**INTERPRETATION OF PRIMARY RELIGIOUS EDUCATION EXPECTATIONS**

**AUTUMN SECOND HALF TERM**

**YEAR 5**

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| UNIT | EXPECTATION | OUR UNDERSTANDING | PROMPT QUESTIONS |
| 5.2 The Commandments / God’s Covenant | **Have an accurate knowledge of the Ten Commandments**  This expectation links to learning objectives: ‘Know that God gave Moses the Ten Commandments on Mount Sinai because he loves us’, ‘Understand that the Ten Commandments are a gift from God to help us’ (old TB). ‘Know that God made a covenant with Moses and the Israelites. Be aware that this covenant is also made with us’ (new PB p. 34) | The new PB places the focus of this unit on God’s covenants with people outlined in the Bible, culminating in the new covenant between God and Christians given through Jesus which is central to Christianity. This is a more balanced treatment meaning that work on the Ten Commandments is placed in a broader and more appropriate context. The old PB has a sole focus on the Ten Commandments and presents a series of activities that imagine people on another planet who think the commandments are out of date, the point being that they learn they are not out of date.  In many respects, pupils following the new PB are doing a very different unit of RE to those following the old PB. This is why there are expectations that only apply to the new PB.  It is open to teachers who are using the new PB to choose to cover ***four*** expectations – 2 on covenant and 2 on the Ten Commandments – the same number as the old PB. This should give time for teachers to engage in work on Advent and Christmas during RE lessons in autumn 2.  Discuss with pupils why rules exist? Do rules exist to make us do something or to stop us doing something? Let’s look at some examples e.g. class and school rules, rules of the road etc. What do you think? Do you need rules to make you do something if you are already doing it; give examples that show that rules are not necessary in this situation?  Invite pupils to play ‘What are your commitments?’ from RE Today, see ‘***Exploring a Theme: Codes for Living***’ pp. 28-32.  Present the Ten Commandments to pupils.  Teachers could use the activity, ‘***Exploring religious codes for living***’ here (see pp. 20-22 and focus solely on Judaism) from ***Exploring a Theme: Codes for Living***.  Ask pupils in pairs or trios to work out what some people must have been doing to make these rules necessary. Asking pupils to look up particular words or make a glossary for words like honour, adultery, covet, and bear false witness as well as others would be good at this point (see Activity 1 p. 21 old PB). The idea that some are about *God* and some about *people* will come up in discussion so ensure pupils complete activities like Activity 2 p. 21 old PB and Activity 1 p. 36 new PB. Ask pupils why the Commandments mention God so much? | Why do we have rules?  Do rules exist to make us do something or to stop us doing something?  Do you need rules to make you do something if you are already doing it?  What are you committed to? How do you show you are committed?  What might have been happening at the time for the Israelites to need this rule or these rules?  Are there any words you need to check the meaning of? Make a glossary.  Are any of the commandments still good advice today?  Can you place the commandments into 2 groups, how would you do this?  Could we live without commandments 1-3? Why do you say this?  Why do the commandments mention God?  Why would a Christian or Jewish person not remove commandments 1-3? Why are commandments 1-3 important?  What might a religious person do if they followed the first 3 commandments? |
|  | **Show how own and others’ decisions are informed by the Ten Commandments**  This expectation links to learning objectives: ‘Know that God gave Moses the Ten Commandments on Mount Sinai because he loves us’, ‘Understand that the Ten Commandments are a gift from God to help us’ (old TB). ‘Know that God made a covenant with Moses and the Israelites. Be aware that this covenant is also made with us’ (new PB p. 34) | Alongside activity 3 in the new PB:  *Imagine that everyone in your hometown decided to keep the commandments. Explain what difference it would make to the life of:*   * *A police officer* * *A shopkeeper* * *An elderly person* * *Yourself*   ask pupils to weigh up in pair-share or trio which Commandments would have most impact on the world, if everyone followed them. Ask each group to feedback why they think this?  Ask pupils in pairs or trios to think how a religious person (Christian, Jew, or Muslim) may be able to use the first 3 commandments to strengthen their relationship (their friendship) with God.  ***Putting God First***: for the first commandment pupils could make links with the commitments game and what people value most in their lives – the first commandment is about putting God first! ***My Name is Sacred:*** The 2nd commandment - pupils could be reminded that the name of God is so sacred that in Judaism the vowel is taken out when writing G-d and in Islam no images of God are allowed. Christians, like Jews and Muslims (the Qur’an), hold that the Bible – the Word of God – is sacred and so should be set apart from other books and treated with great respect.  ***Have time for God***: The 3rd commandment is about the importance of Sabbath rest from work and time for worship. | Which commandments are broken most in the life of a ..?  Decide together what three things people would have to do to keep the … commandment?  Which commandment, in your view, would have the most positive impact on the world if followed by everyone?  How can the commandments strengthen your friendship with God? |
|  | **Show some understanding of the commandments by making links between the commandments and their lives**  This expectation links to learning objectives: ‘Know that God gave Moses the Ten Commandments on Mount Sinai because he loves us’, ‘Understand that the Ten Commandments are a gift from God to help us’ (old TB). ‘Know that God made a covenant with Moses and the Israelites. Be aware that this covenant is also made with us’ (new PB p. 34) | Ask pupils how many of those things listed in the Ten Commandments (from the time of Moses 3,500 years ago) are still going on today? Ask pupils to give three good reasons why Christians argue that the Ten Commandments are still important today. Alongside giving reasons that are linked to the sorts of things going on, pupils should also make links to the fact that some of the commandments are about our relationship with God (the old PB makes this link on p. 29).  Complete activity 6 from the new PB p. 36:  6 a). Which of the Ten Commandments do you find the hardest to keep? Why?  b). What could you do to help yourself keep it?  c). How do you think keeping this commandment will affect your life?  Is it hard not to kill? Is it harder to never be greedy, or to always tell the truth? What happens when we fail to live up to the standard? Should a person be punished or helped? Why? To support reflection on the latter question, ask pupils to read the *Parable of the Lost Son* from the PB in unit 4 or a *Good News* Bible (Luke 15:11-32) and ask which two commandments are ignored or broken by the youngest son (10th and 4th commandments?). Ask pupils to reflect on whether the young son was punished or helped?  Ask pupils to work out which of the Commandments they think would be hardest for a Christian to keep. Is it possible to keep all ten, always? Does God help us keep the commandments? What do you think? If God helps us, how? (Some of these are ideas are taken from *Understanding Christianity*.) | Which commandments are the still relevant today for a religious person / a person who does not believe in God?  How would your life be better if other people kept the Ten Commandments? Give examples.  How would other people’s lives be better if you kept the Ten Commandments? Give examples.  Which, for you, is the hardest commandment to keep?  Is it hard not to kill?  Is it harder to never be greedy, or to always tell the truth?  What happens when we fail to live up to the standard?  Should a person be punished or helped? Why? |
|  | **Have a detailed knowledge of the story of either Noah, Abraham or Moses and an understanding of what a covenant is (new book).**  This expectation links to learning objectives:Understand the meaning of covenant. Reflect on God’s covenant with Noah. Know about the covenant God made with Abraham. Reflect on Abraham’s trust in God. Understand that God guides and challenges His people. | Teachers following the new PB will cover the work on Noah, Abraham and Moses, but the expectation requires only evidence of a detailed knowledge of one of the characters and the meaning of covenant.  Pupils can demonstrate their knowledge of one of the covenant stories using a variety of methods and media from written accounts to the use of power point © to the use of creative media. Teachers could support learning by the use of bible animation videos.  The new PB begins with the contrast between a covenant and a contract and activity 1 and 2 on page 25 is a useful exercise. However, it is also useful to teach that contracts and covenants are similar because they are both *agreements* between two sides – e.g. the biblical covenants between God and his people – that are kept in certain ways, usually by following certain instructions or rules. This is the case even with the covenant with Noah see ‘Pause to reflect’ and Activity 1 and 2 on page 26 of the new PB.  It is important for teachers to ensure that pupils know that God never breaks his side of the covenant and this is seen in the gift of a child to Sarah and Abraham and how God guides and protects his people (the story of Moses and the Israelites) as well as challenging them to live up to their side of the covenant agreement. |  |
