

RE Progression Document (Pembroke Park)

“Religions are different roads converging to the same point. What does it matter that we take different roads as long as we reach the same goal?”

(Ghandi)

How is this subject taught and why?

It is our intent in R.E to ensure our children develop a deep understanding and respect of all world views. in all young people a lifelong curiosity and interest in the sciences.

Rationale for using a scheme of learning.

Discovery R.E is an enquiry-based approach that covers a range of world beliefs. Christianity is taught in every year group, developing the children’s learning in a progressive way. Buddhism, Hinduism, Islam, Judaism and Sikhism are also taught to ensure a breadth of religions are covered in their primary years.

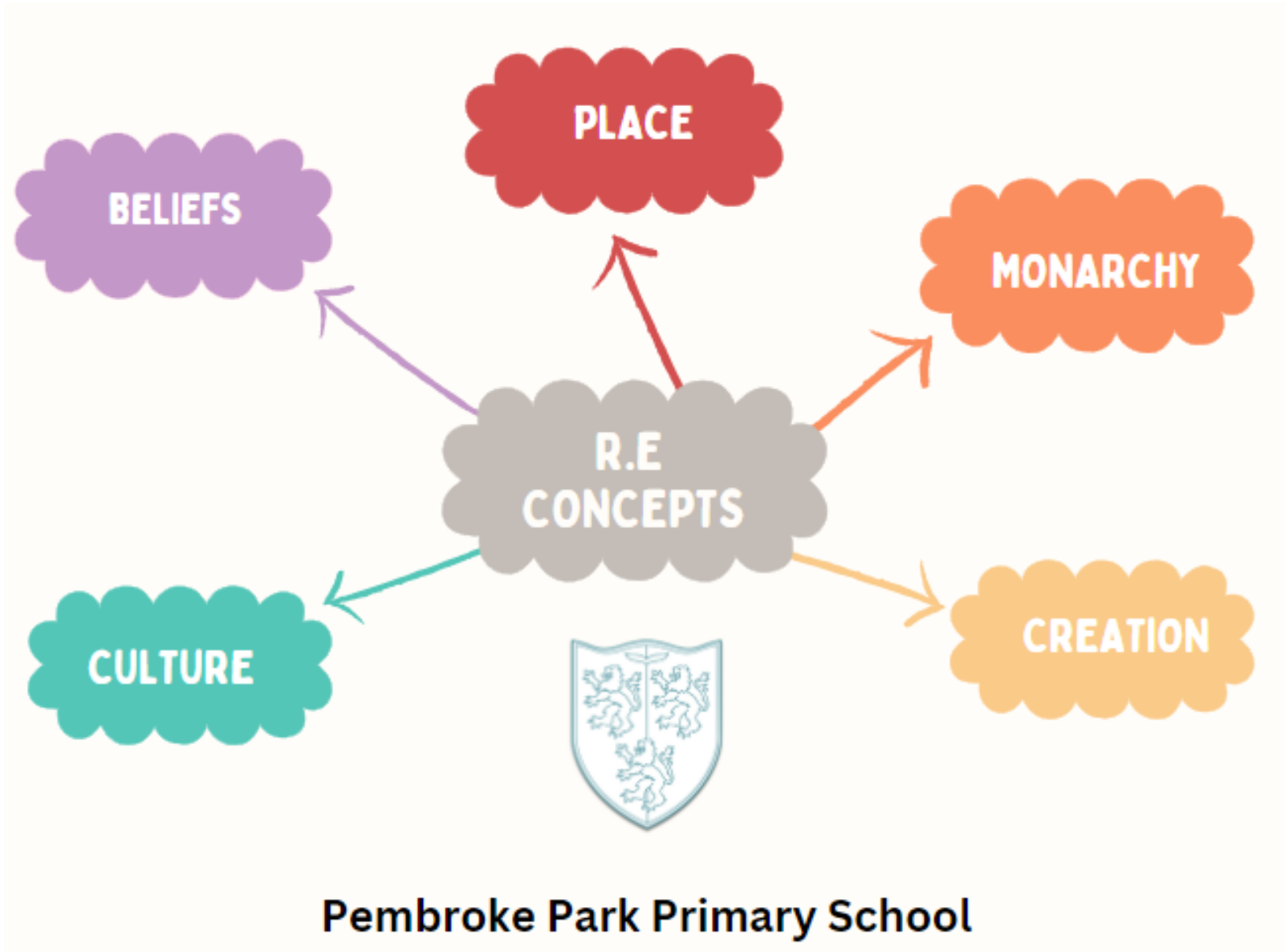
Discovery R.E aims to:

- Make RE a learning experience to look forward to
 - Provide a safe enquiry space
 - Encourage deep questioning
- Enhance critical thinking and evaluation skills
 - Support spiritual development
 - Equip celebrate diversity

We work closely with The Bridge – a Christian charity who lead some of our Christianity units. We ensure our children have the opportunity to visit places of worship or have a visitor from each religion throughout their primary years.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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The Bridge Visit (Christianity)	Synagogue (Judaism)	Salisbury Muslim Association (Islam)	Hindu visitor to school (Hinduism)	Salisbury Methodist Church (Christianity)	Salisbury Baptist Church (Christianity)	Salisbury Muslim Association (Islam)
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Pembroke Park Primary School

