliefs, celebrations, writings).



Judaism

Exodus 19:5-6

“Now therefore, if you will indeed obey my voice and keep my covenant, you shall be my treasured possession among all peoples, for the earth is mine; and you shall be to me a kingdom of priests and a holy nation.” These are the words that you shall speak to the people of Israel.’

Stunning Start:

Enrichment:

Resources:

Celebration:

Planning Ideas: