

Freedom- Year 5/6

About the Unit

The unit explores the major life-experience of suffering and remedies for it. Pupils look at the cause of unhappiness in their own lives, some the result of change, some inevitable. They consider others whose suffering may be more desperate and lead to more powerful remedies. This leads to study of the festival of Pesach when Jews celebrate achieving freedom from slavery in Egypt. Pupils also explore the Christian festival of Easter looking at the solemnity of Good Friday and the joy of Easter Day with their symbolism of victory over death and the freedom of new life. Pupils reflect on whether freedom is simply relief from something bad or an opportunity for the future.

Key Concepts

1.2 Practices and ways of life

- a) Exploring and considering how religions and beliefs influence the ways in which people live their lives.
- b) Understanding that religious practices may have similarities, are diverse and can change

1.3 Expressing meaning

- a) Exploring different ways people express beliefs and values

1.5 Meaning, purpose and truth

- a) Exploring some of the ultimate questions that confront humanity

1.6 Values and Commitments

- b) Reflecting on their own values in relation to those of others

Key Processes

2.1b	specialist vocabulary	use specialist vocabulary in communicating their knowledge and understanding
2.1c	beliefs and practices	(ii) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings
2.1d	Sources	use and interpret information about religions from a range of sources and understand why they are important in religion
2.1f	ultimate & ethical questions	describe and begin to understand religious and other responses to ultimate and ethical questions
2.2a	reflection on feelings, experiences and values	Explore and reflect on the relationship between beliefs, practices, teachings and ultimate questions, communicating their own ideas
2.2d	responses to ethical and philosophical issues	Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives
2.2e	Respect	Accept that other people have different views

Range and Content (traditions and themes)

This unit focuses on the Christian and Jewish traditions.

Themes for this unit:

- b) **Teachings and authority:** what sacred texts and other sources say about God, the world and human life
- e) **Symbols and religious expression:** how religious and spiritual ideas are expressed
- h) **Religion, family and community:** how religious families and communities practise their faith, and the contributions this makes to local life

Curriculum opportunities:

During the course of this unit children may use:

Literacy- to write diary entries for Jewish children celebrating Pesach

Drama- to present human rights ideas in response to newspaper articles in a courtroom style; to interview 'eye witnesses' to the events of Holy Week

Geography- to identify countries where refugees are seeking freedom

History- to explore the concept of freedom linked to the Holocaust

Art- to create own Seder plate; to explore images of Holy Week

ICT- to make documentary-style presentations of eye witness accounts of Holy Week (using digital movie cameras)

Assessment

During this unit pupils should have opportunities to show their knowledge, understanding and skills. When working at differentiated levels, pupils could demonstrate this in the following ways:

	Year 5	Year 6
Basic	Pupils will be able to retell the stories of Exodus and Easter simply. They will be able to discuss the difference between wanting something and having a right to it. They will be able to give an example of freedom. Level 2	Pupils will be able to retell the stories of the Exodus and of Easter. They will be able to distinguish between rights and desires. They will give a description of what freedom means. Level 3
Developed	Pupils will be able to retell the stories of the Exodus and of Easter. They will be able to distinguish between rights and desires. They will give a description of what freedom means. Level 3	Pupils will relate the festivals of Pesach and Easter to the stories at their heart, connecting symbolism with reasons. They will make reasoned arguments in support of some human rights. Level 4
Extended	Pupils will relate the festivals of Pesach and Easter to the stories at their heart, connecting symbolism with reasons. They will make reasoned arguments in support of some human rights. Level 4	Pupils will have some understanding of the significance of Pesach and Easter for Jews and Christians. They will give explanations of why freedom should be a human right and refer to instances of the outcomes of its denial. Level 5

Possible assessment tasks:

- Observe courtroom presentations about human rights to evaluate children's understanding
- Children's mind maps showing children's ideas about freedom
- Drawings/models of Seder plate
- Diary entries showing emotions of Pesach
- Eye-witness accounts showing emotions behind Holy Week
- Children's definitions of 'freedom'

Resources

You may find the following resources useful when teaching this unit:

- A box and slips of paper
- Newspaper cuttings showing lack of human rights
- World map
- Bags packed by children at home
- *Human Rights* series, Wayland
- The Declaration of Human Rights: <http://www.un.org/en/documents/udhr/index.shtml#a1>
- Websites about Passover and the Seder meal such as: http://www.chabad.org/kids/article_cdo/aid/1608/jewish/The-Seder-Plate.htm, www.passover.net
- *Animated World Faiths: Moses* DVD, Channel 4
- *Prince of Egypt* DVD
- Seder plate (and contents), Kiddush cup, matzah cover, Haggadah
- Book of Exodus in the Bible
- Jewish music
- Art/modelling materials
- A selection of prints of works of art representing Holy Week and Easter- do an image search on the Internet or use resources such as: *The Bible Through Art* and *Jesus Through Art*. Using gallery websites also useful e.g. Louvre, National Gallery, Tate.
- Modern translations of gospels
- Selection of Easter cards
- Thesaurus
- Dictionary

Vocabulary

freedom	human rights	salvation	resurrection	Moses	Seder	Pesach	Haggadah
Easter	Holy Week						

Glossary of Key Terms

Haggadah

The Haggadah is a Jewish religious text that sets out the order of the Passover Seder. Haggadah, meaning "telling," is a fulfillment of the scriptural commandment to each Jew to "tell your son" about the Jewish liberation from slavery in Egypt, as described in the book of Exodus in the Torah.