EYFS	Special people - What makes people special? Children know that everyone is different and everyone is special. They can suggest how different people are good at different things.	Christmas - What is Christmas? Children will learn about special places, people and stories related to Christmas.	Celebrations - How do people celebrate? Children learn that families celebrate in different ways, some celebrations/ festivals and can say why they are celebrated.	Easter - What is Easter?	Story Time - What can we learn from stories?	Special Place - What makes places special? Children will learn that there are some similarities and some differences between religions, each religion/faith will have its own special people, special places and special stories.
Y1	Creation Story -Does God want Christians to look after the world?	Christmas Story – What gifts might Christian’s in my town have given Jesus if He had been born here rather than in Bethlehem?	Jesus as a friend – Was it always easy for Jesus to show friendship?	Easter, Palm Sunday – Why was Jesus welcomed like a king celebrity by the crowds on Palm Sunday?	Shabbat – Is Shabbat important to Jewish children?	Rosh Hashanah and Yom Kippur –Are Rosh Hashanah and Yom Kippur important to Jewish children?
Y2	What did Jesus teach? - Is it possible to be kind to everyone all of the time?	Christmas, Jesus as a gift from God – Why do Christians believe God gave Jesus to the world?	Prayer at home – Does praying at regular intervals help a Muslim in his/her everyday life?	Easter, resurrection – How important is it to Christians that Jesus came back to life after his crucifixion?	Community and Belonging – Does going to a mosque give Muslims a sense of belonging?	Hajj – Does completing Hajj make a person a better Muslim?
Y3	Diwali – Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	Christmas – Has Christmas lost its true meaning?	Jesus’ Miracles – Could Jesus heal people? Were these miracles or is there some other explanation?	Easter, forgiveness – What is ‘good’ about Good Friday?	Hindu Beliefs – How can Brahman be everything and in everything?	Pilgrimage to the River Ganges – Would visiting the River Ganges feel special to a non-Hindu?
Y4	Beliefs and Practices – How special is the relationship Jews have with God?	Christmas – What is the most significant part of the nativity story for Christians today?	Passover – How important is it for Jewish people to do what God asks them to do?	Easter – Is forgiveness always possible for Christians?	Rites of Passage and good works – What is the best way for a Jew to show commitment to God?	Prayer and Worship – Do people need to go to church to show they are Christians?
Y5	Belief into action – How far would a Sikh go for his/her religion?	Christmas – Is the Christmas story true?	Beliefs and moral values – Are Sikh stories important today?	Easter – How significant is it for Christian to believe God intended Jesus to die?	Prayer and Worship - What is the best way for a Sikh to show commitment to God?	Beliefs and Practices – What is the best way for a Christian to show commitment to God?
Y6	Beliefs and Practices – What is the best way for a Muslim to show commitment to God?	Christmas – Do Christmas celebrations and traditions help Christians understand who Jesus was.	Beliefs and Meaning – Is anything ever eternal?	Easter – Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Beliefs and moral values – Does belief in Akhirah (life after death) help Muslims lead good lives? <i>NB: This enquiry is taught in 2 section over the long term.</i>	

