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| **Pentecost term 2**  **Encounter and Dialogue**  **Year 5** | | | | | |
| **Age 10 Learning outcomes:**  **Understand**  **U5.6.1 – 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.**  **U5.6.2- Know that the Church teaches that Sacred Scripture is the inspired Word of God and the Church helps Catholics read and understand the Bible.**  **U5.6.3. Know that the Bible is translated from different languages into many languages. (RVE)**  **U5.6.4. Recognise that the Tanakh uses different names for God that reveal aspects of his nature. (RVE)**  **U5.6.5. Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer.**  **Discern**  **D5.6.1. 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.**  **D5.6.2. Exploring the place of Sacred Scripture in Jewish life today. (RVE)**  **D5.6.3. Discussing why the whole Bible is important for Christians, not just the New Testament. (RVE)**  **Respond**  **R5.6.1. Reflecting on the books that matter to them in their lives. (RVE)**  **R5.6.2. Talking to others about their sacred texts and why they matter. (RVE)**  **R5.6.3. Thinking and talking about ways of showing respect for sacred texts. (RVE)** | | | | | |
|  | Lesson 1  **UNDERSTAND** | Lesson 2  **UNDERSTAND/RESPOND** | Lesson 3  **DISCERN** | Lesson 4  **DISCERN (JUDAISM)** | Lesson 5  **UNDERSTAND (JUDAISM)** |
| **Learning Focus** | **U5.6.1 – 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.**  **U5.6.3. Know that the Bible is translated from different languages into many languages. (RVE)** | **U5.6.2- Know that the Church teaches that Sacred Scripture is the inspired Word of God and the Church helps Catholics read and understand the Bible.**  **R5.6.1. Reflecting on the books that matter to them in their lives. (RVE)** | **D5.6.1. 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.** | **D5.6.2. Exploring the place of Sacred Scripture in Jewish life today. (RVE)**  **R5.6.3. Thinking and talking about ways of showing respect for sacred texts. (RVE)** | **U5.6.4. Recognise that the Tanakh uses different names for God that reveal aspects of his nature. (RVE)** |
| **Recall and Retrieval** | What is a covenant?  What covenants did God make throughout history? | Why was David and Moses significant in the Old Testament and for Christians?  Which other faith is the Old Testament important for and why? | Describe the Sacrament of Confirmation, signs, symbols, and the gifts of the Holy Spirit. | How do the Ten Commandments and Jesus’ teaching help humans live good and happy lives. | What does ‘sin’ and ‘conscience’ mean? |
| **Sequence of knowledge throughout the lesson.** | * + - * The Bible was originally written in Hebrew, Aramaic and Greek which were the languages of the writers.       * To know that what Christians call the Old Testament originates in Hebrew Scriptures.       * To know that 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 | * + - * To know that many different writers of the Bible were inspired by the Holy Spirit.       * To know that the Church teaches that Sacred Scripture is the inspired word of God and the Church helps Catholics read and understand the Bible. | * To explore how the Bible is truth even if not all parts are scientifically or historically accurate. * To learn how to read the Bible prayerfully. * To understand how the Church helps us interpret and understand Scripture. | * To know that the Torah is Sacred Scripture in Judaism * To know how people show respect for sacred texts. * To know how sacred texts are central to many faiths. | * To know that Tanakh is the Jewish name for the Hebrew Scripture * To know that God is called different names in the Tanakh. * To know that each name tells us something about God’s Nature. |

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| **Key Skills/disciplinary knowledge** | **U5.6.1 – 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.**  **U5.6.3. Know that the Bible is translated from different languages into many languages. (RVE)** | | **U5.6.2- Know that the Church teaches that Sacred Scripture is the inspired Word of God and the Church helps Catholics read and understand the Bible.** | **D5.6.1. 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.** |  | **U5.6.4. Recognise that the Tanakh uses different names for God that reveal aspects of his nature. (RVE)** |
| **Main teaching activity** | 1. 1. ‘Guess the Book’ Show different styles of Bibles (children’s, family, ancient-looking, scroll-style) or images on screen. Ask: *What do you think these books have in common?* Lead to: They are all Bibles – and the Bible is really a library of books written by different people in different times. 2. 2. Watch  [The Origin of the Bible (KS2 Video)](https://www.bing.com/videos/riverview/relatedvideo?FORM=VIRE&adlt=strict&mcid=639A6964A4AB46A4866311F030FDC4C9&mid=42629DB7D7A481BA54B942629DB7D7A481BA54B9&q=the+origin+of+the+bible+ks2&safesearch=strict) Whilst watching, ask the pupils to find the answers to these questions: 3. a) How many years was the Bible formed over? 4. b) What is the Bible made up of? 5. c)What language was the Bible written in originally? 6. d) How many books are in the Catholic Bible? How many in the Old Testament and how many in the New Testament?   **3.** Introduce the Old Testament as a collection of ancient scriptures significant to both Jews and Christians. Refer back to the retrieval – why is Abraham important? Re-read Genesis 12:1–3 and ask the pupils to find the promises made to Abraham.   * *To make him into a great nation.* * *To bless him.* * *To make his name great.* * *To bless those who bless him and curse those who curse him.* * *That all peoples on earth will be blessed through him.*   *This story is important because: The Old Testament contains foundational stories for both Judaism and Christianity.*  *God's covenant with Abraham is a central theme, emphasising faith, obedience, and blessings for all nations.*  *Understanding this covenant helps us see the continuity between the Old and New Testaments.*  4. Create a ‘Bible: Did you know?’ Poster that includes the key information taught this lesson (outlined in the resources) | | 1. What books are important to you? Teacher to share one that has inspired them e.g. Matilda because  *Matilda*, because it shows the power of imagination, learning, and standing up for what’s right, even when it’s hard.  Invite children to discuss and share a book that means something to them — it could be a favourite story, a book from home, or one that made them feel brave, happy, or understood.  *Just like we all have special books that inspire us, Christians (and Jews) believe the Bible is the most important book of all — full of many little books, written by different people but inspired by God.*  2. Write on the board: *“Love one another as I have loved you.”* Ask:   * Who said this? * Where do we find it? * Why do we still read it today?   Lead to: These are Jesus' words, found in the Bible, which Catholics believe is the Word of God – inspired and still speaking to us today.  2. The Church teaches that the Bible is not just any book – it’s the inspired Word of God. Read this child-friendly version of *Dei Verbum* 11:  The books of Scripture teach us truth. They were written by human authors who were inspired by God, and so we believe God is the true author. Q: What do you think helped them to write about their experiences? *The Holy Spirit. Why?*  Explain that the Church helps Catholics understand the Bible through:   * Homilies at Mass * Teaching from bishops and priests * RE lessons * Catholic parents and teachers * Bible groups and children's liturgy   3. Give pupils cards or a printed worksheet with roles and how they help explain Scripture. Pupils match them up (see resources)  Pupils then record these in their books, extending with the challenge where appropriate.  Reflection:  Pupils choose a short scripture quote (e.g., “Do not be afraid, for I am with you” – Isaiah 41:10) and write or draw:   * What they think it means * How the Church helps us understand and live it * Who they would go to if they didn’t understand the Bible | * 1. Show images or statements and ask pupils: *Is this a fact, opinion, or truth?* (e.g. “Water freezes at 0°C” vs. “Love is powerful”)   2. Discussion Prompt:   *Can something be true even if it’s not a scientific fact?*   * 1. *The Bible is true because God is the author — but not all parts are meant to be read literally, like a science textbook. The Church helps us understand what God is saying through the Bible.*   2. Briefly explain how different parts of the Bible (poetry, history, parables) are meant to be read differently.   3. Prayerful reading:   Read the Bible prayerfully through Lectio Divina:  Use Luke 24:13–35 – pupils read a short passage and use a simplified Lectio Divina guide. Ask: *What do you think God is telling us?*   * 1. Who helps us understand Scripture? * The Pope and bishops * Priests and RE teachers * Catechists   Reflective questions/Exit ticket  What did you learn about truth in the Bible today?  