Holy Week

Holy Week in Christianity is the last week of Lent and the week before Easter. It includes the religious holidays of Palm Sunday, Maundy Thursday (Holy Thursday) and Good Friday, and lasts from Palm Sunday until Easter Sunday. It commemorates the last week of the earthly life of Jesus Christ culminating in his crucifixion on Good Friday and his resurrection on Easter Sunday.

Human Rights

The Universal Declaration of Human Rights (UDHR) is a declaration adopted by the United Nations General Assembly (10 December 1948 at the Palais de Chaillot, Paris). The *Guinness Book of Records* describes the UDHR as the "Most Translated Document" in the world. The Declaration arose directly from the experience of the Second World War and represents the first global expression of rights to which all human beings are inherently entitled. It consists of 30 articles which have been elaborated in subsequent international treaties, regional human rights instruments, national constitutions and laws.

Pesach

Pesach is the Hebrew word for Passover, a Jewish festival (traditionally 8 days from the date Nissan 15 in the Jewish calendar) celebrating the exodus of the Israelites from Egypt.

Seder

Seder is the ceremonial dinner on the first night (or both nights) of Passover. Families and friends gather around the table on the nights of Passover to read one of the many versions of the Haggadah, the story of the Israelite exodus from Egypt. Seder customs include drinking of four cups of wine, eating matza (unleavened bread) and partaking of symbolic foods placed on the Passover Seder Plate.

Further Guidance

Please see WAS Guidance on using these units (www.warwickshire.gov.uk/SACRE)

It might be possible to look at the Sikh tradition in relation to this theme. In that case you would look at the imprisonment of Guru Hargobind and the celebration of Divali among the Sikhs. Video support will be found on *Stories from the Sikh World: Divali Freedom Festival, Roop Singh, Sikh Educational Advisory Services*.

In the Hindu tradition the exile of Rama and Sita would be relevant, followed by the joy of their return celebrated at Divali. There is, however, some difficulty in linking Divali and Easter because they occur at such different times.

In the Hindu and Buddhist traditions the idea of freedom is more strongly related to freedom from rebirth which is the goal of a good life, and which may be achieved when maya (illusion) is removed.

Teaching the Unit:

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2d Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives</p> <p><i>To be able to share own ideas about human rights</i></p>	<p>What do I find different about my life? What do I want to be free of?</p> <p>Are some things simple intolerable for anyone?</p>	<p>Pupils' personal experience of the dissatisfaction experienced in life</p> <p>Experience of others' suffering.</p> <p>Lack of food, shelter, work, freedom, i.e all human rights</p>	<p>Ask pupils to write down the one thing in their lives that they would really love to be free of and why. Ask pupils to post these anonymously into a box. Give them out randomly and ask pupils to provide remedies for these things.</p> <p>Make a list of those things which pupils believe should be available to all human beings. Look at the Declaration of Human Rights and compare the class list with the articles in this document.</p> <p>In small groups look at newspaper cuttings which show the lack of some of these things.</p> <p>In group, prepare a statement of what the persons in the cutting should be able to expect of the world and why. Present the case to the class in the style of a courtroom.</p>	<p>Children can identify something they would like to be free from</p> <p>Children can contribute ideas to a list of human rights</p> <p>Children are able to present their ideas about what people who are suffering should expect from the world</p>	<p>A box and slips of paper</p> <p>Copy of the Declaration of Human Rights</p> <p>Newspaper cuttings showing lack of human rights</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2a Explore and reflect on the relationship between beliefs, practices, teachings and ultimate questions, communicating their own ideas</p> <p><i>To begin to understand what it would be like to be a refugee</i></p>	<p>What would you want to carry into freedom?</p> <p>How can we mark memorable events?</p>	<p>The importance of retaining roots in memories</p>	<p>Look at a world map and identify areas of the world where there are currently refugees fleeing from the area. Ask the children to imagine they are from one of these countries getting ready to flee. Ask them to pack a bag at home which a refugee might take with the, given the opportunity to escape to freedom and to bring it into school.</p> <p>Ask each pupil to present the contents of their bag and to discuss the contents as a class. Are all the contents practical? Why might people choose to bring other things?</p> <p>Spend some time as a class discussing how you might celebrate your escape and whether there would there be solemnity. Would there be memories to be marked? What kind?</p>	<p>Children can pack a bag as if they were a refugee escaping into freedom</p> <p>Children can share their reasons for their choices</p> <p>Children can empathise with the emotions and memories of one escaping into freedom</p>	<p>World map</p> <p>Bags packed by children at home</p> <p><i>Human Rights</i> series, Wayland</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1b use specialist vocabulary in communicating their knowledge and understanding</p> <p>2.1d use and interpret information about religions from a range of sources and understand why they are important in religion</p> <p><i>To begin to understand the concepts of salvation and resurrection</i></p> <p><i>To know some key points of the Exodus story</i></p>	<p>What does Pesach mean for Jews?</p>	<p>The story of the Exodus from Egypt</p>	<p>Introduce the concepts of salvation and resurrection and how these might relate to the idea of freedom.</p> <p>Ask pupils to make their own mind map about what freedom means to them.</p> <p>Display around the classroom.</p> <p>Explain that the search for freedom has always gone on. Hear the story of Moses and the Jews in Egypt (from a suitable Bible) or watch a film version such as <i>The Prince of Egypt</i>.</p> <p>There is scope here to link into history work on the Holocaust here and discuss this in terms of Jewish history and freedom.</p>	<p>Children show some understanding of the concepts of salvation and resurrection in relation to freedom</p> <p>Children can share their own ideas about freedom.</p> <p>Children can re-tell the original Passover story</p>	<p><i>Animated World Faiths: Moses</i> DVD, Channel 4</p> <p><i>Prince of Egypt</i> DVD</p>