EYFS - UNIT OVERVIEWS

<p>Special people - What makes people special?</p>	<p>Lesson 1 Families Lesson 2 Friends Lesson 3 Role Models Lesson 4 Jesus Lesson 5 Jesus Lesson 6 Moses</p>	<p>Vocabulary Jesus - The central figure of Christian devotion. The second person of the Trinity. Moses - A prophet who became a religious leader, to whom the authorship of the Torah is traditionally attributed.</p>
<p>Christmas - What is Christmas?</p>	<p>Lesson 1 Giving Lesson 2 Saying thank you Lesson 3 The Christmas Story Lesson 4 The Sheppards Lesson 5 The Wise Men Lesson 6 Christmas</p>	<p>Vocabulary – Mary - the Mother of Jesus, also referred to as the Mother of God (as Jesus was God incarnate). Joseph - Mary’s husband, Jesus’ earthly father Frankincense - An aromatic resin used in incense and perfumes. Myrrh - An anointing oil.</p>
<p>Celebrations - How do people celebrate?</p>	<p>Lesson 1 Celebrating New Year Lesson 2 Chinese New Year Lesson 3 Chinese New Year Lesson 4 Persian New Year Lesson 5 Persian New Year Lesson 6 Holi</p>	<p>Vocabulary Nowruz - Persian New Year Holi - The festival of colours, celebrated in the Spring Vishnu - A Hindu God who with Brahma and Shiva forms the Trimurti.</p>
<p>Easter - What is Easter?</p>	<p>Lesson 1 Signs of Spring Lesson 2 Spring into life Lesson 3 Easter Lesson 4 Easter Lesson 5 Easter Lesson 6 Easter</p>	<p>Vocabulary Jesus - T he central figure of Christian devotion. The second person of the Trinity. Palm Sunday -The Sunday before Easter: it commemorates Jesus’ triumphal entry into Jerusalem The Last Supper - The Passover meal that Jesus shared with his 12 disciples, commemorated on the Thursday before Easter. This meal is commemorated in Communion or Eucharist. Cross - The shape of wood that Jesus was nailed to when he was crucified on Good Friday Tomb - The cave where Jesus was laid after his crucifixion - dug out of the ground with a stone rolled in front of it.</p>
<p>Story Time - What can we learn from stories?</p>	<p>Lesson 1 The boy who cried wolf Lesson 2 The Crocodile and the Priest Lesson 3 Bilal and the Beautiful Butterfly Lesson 4 The gold giving serpent Lesson 5 Best friends Lesson 6 The Lost Coin</p>	<p>Vocabulary Parable -S tory with a moral or meaning about everyday life told by Jesus Allah - The Islamic name for God in the Arabic language. Brahmin - Member of the social grouping from which priests are drawn. Sadhana - Sikh spiritual practice to remember God - may be praying or meditating. Guru Nanak - The first Guru and founder of the Sikh faith (1469-1539).</p>
<p>Special Place - What makes places special?</p>	<p>Lesson 1 Homes around the world Lesson 2 Homes around the world Lesson 3 Our world Lesson 4 Churches Lesson 5 Mosques Lesson 6 Synagogues</p>	<p>Vocabulary Church - Christian place of worship Altar - Table used for the celebration of Eucharist. Mosque - Islamic place of worship Minaret - Slim tower used as a high point from which to make the call to prayer Mihrab - An ornamental indentation in the wall of a mosque, which marks the direction of the qiblah. Minbar - Raised platform in the front area of a mosque, from which sermons or speeches are given Qur’an - The Islamic Holy book revealed to the Prophet Muhammad. Synagogue - Jewish place of worship used for public prayer, study and meeting. Ark - The focal point of the synagogue containing Torah scrolls Font - Receptacle to hold water during a Baptism. Lectern - Stand supporting the Bible for reading from in church. Musalla - Prayer hall</p>

Year 1 - UNIT OVERVIEWS

<p>Creation Story – Does God want Christians to look after the world?</p>	<p>We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.</p>	<p>Vocabulary Creation Story - Found in Genesis Chapter 1, the first book of the Bible (the Christian sacred text). Adam - The first man. Eve - The first woman</p>
<p>Christmas story- What gift would I have given to Jesus if he had been born in my town, not Bethlehem?</p>	<p>We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.</p>	<p>Vocabulary Mary - The Mother of Jesus, also referred to as the Mother of God (as Jesus was God incarnate). Joseph - Mary’s husband, Jesus’ earthly father. Frankincense - An aromatic resin used in incense and perfumes Myrrh - An anointing oil</p>
<p>Jesus as a Friend - Was it always easy for Jesus to show friendship.</p>	<p>We are learning to identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult.</p>	<p>Vocabulary Zacchaeus - An unpopular tax-collector whom Jesus befriended., Mary, Martha and Lazarus - Siblings who were friends of Jesus. Jesus brought Lazarus back from the dead</p>
<p>Easter, Palm Sunday – Why was Jesus welcomed like a king celebrity by the crowds on Palm Sunday?</p>	<p>We are learning to know that: Jesus is special to Christians and how His welcome on Palm Sunday shows this.</p>	<p>Vocabulary Palm Sunday - The Sunday before Easter: it commemorates Jesus’ triumphal entry into Jerusalem. Palm cross - A cross made out of a palm, given to Christians who go to church on Palm Sunday</p>
<p>Shabbat – Is Shabbat important to Jewish children?</p>	<p>We are learning to emphasise with Jewish children by understanding what they do during Shabbat and why it is important to them.</p>	<p>Vocabulary Shabbat - Day of spiritual renewal and rest beginning at sunset on a Friday and finishing at nightfall on Saturday. Challah - Bread eaten on Shabbat, usually plaited</p>
<p>Rosh Hashanah and Yom Kippur –Are Rosh Hashanah and Yom Kippur important to Jewish children?</p>	<p>We are learning to emphasise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.</p>	<p>Vocabulary Chanukah - An 8-day festival of lights to celebrate the rededication of the temple following the Maccabean victory over the Greeks. Chanukiah - Nine-branched candle stick used at Chanukah. Potato pancakes. Latkes - Synagogue - Jewish place of worship used for public prayer, study and meeting Dreidel - A four-sided spinning top, played with during the Jewish holiday of Chanukah. Judas - A Jewish priest and a son of the priest Mattathias.</p>

LESSON OVERVIEWS (Declarative & Procedural Knowledge)