How can you use the Bible to pray this week? | 1. What does it mean to be Jewish? Watch: [Discovering Sacred Texts: Judaism](https://www.youtube.com/watch?v=39MQJuX9A9g&t=45s) 2. Ask: *What do we mean by “sacred” or “holy”?*   Display and briefly compare: the Bible (Christianity), Torah (Judaism), and Qur’an (Islam).   1. Watch: [KS2 Religious Studies: The Torah - BBC Teach](https://www.bbc.co.uk/teach/class-clips-video/articles/zhs2t39) selection the key information:  * *The Torah contains the first five books of the Bible (Genesis to Deuteronomy).* * *It is handwritten on parchment by trained scribes (soferim).* * *It is kept in a special place in the synagogue called the Ark and read using a yad (pointer).* * *It is dressed in beautiful covers and never touched directly.*   Independent task 1: Create a venn diagram comparing the Bible and the Torah  e.g.  Christians:  Read in Church/Mass  Often printed/held/annotated  Both:  Sacred text  God’s word  Judaism:  Kept in an Ark  Never touched by hand  Independent task 2: pupils respond to these questions:  What have you learned about how Jewish people show respect for the Torah?  Why is it important to treat sacred texts with care?  How do you treat the Bible at school or at home? | 1. Do you have a nickname or other name people use?   Do you call your parents different things (Mum, Mummy, etc.)   1. Names can show closeness, respect, or describe someone’s role. People in the Bible use different names for God too! 2. The Tanakh is the Jewish name for the Hebrew Scriptures. It contains many names for God that reveal who He is – *share the table on the PP and resources.* 3. *Group Task:*   After having a chance to study the names, try a pairs activity taking it in turns to match the name to the meaning and description.   1. *Independent task:*   *Create a poster containing:*  *-*The name in Hebrew or transliteration  -What it means  -A picture or symbol that shows that part of God's nature  *Then respond to these questions:*  *-Why do Jewish people use different names for God?*  *-What do the names tell us about God’s nature?*  Reflection:  -Which name helped you learn something new about God?  -Why might people choose not to speak God’s name aloud?  -How do the names of God help people feel closer to Him? |
| **Key Vocabulary** | Old Testament - The Old Testament is the first part of the Bible. It tells the story of God’s relationship with His people before Jesus was born. It includes books like Genesis, Psalms, and the stories of Moses, David, and the prophets.  Sacred Texts - Sacred texts are special books that people of different religions believe come from God or help them to live good lives. They are treated with great care and respect because they are holy. | | Sacred scripture - Sacred Scripture is another name for the Bible. It is a holy book that tells us about God’s love, His promises, and how He wants us to live. Christians believe it is God’s Word written by people who were inspired by Him.  Holy Spirit – The Holy Spirit is God’s invisible presence with us. The Holy Spirit helps us to make good choices, gives us strength to do what is right, and helps us to understand God better. The Holy Spirit is part of the Holy Trinity: Father, Son, and Holy Spirit. | Scripture - Scripture means the holy writings found in the Bible. Christians believe Scripture is God's Word, teaching us how to love Him and live good lives. It includes stories, prayers, songs, and messages from God. | Sacred Texts - Sacred texts are special books that people of different religions believe come from God or help them to live good lives. They are treated with great care and respect because they are holy.  Yad - A yad is a special pointer used to read the Torah. It helps people follow the words without touching the scroll, to show respect and keep it clean.  Ark - The ark is a special cupboard or cabinet in a synagogue where the Torah scrolls are kept. It is the holiest place in the synagogue and is treated with great respect. |  |
| **Scaffolding** | Pupils use the sheet to help record their answers. | | Mixed ability pairs. |  | Stem sentences to support responses. |  |
| **Challenge** | Pupils choose how to lay out their information, using the resource sheet if they wish. | | Pupils can expand on the examples with their experience or suggest ways in which they could be more active in Parish Life e.g. help out at children’s liturgy. |  | Pupils to add their own ideas to the venn diagram |  |