|  | **Suggest answers to questions like, ‘What’s surprising about God’s choice of people?’ e.g. Abram, Sarah, Moses, the Israelites. Why does God choose them?’ Compare responses (new book)**  This expectation links to learning objectives:Understand the meaning of covenant. Reflect on God’s covenant with Noah. Know about the covenant God made with Abraham. Reflect on Abraham’s trust in God. Understand that God guides and challenges His people.  **Make links between the virtues of faith and courage by giving reasons for their importance in life (new book)**  This expectation links to learning objectives:Understand the meaning of covenant. Reflect on God’s covenant with Noah. Know about the covenant God made with Abraham. Reflect on Abraham’s trust in God. Understand that God guides and challenges His people. | The questions that pupils are required to answer pick up on the subtitle from the story of Abraham ‘The God of Surprises’ on page 27. It would be best to deal with each question in turn at an appropriate time. It would be useful to ask pupils in small groups to list down the things they know about Abram and Sarah and then Moses and the Israelites as well as enable them to compare their responses when engaged in that part of the unit. So this expectation can be done over the course of the unit. A list for Abram and Sarah would include: they are old, have no children, rich, have a good life in Haran etc. For Moses the list might include he was afraid (or lacked courage) of the challenge – of getting God’s people free and of Pharaoh (he ran away after killing an Egyptian and became a shepherd), he wasn’t a confident speaker. (Alongside reading the excerpts from Exodus highlighted in the PB, pupils could watch relevant clips from the film *The Prince of Egypt* to get a broader picture of the context of the story.) The Israelites were bad tempered, grumpy, (Exodus calls them “stiff-necked”) they complained and were unfaithful to God (worshipped a golden calf) etc.  The question ‘Why does God choose them?’ More obvious responses could be that God loves them and that, in the case of Abraham, have faith (trust God). Maybe through discussion teachers can bring out that God can see in someone a gift or quality they don’t realise they have themselves – so with Moses, he was at first afraid and totally lacking in confidence, but with the help of God he became a great leader full of faith and confidence and courage. Another question which may come to the fore is ‘Why doesn’t God simply abandon the ‘stiff-necked’ people? The people have been rescued but are so ungrateful and annoying! However, when God makes a promise God never breaks it! And one of the reasons he never breaks it is to ensure that the people come to realise that if they are God’s personal possession – God’s People – they will always be loved but also invited to live as God wants – so that living as God’s People is sometimes challenging!.  Through activity 1 and 2 on Abraham on page 28 and the Activity on Moses on page 31 pupils in a pair or trio can reflect on the importance of faith and courage in life. Pupils can be asked to extend the reflection to their own lives. When have they needed to show faith and courage? | What’s surprising about God’s choice of people?  Why does God choose them?  Can you see a quality in your friend or a gift they have even if they can’t see it themselves? Can you give an example?  Do you think God can do this? What does he see in Moses?  Why doesn’t God simply abandon the ‘stiff-necked’ people?  Can we love someone despite their faults?  When did you show courage? Why did you need to be courageous?  How did it feel?  When did you show your faith in someone else?  Why did you need to?  What happened? |
|  | **Show some understanding of how the decisions of Abraham or Moses were informed by their beliefs (new book).**  This expectation links to learning objectives:Understand the meaning of covenant. Reflect on God’s covenant with Noah. Know about the covenant God made with Abraham. Reflect on Abraham’s trust in God. Understand that God guides and challenges His people. | Pupils will be able to give an account of the decisions of Abraham *OR* Moses showing how their decisions are informed by their faith and courage. Ask pupils in pairs to make a grid of the decisions Abraham and Moses made and link them in the other half of the grid to the beliefs that are expressed in their actions. For example, for Abraham he left his home and land – trusted in God  He didn’t know where he was going – courage to face a future that was totally unknown particularly as he was such an old man. | Can you list the decisions or actions that Abraham / Moses did?  Can you link some of these decisions / actions to beliefs they have? |