<p>Creation story - Does God want Christians to look after the world?</p>	<p>Declarative Knowledge</p> <ul style="list-style-type: none"> • Creation story from the book of Genesis in the Bible in the Old Testament. • God is the creator of the world according to the Bible and this is also in the Creed (the beliefs of the Christian church) used by many Christian congregations• In the Genesis account (Chapter 1) within the Bible, God gives the first humans the responsibility to look after the world He has created: “Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground.” <p>Attainment Descriptors</p> <p>Working towards</p> <ul style="list-style-type: none"> • I can tell you what I made. • I can say something about the Christian Creation story. • I can show some awareness that Christians believe there is a God. <p>Working at</p> <ul style="list-style-type: none"> • I can say how it felt to make something. • I can remember the Christian Creation story and talk about it. • I can express an opinion about the Christian belief about creation. <p>Working beyond</p> <ul style="list-style-type: none"> • I can say how it felt to make something and how I think my creation should be treated. • I can re-tell the Christian Creation story and say some things that they believe God created on different days. • I can start to talk about how I think the world got here.
<p>Other curriculum areas covered</p>	<p>British Values</p> <ul style="list-style-type: none"> • Rule of Law Mutual respect Tolerance of those with different faiths and beliefs.

<p>Prior learning links</p>	<p>Links to Judaism later in Year 1 can be made to ensure children understand the two religions believe in God as creator.</p>
<p>Session 1 Engagement</p>	<p>To understand how it feels to create something.</p> <ul style="list-style-type: none"> • Understanding the feeling of being proud of something they've made • Understanding of how it feels when something is disrespected or damaged. • Understanding of what it means to trust someone to look after something.
<p>Session 2 Engagement</p>	<p>To understand that everything in nature is special</p> <ul style="list-style-type: none"> • I can group items • I can explain why an item is different from others • I can explain why an item is special and important.
<p>Session 3 Investigation</p>	<p>To understand that Christians believe the world was created by God</p> <ul style="list-style-type: none"> • I know the Christians believe God created the world. • I can explain how God may have felt after creating the world.
<p>Session 4 Investigation</p>	<p>To retell the creation story</p> <ul style="list-style-type: none"> • I can retell a story • I know what God did on each day. • I know that Christian's believe that the Earth is a gift from God.
<p>Session 5 Evaluation</p>	<p>To understand the importance of looking after the world.</p> <ul style="list-style-type: none"> • To sort the ways we treat the Earth into groups • To think critically about how Christian's would treat the Earth • I can explain what God would be pleased to see Christian's doing
<p>Session 6 Expression</p>	<p>To reflect on how they will now treat the world.</p> <ul style="list-style-type: none"> • Explain how they feel about nature • Explain how people should treat the world.

<p>Christmas story - What gifts might Christian's in my town have given Jesus if He had been born here rather than in Bethlehem?</p>	<p>Declarative Knowledge</p> <ul style="list-style-type: none"> • Mary was a young Jewish woman whom God chose to be the mother of his son, Jesus, and he sent his angel, Gabriel, to ask this of her. • Mary agreed (this is called her “Fiat”) and Jesus was born in Bethlehem. • This is the Christian concept of incarnation: God becoming man or literally being “made flesh”. • The star in the sky symbolises Jesus’ importance and how he could be a light for other nations. The gifts show that Jesus was a type of both king and God, and would die. <p>Attainment Descriptors</p> <p>Working towards</p> <ul style="list-style-type: none"> • I can tell you about a present I have received. • I can say something about the Christmas story. • I can show some awareness that Jesus is special to Christians. <p>Working at</p> <ul style="list-style-type: none"> • I can talk about a gift that is special to me • I can remember some of the Christmas story. • I can suggest a gift I would give to Jesus. <p>Working beyond</p> <ul style="list-style-type: none"> • I can talk about a gift that is special to me and explain how I felt when I received it. • I can remember the Christmas story, including which gifts were given to Jesus. • I can think of a gift Christians might choose for Jesus and start to explain why He is special to them. (Incarnation).
<p>Other curriculum areas covered</p>	<p>British Values</p> <ul style="list-style-type: none"> • Rule of Law • Mutual respect • Tolerance of those with different faiths and beliefs.
<p>Prior learning links</p>	<p>Link/recap to EYFS “What is Christmas?” enquiry.</p>

Session 1	<p>To explain why something is special to them.</p> <ul style="list-style-type: none">• To talk clearly about my item• To express how it makes you feel when you received it.• To understand how it feels to give a gift.• Why do we give different gifts to different people.
Session 2	<p>To understand the symbolism of the gifts given to Jesus</p> <ul style="list-style-type: none">• Explain why the gifts were given to Jesus• To think whether they were meaningful to Jesus.
Session 3	<p>To retell the Christmas Story</p> <ul style="list-style-type: none">• To identify ways of representing parts of the story.• Order the story correctly
Session 4	<p>To reflect on what Christian's would give baby Jesus if he was born today.</p> <ul style="list-style-type: none">• Explain why their item would be meaningful to Jesus• Explain why Jesus is a special gift from God
Session 5	<p>To explain what gift they would give to Jesus.</p> <ul style="list-style-type: none">• Explain why they would give the gift.• Explain why other gifts wouldn't be okay.• To show an understanding that Christian's believe Jesus to be a special gift from God

