

Agenda item no.:

Standing Advisory Council for Religious Education

Monday 13 March 2006

Transition Unit

1.0 Purpose of report

- 1.1 The purpose of the report is to inform members of the RE bridging unit for year 6 pupils (attached).

2.0 Recommendation

- 2.1 SACRE is recommended to consider whether it agrees that the Transition Unit for use by schools for year 6 pupils be introduced.

Legal and Constitutional Services

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GE/GEH
March 2006

Shire Oak School.
A Science College.

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Learning About Religion.
Learning From Religion.



RE

Bridging Unit

for

Year 6.

Name: _____

Primary School: _____

Year 6 Teacher: _____

Secondary School: _____

Year 7 teacher: _____

Abraham and the Idols.

Abraham's father, Terah, made and sold clay idols. Many people came to his shop and brought these idols. Abraham was puzzled how anyone could 'worship' and put their trust in a statue, made by humans from a fragile material such as clay. Surely, he thought the only thing worth worshipping would be strong, powerful and unchanging – and he worshipped God.

One day when Abraham was left in charge of the shop, he took a hammer and smashed all the idols except one, the largest statue. Then he placed the hammer beside the statue. When Terah returned, he demanded to know what had happened. Abraham explained that the idols had been quarrelling and in his anger, the largest idol had taken the hammer and smashed the others to pieces!

"Don't be stupid!" shouted Terah, "It's only a statue! It has no power." "Well if it has no power," said Abraham, "why do you worship it?"

Note: A **Midrash** is a traditional Jewish story. When we hear a Midrash, we can learn more about characters or teachings from Judaism.

One thing you have to be able to do at LEVEL 3 in RE is – know some religious beliefs and teachings (AT 1). Another is make links between religious ideas and your own ideas (AT 2.)

IN PAIRS: Using stick puppets prepare and act out the story for the rest of the class or for visitors (e.g. parents or another class.) **(L 2.)**

- (1) Make draw and cut out statues, cardboard hammer and the stick puppets,
- (2) Work out what you will say and do. (You can do this from memory or by writing a script.)
- (3) Rehearse.
- (4) Present your puppet show.
- (5) Now say if you agree or disagree with Abraham's ideas about God and why. **(L 3.)**

Small Finger Puppets



One thing you should be able to do at LEVEL 4 in RE is -explain what this story teaches you about God (AT 1). Another is be able to give a meaning to this story (AT 2.)

ON YOUR OWN: Decide which parts in the story show what Abraham believed about God.

- (1) Use a coloured pencil or highlighter to circle words or phrases that show what Abraham thought about God.
- (2) Complete the speech bubbles opposite.

One thing you should be able to do at LEVEL 5 in RE is -be able to explain how a religious story can change someone's life (AT 1) as if you were that person (AT 2.)

ON YOUR OWN: I imagine you are Terah. Write out the story from Terah's point of view. You should include in your story (1) how he felt about God before he asked Abraham to look after his shop and (2) how he felt after Abraham explained why he had smashed the statues.

Use a separate piece of paper to do this.

According to the story, God is

According to the story God is not ...

What I have learned from this story is

Judaism - Remembering God.

Jews believe that they are ancestors of Abraham. Like Abraham, they believe that there is one God. During worship and in their daily lives they celebrate and remember this belief in one God. Often they use objects to show their beliefs about God too.



A Jewish male wears a **kippah** (skull cap) and **tallit** (prayer shawl) during prayer times.

Wearing the kippah is a sign of respect in eastern countries. Wearing it shows that they believe God is present. The tallit has four corners and fringes with 613 knots. The knots remind them of the laws that God gave to them.



This Jewish boy is wearing a kippah. Having washed, he will put it on first thing every morning to say his prayers.

An item that I use daily is _____

I use this daily because I believe ...

Why do you think some Jewish males wear their kippah all day and not just at prayer times?