|  | | Lesson 6  UNDERSTAND | Lesson 7  **DISCERN** | Lesson 8  **DISCERN** | Lesson 9  **Knowledge Capture** | Lesson 10  **Celebration of the Word** | |
| **Learning Focus** | | **U5.6.5. Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer.** | **D5.6.3. Discussing why the whole Bible is important for Christians, not just the New Testament. (RVE)** | **D5.6.1. 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.**  *(REVISIT)* | **Assessment of Branch 6.** | **Theme: God Speaks – We Listen**  *Celebrating Sacred Scripture as God's living word for both Christians and Jewish people*  Gather:  **This Little Light of Mine** – living out God's word in the world  Ideas for scripture:  **Old Testament reading** (e.g. *Micah 6:8* — “Do what is right... love mercy... walk humbly with your God”) **New Testament reading** (e.g. *Luke 4:16-21* — Jesus reads from the scroll in the synagogue)  Explain:  Jewish people still hear God speak through the Tanakh. Christians believe Jesus fulfils God's promises in Scripture. We all treat these sacred texts with respect.  **Response – Class Reflection**   * Pupils share (or display) their favourite Bible verse or story and explain why it matters to them * A small group might read out examples of how Scripture helps them make good choices or trust God   **Prayer & Sending**  *Thank you, Lord, for the gift of Sacred Scripture. Help us to listen to your Word, respect the holy books of others, and live your message every day. Amen.*  Invite a moment of silence. Then end with a joyful song or psalm-based refrain (e.g. This is the Day.) | |
| **Recall and Retrieval** | | What does discipleship mean?  Who is an example of being a good disciple? | How does the Bible help us? | What are Jewish beliefs in the Shema prayer? | Why is the whole Bible important to Christians? |  | |
| **Sequence of knowledge throughout the lesson** | | * To know the meaning of the Shema * To know the Jewish belief in one God * To know the importance of knowing and obeying God * That the prayer teaches faith to children and how to live out faith daily | * The Bible is made up of two main parts: the *Old Testament* and the *New Testament*. * The Old Testament tells the story of God's people before Jesus – including creation, the prophets, and God's covenant with Israel. * The New Testament focuses on the life, teachings, death, and resurrection of Jesus and the early Church. * Both parts are considered sacred and are used by Christians for prayer, worship, and understanding God's plan. | * To explore how the Bible is truth even if not all parts are scientifically or historically accurate. * To learn how to read the Bible prayerfully. * To understand how the Church helps us interpret and understand Scripture. | Understand   * U5.6.1: Bible formation and contents * U5.6.2: Scripture as inspired word; Church’s role * U5.6.3: Bible translation * U5.6.4: Jewish names for God in Tanakh * U5.6.5: Jewish beliefs in the Shema   Discern   * D5.6.1: How Scripture can be “truth” * D5.6.2: Role of Scripture in Jewish life today * D5.6.3: Why the whole Bible matters   Respond   * R5.6.1: Books that matter to them * R5.6.2: Talking about sacred texts * R5.6.3: Showing respect for sacred texts |  | |
| **Key Skills/disciplinary knowledge** | | **U5.6.5. Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer.** | **D5.6.3. Discussing why the whole Bible is important for Christians, not just the New Testament. (RVE)** |  |  |  | |
| **Main teaching activity** | | 1. Explain that we are going to be learning about the Shema prayer and how it holds fundamental Jewish belief. 2. Watch: [What is the Shema? Intro to the Most Important Jewish Prayer](https://www.youtube.com/watch?v=9geXjErjvfw&t=3s) 3. Share the prayer translated into English and discuss the key questions:   Why does it say ‘…these words…be upon your heart.’  Why do you think it tells parents to repeat these words to their children?  Where must you repeat the words?  Why does it say you must repeat them to yourself?   1. Independent task: Pupils respond to the questions in their book.   Optional:  Pupils write out the prayer on mini scrolls. | 1. Discuss the difference between the Old and New Testament.   *The Bible = Two Parts, One Big Story*  *Old Testament (before Jesus): Creation, Abraham, Moses, the Ten Commandments, Psalms, Prophets.*  *New Testament (Jesus and beyond): Gospels (Jesus’ life), Acts (early Church), Letters from St Paul, Revelation.