<p>Jesus as a friend</p> <p>Was it always easy for Jesus to show friendship?</p>	<p>Declarative Knowledge</p> <ul style="list-style-type: none"> • The Christian concept of incarnation: God becoming man or literally being “made flesh”. • Christians believe Jesus was fully human and fully God, therefore sinless (unable to do wrong) so this would impact on how he would be in relation with people around him who were perhaps not liked, outcasts, or law breakers. • <p>Attainment Descriptors</p> <p>Working towards</p> <ul style="list-style-type: none"> • I can tell you who is my friend. • I can say something about one of Jesus’ friends. • I can say how Jesus was nice to people. <p>Working at</p> <ul style="list-style-type: none"> • I can talk about my friends and why I like them. • I can remember a story about Jesus showing friendship and talk about it. • I can say how Jesus tried to be a good friend. <p>Working beyond</p> <ul style="list-style-type: none"> • I can talk about times when I have been a good friend. • I can tell a story about Jesus and His friends and say how He showed friendship in that story. • I can say how Christians show friendship and how God helps them do this. •
<p>Other curriculum areas covered</p>	<p>British values:</p> <ul style="list-style-type: none"> • Individual liberty <p style="text-align: center;">Mutual Respect</p> <p style="text-align: right;">Tolerance of those of different faith and beliefs</p>
<p>Prior learning links</p>	<p>Link to PSHE work about friendship.</p> <p>Link to “Special people” in EYFS – Jesus is a special person to Christians today.</p>

Session 1	<p>To explain what makes a good friend</p> <ul style="list-style-type: none"> • To explain how a character shows good friendship in a story. • To share ideas about what a good friend does and doesn't do. • To share ideas when it might be difficult to show friendship
Session 2	<p>To investigate how Jesus showed friendship.</p> <ul style="list-style-type: none"> • Discuss how Jesus showed friendship for a bible story. • Explain why it may not have been easy for Jesus to show friendship. • To share questions about the story.
Session 3	<p>To investigate how Jesus showed friendship.</p> <ul style="list-style-type: none"> • Discuss how Jesus showed friendship for a bible story. • Explain why it may not have been easy for Jesus to show friendship. • To share questions about the story.
Session 4	<p>To explain why Jesus may have found it easy or difficult to show friendship.</p> <ul style="list-style-type: none"> • Discuss and share ideas as part of a group. • Order the stories in level of difficulty to show friendship. • Justify opinions.
Session 5	<p>To reflect on what I value about my friends.</p> <ul style="list-style-type: none"> • Take it in turns when sharing why it is easy to be friends with someone. • Think carefully about sharing kind ideas. • To understand that Christians believe Jesus was God's son so he would have been able to be friends with everyone even if it was difficult.

<p>Easter, Palm Sunday – Why was Jesus welcomed like a king celebrity by the crowds on Palm Sunday?</p>	<p>Declarative Knowledge</p> <ul style="list-style-type: none"> • Christian concept of Salvation: the saving of mankind from permanent separation from God by the death and resurrection of Jesus • Trinity. This is the ‘complete relationship’ between God (the Father), Jesus (his son) and the Holy Spirit • Palm Sunday is the day where Jesus rode into Jerusalem. He fulfilled Old Testament prophecies which said that this would happen when the “king” came. <p>Attainment Descriptors:</p> <p>Working towards</p> <ul style="list-style-type: none"> • I can tell you someone who is special to me. • I can tell you something about Palm Sunday. • I can show some awareness that Jesus is special to Christians. <p>Working at</p> <ul style="list-style-type: none"> • I can talk about a person I admire. • I can recall parts of the Easter story. I can recognise some symbols in the story. • I can start to show understanding that Jesus is special to Christians and say why. <p>Working beyond</p> <ul style="list-style-type: none"> • I can discuss how I might treat a special person and say why. • I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean. • I can recognise that Jesus must be special to Christians to be welcomed in this way and start to explain their beliefs about Him..
<p>Other curriculum areas covered</p>	<p>British values</p> <ul style="list-style-type: none"> • Mutual respect • Tolerance of those with different faiths and beliefs. • Individual liberty
<p>Prior learning links</p>	<p>Links can be made to the EYFS Spring 2 unit.</p>

Session 1	<p>To understand how people welcome special people</p> <ul style="list-style-type: none"> • Explain how welcoming people can be different in formal and informal visits • To discuss what makes someone special. • To decide who would be treated as special if they were to visit the school.
Session 2	<p>To explain how events leading up to Palm Sunday show Jesus was special.</p> <ul style="list-style-type: none"> • Describe how Jesus was welcomed. • Explain why people treated Jesus in a special way
Session 3	<p>To draw similarities and differences between the welcoming of Jesus and other people visiting.</p> <ul style="list-style-type: none"> • Explain how the visits are similar/different • Describe how they would welcome Jesus.
Session 4	<p>To explain how Christians today would welcome Jesus.</p> <ul style="list-style-type: none"> • Understand that Jesus is special to Christians. • To describe how a Christian would welcome Jesus today.
Session 5	<p>To be able to retell the Easter story and reflect on whether the events made Jesus special.</p> <ul style="list-style-type: none"> • Order and sequence the Easter Story • Decide whether His resurrection shows that Jesus was special. • To debate whether Jesus was treated as a king.
Session 6	<p>To explain why you admire someone</p> <ul style="list-style-type: none"> • Identify positive things you like about them. • Describe how you would welcome them. • Explain why those things are worthy