I think some Jewish men wear their kippah all day because they want to show

Non-religious people often wear special clothes to show their loyalty to something e.g. some people wear _____ to show

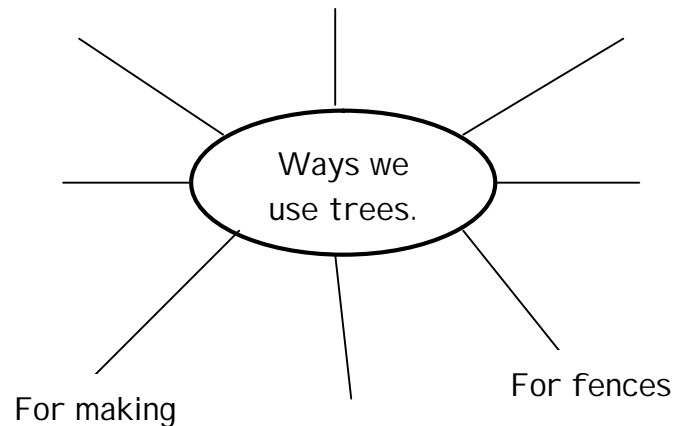
Judaism, God and the Environment.

When God created the first man, He led him round all the trees in The Garden of Eden. God said to him, "See my works, how beautiful and praiseworthy they are. Everything I have created I have created for your sake. Think of this and do not corrupt or destroy My World; for if you corrupt it, there will be no one to set it right after you."

(AT 1 Level 4) This story teaches that God ...

We can learn a lot from this short Midrash, written 1,500 years ago. Start by trying to imagine what a world without any trees would be like. In the space below create a spider diagram of ways that we use trees.

(AT 2 level 3)



Each year, Jews celebrate the festival of Rosh Hashanah L'ilanot (The New Year for Trees.) As part of the festival, Jews may collect money for planting trees. Even though some trees take longer than a human lifetime to grow, Jews believe it is still important to make sure that we keep planting new trees every year.

If you were a Jew who was offered a job building a new road, what questions would you want answering before you took the job. Remember that lots of countryside is destroyed to build new roads. Write your questions below.



Linking Religions. (AT 2 Level 4.)

Christians hold a celebration each year to remind them that God created the world and put them in charge. This celebration is called ...

The way they celebrate this is

IN PAIRS: I imagine that you are a Jew and a Christian. You have been asked to help improve the local environment.

- (1) Make a list of the things that you both think need doing. (AT 2 LEVEL 3.)
- (2) As Jews and Christians explain why they chose these things. (Refer to their shared beliefs about God and the world.) (AT 1 LEVEL 5)
- (3) Would *you* have made the same choices? Give reasons for your views. (AT 2 LEVEL 5.)

You will learn more about Abraham, Jews and the environment at secondary school.

Christians and Jews believe God meant us to take care of his world and not damage or pollute it. One place we need to improve that is near our school is

It needs improving because ...

To improve it we need to;

- 1.
- 2.
- 3.
- 4.
- 5.

One way that we could get these things done is by...

If it up to me to improve this place I would ...

because ...

The Shema.

We have seen how Jews use objects to remind them about God. Two of these items were called _____ and _____.

They also have a special prayer called the Shema. This prayer sums up all their beliefs about God.

Listen to your teacher read the Shema out loud.

** Ask your teacher to explain what is meant by 'Israel' and 'The Lord is One.'

Hear O Israel,
The Lord our God is One,
And you shall love the Lord
your God
With all your heart and

Answer these questions on paper and attach to your booklet.

1. Which other religions do you know that believe in one God?
2. Who do you love more than any one else?
3. What do you do to show this love?

4. What do you own that reminds you of this person when they are not there?
5. How do you feel when they are not there?

To show their love for God, Jews try to keep all the rules that God gave them. In the Jews holy book it tells them:

You shall write them upon the doorpost of your house and upon your gates.

SO - a copy of the Shema is kept inside a small box called a mezuzah. This box is pinned to the door frames in Jewish houses. It can be made from wood, plastic or even precious metals.

Task 1: Find some pictures of a mezuzah. Find out how they are used. Now design and make a mezuzah by making a long, thin, slim-line rectangular box. Choose suitable Jewish symbols to decorate it with.

Task 2: Now make a miniature scroll. See how much you can write in miniature writing to show what Jews believe about God.