*   1. Pupils use their knowledge to sort the stories that they have encountered throughout RE into two categories. *(See resources)* 2. Discuss why both matter:   *The Old Testament shows how God prepared people for Jesus.*  *The New Testament shows Jesus fulfilling promises made in the Old Testament.*  *Many of Jesus' teachings and actions connect to Old Testament scriptures.*   1. Model the independent task before pupils have a go at completing the link sheet. 2. Reflection / exit questions:   Why do Christians need both the Old and the New Testament? Pupils write a paragraph or bullet points using sentence starters like:  The Old Testament is important because…”  The New Testament helps Christians to…”  Together, they show…”  Encourage use of terms like *covenant*, *prophecy*, *fulfilment*, *teachings*, *promises*. | 1. Can something be true even if it didn't happen exactly as written? Share responses, assessing understanding from lesson 3.   *The Bible isn’t a science or history book. It is a book of faith—revealing God’s truth about who He is and how we are to live.*   1. Show this quote on the board:   Jesus calmed the storm – Mark 4:35–41  Discuss:  Was there really a storm? Or does it teach us something?   1. Independent task:   *Pupils explore a selection of Scripture passages and choose one that speaks to them. Record this on a Bible bookmark. On the back, record:*  *Why they chose it.*  *What it teaches them.*  *How it helps them understand God or their life.*  *(Suggested Scripture passages are in resources.)* | * 1. True/False Quiz   The Bible was written in one year. *(False)*  The Tanakh is a Jewish sacred text. *(True)*  The Bible is written only in English. *(False)*  Christians only need to read the New Testament. *(False)*  The Church helps people understand the Bible. *(True)*  Sacred texts should be treated with respect. *(True)*   * 1. Revisit the main teaching points; * The Bible is a collection of sacred books, written over a long time. * The Church teaches that scripture is inspired by God. * The Bible has been translated into many languages. Its origin is Hebrew. * Jewish people also have sacred texts and some our found in the Old Testament. * Jewish sacred scripture is called the Tanakh * Sacred texts deserve respect and help us learn about God.      * 1. ‘Show What You Know’   Question prompts (in resources) for pupils to respond to their learning. This could be through a double page spread, a PowerPoint, verbally or an extended piece of writing.   * 1. Exit ticket: What would the world be like without sacred texts? |  | |
| **Scaffolding** | |  | Simplified version with pictures- depending on the needs of the class. |  | Adapted ways of recording. |  | |
| **Challenge** | |  | Pupils give their own examples at how Old Testament scripture links to the New Testament. | Pupils suggest their own Bible verse. | Encourage deeper explanation and comparison between Judaism and Christianity. |  | |
| **Key vocabulary and definition / Explicit vocabulary instruction** | | **Monotheism -**Believing in only one God. Jewish people believe there is one true God who created everything and cares for His people.  **Tefillin**- A small black boxes with straps that Jewish people wear on their arm and head during prayer. Inside the boxes are words from the Torah, including the Shema, to help them remember God’s laws.  **Mezuzah -** A small case fixed to the doorposts of Jewish homes. Inside is a tiny scroll with words from the Shema prayer. It reminds Jewish people to love and follow God every day. | **Covenant** - *A special promise or agreement between God and His people.* **Prophecy**- *A message from God given through a person, often about what will happen in the future.* **Fulfilment**- *When something that was promised or predicted actually happens.*  **Teachings**- *The important lessons or messages that someone shares to help others live in the right way.* | Scripture - Scripture means the holy writings found in the Bible. Christians believe Scripture is God's Word, teaching us how to love Him and live good lives. It includes stories, prayers, songs, and messages from God. | A collection of previous key vocabulary should be referred to and used. |  | |
| **Resources** | |  |  |  |  |  | |
| **Diversity Links** | |  |  |  |  |  | |
| **Checking for understanding (summative assessment)** | | **Why is the Sheema prayer important to people of the Jewish Faith?** | **Why do Christians need both the Old and the New Testament?** |  |  |  | |