<p>Shabbat – Is Shabbat important to Jewish children?</p>	<p>This enquiry is focussed on Shabbat – the day of rest in the Jewish religion.</p> <ul style="list-style-type: none"> • The Jewish Holy books (Tenakh) contain core beliefs and stories including the Creation Story in which God creates the world in six days and rests on the seventh – the Sabbath. As the Jewish weeks start on a Sunday, Saturday is the 7th day, the day of rest – Shabbat. • The law books attributed to Moses include the 10 commandments – one of these is to ‘Honour the Sabbath’. • Shabbat (Sabbath) is celebrated both in the home and the synagogue and the main requirement is that no work should be attempted from sunset on Friday until sunset on Saturday. • The start of Shabbat is marked with a special meal and ceremony in the home. • When worshipping, Jews wear a skull cap called a kippah. This is usually worn by men as a sign of respect to God. <p>Attainment Descriptors:</p> <p>Working towards</p> <ul style="list-style-type: none"> • I can tell you my favourite day. • I can tell you something on the special Shabbat table. • I can tell you what Joshua might do on a Friday after School. <p>Working at:</p> <ul style="list-style-type: none"> • I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. • I can use the right names for things that are special to Jewish people during Shabbat and explain why. • I can start to make a connection between being Jewish and decisions about behaviour. <p>Working beyond:</p> <ul style="list-style-type: none"> • I can explain why a particular day is my favourite and why, and can talk about when I would share a special meal. • I can talk about some of the things that Jewish people do to celebrate Shabbat. • I can start to explain how certain beliefs affect decision-making.
<p>Other curriculum areas covered</p>	<p>Maths: Days of the week British values</p> <ul style="list-style-type: none"> • Rule of Law (Shabbat rules) • Mutual respect • Tolerance of those with different faiths and beliefs.

	<ul style="list-style-type: none"> • Individual liberty (choice about party in assessment)
Prior learning links	<p>Lesson One on Judaism – ask students what they already know.</p> <p>Link to Christian story of Creation studied in Year 1 Autumn 1.</p>
Session 1	<p>To understand that different days can be more special.</p> <ul style="list-style-type: none"> • List what they do on each day. • Identify a day that is most special for them. • Explain why that day is the most special.
Session 2	<p>To explore why the Sabbath is important for a Jewish child.</p> <ul style="list-style-type: none"> • To understand the significance of the Shabbat meal. • To understand the importance of family time. • To draw/label the Shabbat table
Session 3	<p>To explore why worship in the synagogue is special.</p> <ul style="list-style-type: none"> • To sort thoughts about the Sabbath according to importance. • Explain why worship at the synagogue is special. <p>NB refer back to the Genesis Creation story: God rested on the seventh day.</p>
Session 4	<p>To understand why A Jewish child celebrate the Shabbat?</p> <ul style="list-style-type: none"> • To explain why the Shabbat is important to a Jewish child. • Write in role as a Jewish child explaining why they can't go out on a Friday evening. •
Session 5	<p>To reflect on why it is important to show appreciation</p> <ul style="list-style-type: none"> • To identify what they would have in a special class meal. • To share write a thank you prayer. • To reflect how it feels to share special food together.

Rosh Hashanah and Yom Kippur – Are Rosh Hashanah and Yom Kippur important to Jewish children?

Declarative Knowledge

Rosh Hashanah is also known as the Head of the Year; it is celebrated on the first and second days of the seventh month, Tishri, and is the Jewish New Year festival.

Rosh Hashanah, itself, has several meanings including:

- Commemorating the anniversary of the creation otherwise known as the birthday of the universe.
- Being called the day of judgement and the day of remembrance by rabbis (Jewish teachers)

It is day of prayer, a time to ask for help in the year ahead and a time to remember the power of God whom they believe created the universe

Yom Kippur

Yom Kippur known as the Day of Atonement, follows 10 days after Rosh Hashanah. These ten days from Rosh Hashanah to Yom Kippur are known as the High Holy Days and are days of repentance. Yom Kippur remembers the day Moses asked God to forgive the people of Israel for their sins

On Yom Kippur, the holiest day of the year, God assesses a person's behaviour over the last year and this is sealed in the Book of Life.

Attainment Descriptors

Working at

- I can tell you a time I said sorry.

