

Topic: Dialogue to encounter

National Curriculum Objectives which are covered in this unit: RE Directory – Expected outcomes for Branch 6 Dialogue to encounter

Understand

U3.6.1. Make links between Exodus (12:1-8,15-20, 13:3) and the account of the Last Supper in Luke (22:14-23).

U3.6.2. Simply describe how Jewish people celebrate the Passover in Britain today making links with the Exodus account, correctly using specialist vocabulary to describe symbols and actions in the meal. (RVE)

U3.6.3. Make simple links and connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God, etc.). (RVE)

Discern

D3.6.1. Wondering why Jesus chose to celebrate the Last Supper on the feast of the Passover.

D3.6.2. Exploring some examples of Islamic art or religious music, for example, Islamic calligraphy or the adhan and ask 'I wonder' questions about what they have seen. (RVE)

D3.6.3. Listening to the stories and experiences of those from the Jewish or Islamic communities in the class or the wider community and ask questions about their laws, beliefs, worship, or life. (RVE)

Respond

R3.6.1. Reflecting on the meaning of what they have learned for their own lives. (RVE)

R3.6.2. Talking, asking, and answering questions with others about their beliefs, experiences, and feelings, recognising the ways in which this could influence the way they live. (RVE)

Lesson sequence - include the key concept, L.O. and brief description of lesson

3.6.1 The Hebrews in Egypt	3.6.2 Exodus Preparations	3.6.3 Jewish Celebration of Passover	3.6.3 The Last Supper	3.6.5 Islam	3.6.6 Our Christian Beliefs
<p>U3.6.1. Make links between Exodus (12:1-8,15-20, 13:3) and the account of the Last Supper in Luke (22:14-23).</p> <p>We are going to go back a long time ago to learn about a time when the Hebrews, who are now called the Jews, were slaves in Egypt. Exodus tells us how the Hebrew people suffered because of very harsh treatment by Pharaoh.</p> <p>TB P63 PPT Life in Egypt and the Exodus.</p> <p>PB P164 The Exodus. Retell the Exodus.</p> <p>Possible tasks – What happened to Hebrews in Egypt? Imagine you are Moses and you need to tell your wife what happened. Role play / write a conversation. Keywords from today's lesson – record vocabulary and meaning.</p>	<p>U3.6.1. Make links between Exodus (12:1-8,15-20, 13:3) and the account of the Last Supper in Luke (22:14-23). D3.6.3. Listening to the stories and experiences of those from the Jewish or Islamic communities in the class or the wider community and ask questions about their laws, beliefs, worship, or life. (RVE)</p> <p>Recall what was happening to the Hebrews and what God asked Moses to do. PB P166 – 168 Read about Exodus preparations (Passover, Unleavened Bread, God's promise).</p> <p>The Israelites were given instructions to make sure that it was obvious which houses belonged to them: no harm would come to the people inside. They had to get ready for the journey and make preparations.</p> <p>Possible tasks – Imagine you are with the Israelite children and make a 'to do list' of the instructions for Passover. Write a letter to God as Moses. What promise did God make to Moses?</p>	<p>U3.6.2. Simply describe how Jewish people celebrate the Passover in Britain today making links with the Exodus account, correctly using specialist vocabulary to describe symbols and actions in the meal. (RVE)</p> <p>The Passover is called Pesach in Hebrew. This festival lasts 7-8 days and celebrates the escape of the Hebrews. On the first evening of Pesach, Jewish families in Britain hold a Seder service at home with a special meal.</p> <p>God commanded the Jews to celebrate their escape from Egypt. This celebration takes place every year. Jews clean their homes so that not a trace of leaven can be found. The mother lights candles to welcome the festival in the home.</p> <p>TB P171 PPT Jewish celebration of Passover.</p> <p>Possible tasks – Explain Passover. Write the meaning of keywords (TB P65). Seder plate.</p>	<p>D3.6.1. Wondering why Jesus chose to celebrate the Last Supper on the feast of the Passover.</p> <p>At the Last Supper, which was on the feast of Passover, Jesus freely offered his own life, as the Paschal Lamb, to save all people from sin and death. At Mass the same sacrifice that Jesus made when he handed over his life to the Father on the cross is made present again in mystery under the sacramental sign of bread and wine.</p> <p>What is said before Communion? What does this mean?</p> <p>Possible tasks – Last Supper & Passover on one piece of paper – write about each of them. Make a booklet or poster to explain what you understand about the Mass. Make links between the Last Supper and our beliefs. Symbols of bread and wine – artwork.</p>	<p>U3.6.3. Make simple links and connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God, etc.). (RVE)</p> <p>Share some beliefs we have in common with Muslims. With Muslims, we believe in one God, the only God, who is all Justice and all Mercy. We believe in the importance of prayer, fasting, almsgiving, repentance, and pardon.</p> <p>Find out about Islamic beliefs, Islamic worship, the significance of Muhammad.</p> <p>Find out about daily prayer for Muslims. What they pray and why. PB P180 Muslims Pray</p> <p>TB PPT P67 Islamic Art & Calligraphy</p> <p>Possible tasks – Complete quiz (PB P178) Muslims & Prayer Prophet Muhammad factfile Islamic Art & Calligraphy</p>	<p>R3.6.1. Reflecting on the meaning of what they have learned for their own lives. (RVE) R3.6.2. Talking, asking, and answering questions with others about their beliefs, experiences, and feelings, recognising the ways in which this could influence the way they live. (RVE)</p> <p>Does it matter which religion we believe in? faith is a gift from God. The Catholic Church teaches that Jesus is truly God and truly human. He is the unique revelation of God which means that Jesus has come to show us what God is like by his life and teaching.</p> <p>Teaching of the Catholic Church. The Apostles' Creed</p> <p>Possible tasks – Learn the Apostles' Creed Prepare for an interview (PB P185) Imagine a friend asks you what your religion is and what you believe about God.</p>

<p>Prior learning</p> <p><i>List year groups and topics with connected learning</i></p>	<p>Y2 – Dialogue and Encounter</p> <ul style="list-style-type: none"> • The Mass (Part 1) • The Mass (Part 2) • The Good Samaritan • The Christian Community • Judaism • The Shabbat
<p>Future learning</p> <p><i>List year groups and topics with connected learning</i></p>	<p>Y4 – Dialogue and encounter The conversion of Saul, Paul’s Mission, Paul’s Letters, The Catholic Church, Five Pillars of Islam Holy Month of Ramadan</p> <p>Y5 – Dialogue and encounter The Bible, Sacred texts from Judaism, Sacred Scripture, Jewish belief – Tanakh & Shema</p>
<p>Key vocabulary to be explicitly taught</p>	<p>Passover Unleavened Exodus Muslim Islam Ramadan Sawm Adhan</p>
<p>Cross-curricular links</p>	<p>Catholic Social Teaching</p>
<p>Enrichment</p> <p><i>Give visit/visitor/first hand experience and focus</i></p>	<p>Church visit – to attend Mass (Lent) Father Francis to answer questions & look at church items</p>
<p>Useful websites/resources</p>	<p>RE Directory – Vine & Branches Pupil Book & Teachers Book 7 Catholic social teaching principles What is Passover? Religious Studies - My Life, My Religion: Judaism What is Islam? Religious Studies - My Life, My Religion: Islam</p>