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<p>2.1c (ii) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings</p> <p>2.2a Explore and reflect on the relationship between beliefs, practices, teachings and ultimate questions, communicating their own ideas</p> <p><i>To know some elements of the Sedar meal and talk about their meaning</i></p> <p><i>To begin to understand the emotions that may be experienced during Pesach</i></p>	<p>What do Jews look forward to at Pesach?</p> <p>How do they show this in their celebration?</p>	<p>The celebration of the festival of Pesach</p>	<p>Introduce a selection of Pesach artefacts and puzzle out with the children how these artefacts might relate to the story of Passover. Pupils may use information books and websites to discover what the items are and how they link, especially the items on the Seder plate.</p> <p>Set a Seder table, hear Jewish music and explore the symbolic elements of the Celebration with the children. Alternatively, ask the children to create their own seder plate using ICT, art or model-making (clay, plasticine or using card.)</p> <p>Ask pupils to write a diary entry for a Jewish child at the end of Pesach headed '<i>Mixed Feelings</i>', exploring the emotions felt on this day.</p>	<p>Children are able to identify the meaning of artefacts used during the Seder meal</p> <p>Children can empathise with emotions felt during the celebrating of Pesach</p>	<p>Seder plate (and contents), Kiddush cup, matzah cover, Haggadah</p> <p>Book of Exodus in the Bible</p> <p>Jewish music</p> <p>Art/modelling materials</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1b use specialist vocabulary in communicating their knowledge and understanding</p> <p>2.1d use and interpret information about religions from a range of sources and understand why they are important in religion</p> <p>2.1f describe and begin to understand religious and other responses to ultimate and ethical questions</p> <p><i>To know some of the events of Holy Week</i></p> <p><i>To be able to express some of the emotions</i></p>	<p>What does Easter mean for Christians?</p> <p>What do they celebrate?</p>	<p>The story of Holy Week and Easter</p> <p>The celebration of the festival of Easter</p>	<p>Provide a selection of copies of paintings of the events of Holy Week and Easter. Ask pupils to place them in order using the gospel accounts in modern language as a guide. This might be done using ICT on an IWB or by re-ordering the slides of a Powerpoint.</p> <p>Ask them to discuss in pairs the emotions of particular characters seen in the pictures. Plot character emotions against events of Holy Week showing how emotions would have changed. Hot-seat 'witnesses' of the events of that week who are represented in the pictures (teacher and pupils can be in role). They should base their responses on evidence in the pictures. ICT (digital movie cameras) could be used to record 'interviews' and produce an audio broadcast or a short documentary-style film.</p> <p>Look at Easter cards. Link the symbols such as eggs: new life to the meaning of Easter for Christians. What do they mean by 'freedom from death and sin'?</p>	<p>Children can order the events of Holy Week</p> <p>Children can discuss and share the emotions felt by characters in the stories of Holy Week</p> <p>Children can link symbols to the meaning of Easter</p>	<p>A selection of prints of works of art representing Holy Week and Easter- do an image search on the Internet or use resources such as: <i>The Bible Through Art</i> and <i>Jesus Through Art</i>. Using gallery websites also useful e.g. Louvre, National Gallery, Tate.</p> <p>Modern translations of gospels</p> <p>Selection of Easter cards</p>

behind Holy Week

To know some symbols of Easter and their meaning

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Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2e Accept that other people have different views</p> <p><i>To be able to write own definition for freedom</i></p>	<p>What is freedom?</p>	<p>Pupils' ideas related to what the true meaning of freedom is</p>	<p>Ask pupils to try to write a definition for freedom as they themselves understand it. Display alongside a dictionary definition of the word and synonyms from a thesaurus.</p> <p>Discuss what is valuable about freedom. Is it relief from something bad or an opportunity for the future?</p>	<p>Children can discuss the value of freedom and write their own definition of the word</p>	<p>Thesaurus Dictionary</p>