	<ul style="list-style-type: none"> • I can say something that Jews do at Rosh Hashanah or at Yom Kippur. • I can show some awareness of what is important about Rosh Hashanah and Yom Kippur. <p>Working towards</p> <ul style="list-style-type: none"> • I can say how it feels to say sorry and what I have said sorry for. • I can tell you something that either Rosh Hashanah or Yom Kippur is about. • I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur. <p>Working beyond</p> <ul style="list-style-type: none"> • I can tell you how it feels to forgive someone. • I can tell you what I think is an important part of Rosh Hashanah or Yom Kippur. • I can give a reason why one of the pictures I chose is important to Jewish children at Rosh Hashanah or Yom Kippur.
Other curriculum areas covered	<p>British values</p> <ul style="list-style-type: none"> • Rule of Law (Shabbat rules) Mutual respect Tolerance of those with different faiths and beliefs. • Individual liberty (choice about party in assessment)
Prior learning links	Lesson 2 – refer back to the creation story from lesson 1 – Rosh Hashanah celebrates the creation.
Session 1	<p>To understand the meaning of forgiveness.</p> <ul style="list-style-type: none"> • To reflect on a time where you have needed to say sorry or when you have been apologised to. • To discuss how it felt to be forgiven or to forgive.
Session 2	<p>To understand what happens during Rosh Hashanah.</p> <ul style="list-style-type: none"> • To recognise that it is a time to forgive and to say sorry. • To make plans for the new year ahead. • To set targets for year2.
Session 3	<p>To understand the importance of reflection.</p> <ul style="list-style-type: none"> • To learn how Jewish people spend the 10 days between Rosh Hashanah and Yom Kippur • To understand how Jewish people celebrate Yom Kippur.
Session 4	<p>To imagine what it would be like to be a Jewish child.</p> <ul style="list-style-type: none"> • To use thought bubbles to show what a Jewish person would be thinking during Rosh Hashanah • To use thought bubbles to show what a Jewish person would be thinking during Yom Kippur

Session 5	To rank and explain what is important to Jewish children at Rosh Hashanah and Yom Kippur. <ul style="list-style-type: none"> • Order/rank images in level of importance. • Justify/explain why they have ordered them in that way. •
Session 6	To understand the importance of perseverance <ul style="list-style-type: none"> • To understand that Jewish people believe they can make themselves better people one step at a time. • To plan how they can achieve their targets by putting in steps to achieve their target (session 2)

Year 2 - UNIT OVERVIEWS

What did Jesus teach? Is it possible to be kind to everyone all of the time?	We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.	Vocabulary Samaritan - One belonging to a race who did not normally associate with Jews Parable - Story with a moral or meaning about everyday life.
Christmas- Jesus as a gift from God. Why do Christians believe God gave Jesus to the world?	We are learning to reflect on the Christmas story and the reasons for Jesus' birth.	Vocabulary Advent - The period beginning on the 4th Sunday before Christmas. Literal translation is "coming" so this is a time of preparation.
Prayer at home – Does praying at regular intervals help a Muslim in his/her everyday life?	We are learning to explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day.	Vocabulary Salah - Islamic prayer and worship of Allah. Carried out five times a day at set times. Allah - The Islamic name for God in the Arabic language. Qur'an - The Islamic Holy book revealed to the Prophet Muhammad. Makkah/Mecca - City where the Prophet Muhammad was born and where the Ka'bah is located. Ka'bah - A cube-shaped structure in the centre of the Grand Mosque in Mecca

<p>Easter, resurrection – How important is it to Christians that Jesus came back to life after his crucifixion?</p>	<p>We are learning to re-tell the Easter story and understand what Jesus’ resurrection means for Christians.</p>	<p>Vocabulary Easter Egg - Symbol of new life. Hot cross bun - Symbolic of the shape of the stone across the front of Jesus’ tomb. Resurrection - The rising from the dead of Jesus on the third day after crucifixion. Celebrated on Easter Sunday.</p>
<p>Community and Belonging – Does going to a mosque give Muslims a sense of belonging?</p>	<p>We are learning to understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging.</p>	<p>Vocabulary Mosque - Islamic place of worship Musalla - Prayer hall. Minaret - Slim tower used as a high point from which to make the call to prayer. Mihrab - An ornamental indentation in the wall of a mosque, which marks the direction of the qiblah Minbar - Raised platform in the front area of a mosque, from which sermons or speeches are given Qur’an - The Islamic Holy book revealed to the Prophet Muhammad. Wudu - Washing/ablution before prayer Prayer mats - A rug or piece of fabric placed between the ground and the worshipper for cleanliness Hajj - Annual pilgrimage to Mecca that each Muslim must undertake once in their lifetime if they have adequate health and wealth</p>
<p>Hajj – Does completing Hajj make a person a better Muslim?</p>	<p>We are learning to understand what happens during Hajj and to explore the importance of this to Muslims.</p>	<p>Vocabulary - Hajj - Annual pilgrimage to Mecca that each Muslim must undertake once in their lifetime if they have adequate health and wealth. Hajj robes - Simple white garments, commonly called ihram. The required pilgrimage dress for men is two white cloths, one of which covers the body from the waist down, and one that is gathered around the shoulder. Women usually wear a simple white dress and headscarf Makkah/Mecca - City where the Prophet Muhammad was born and where the Ka’bah is located Qu’ran - The Islamic Holy book revealed to the Prophet Muhammad</p>

<p>What did Jesus teach? Is it possible to be kind to everyone all of the time?</p>	<p>Declarative Knowledge</p> <p>The learning is based on Jesus summing up the 10 commandments from the Old Testament into two commandments.</p> <p>“‘Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.’ The second is this: ‘Love your neighbour as yourself.’ There is no commandment greater than these.” Mark 12:30-31</p> <p>Jesus then gave examples of parables and miracles to help people around him understand this.</p> <p>Attainment Descriptors</p> <p>Working at</p> <ul style="list-style-type: none"> • I can tell you when I was kind • I can remember something Jesus said or did to be kind • I can say if I think Christians can be kind. <p>Working towards</p> <ul style="list-style-type: none"> • I can tell you when I have been kind to others even when it was difficult.
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	<ul style="list-style-type: none"> • I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. • I can say if I think Christians should be kind and give a reason. <p>Working beyond</p> <ul style="list-style-type: none"> • I can say when and why it is easy or difficult to be kind. • I can tell you some ways Christians try to follow Jesus' example of being kind. • I can say why I think Christians should be kind and start to explain how they think they can do this (with God's help).
Other curriculum areas covered	<p>British values</p> <ul style="list-style-type: none"> • Individual Liberty • Mutual respect • Tolerance of those of different faiths and beliefs
Prior learning links	<p>Links to Judaism later in Year 2 with relevance to the 10 Commandments.</p> <p>Yr3 Spring 1: Jesus' healing miracles.</p> <p>Yr 5 Summer 2: What is the best way for a Christian to show commitment to God would build on this teaching.</p>
Session 1	<p>To discuss whether it is easy to be kind all of the time</p> <ul style="list-style-type: none"> • To understand what it means to be kind • To share when they have been kind • To share when they have found it difficult to be kind.
Session 2	<p>To re-tell bible stories that show kindness.</p> <ul style="list-style-type: none"> • To retell the story of The Kind Man • Explain why they think Jesus told this story. • Discuss which parts they think are the most important in showing kindness. • Discuss the importance of Jesus' teaching 'Love your neighbour as yourself'
Session 3	<p>To re-tell bible stories that show kindness.</p> <ul style="list-style-type: none"> • To retell the story of the paralysed man • Explain why they think Jesus told this story.

	<ul style="list-style-type: none"> • Discuss which parts they think are the most important in showing kindness.
Session 4	<p>LO: I can explain ways Christians try to be kind.</p> <ul style="list-style-type: none"> • Discus the importance of Jesus’ teaching ‘Love your neighbour as yourself’ • To explain what being kind looks like in everyday life • To create their own story that shows kindness.
Session 5	<p>LO: I can retell stories from the bible showing kindness and explain how Christians try to be kind.</p> <ul style="list-style-type: none"> • To identify important parts of the Kind man story and explain why it is important. • To tell when they have found it difficult to be kind. • To explain why I think Christians should be kind and explain how they can do this.
Session 6	<p>LO: I can generate ideas on how to become a better friend.</p> <ul style="list-style-type: none"> • Share ideas with the class. • To understand that it is something that they need to work on. • Create a class kindness charter

<p>Christmas- Jesus as a gift from God. Why do Christians believe God gave Jesus to the world?</p>	<p>Declarative Knowledge</p> <p>Trinity: complete relationship between God (the Father), Jesus (his son) and the Holy Spirit. The three are “consubstantial”, which means that they exist separately and together as one</p> <p>God became incarnate at Christmas and bought God’s love for the world to earth in human form.</p> <p>This enquiry also reflects the concept of salvation: Christians believe that God gave the gift of his son to humanity in order to save them from sin and open up a pathway back to God through the death and resurrection of Jesus</p> <p>Agape: Agape is universal love, such as the love for strangers, nature, or God. It is also called charity</p> <p>Attainment Descriptors</p> <p>Working at</p>
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	<ul style="list-style-type: none"> • I can tell you how I try to show love in the world. • I can remember some of the Christmas story. • I can start to say why Christians think God gave Jesus to the world. <p>Working towards</p> <ul style="list-style-type: none"> • I can say how I could help solve a problem by showing love. • I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. • I can tell you why Christians think God gave Jesus to the world. <p>Working beyond</p> <ul style="list-style-type: none"> • I can say how I could help solve a problem in the world by showing love. • I can explain how Jesus' coming to the world shows Christians how they could love/help people and the world. • I can explain the Christian belief that God gave Jesus to the world to rescue/save it.
Other curriculum areas covered	<p>British values</p> <ul style="list-style-type: none"> • Mutual Respect • Tolerance of those of different faiths and beliefs
Prior learning links	<p>Builds on Year 1 Autumn 2 Christmas enquiry and Year 2 Autumn 1 reference loving your neighbour as yourself.</p> <p>Year 6 Spring 1 builds on this teaching of Agape</p>
Session 1	<p>To understand that Jesus was sent by God to save the world.</p> <ul style="list-style-type: none"> • I can explain that Christians believe Christmas is a celebration of Jesus birth, • I can discuss why earth might need saving.
Session 2	<p>To re-tell the Christmas story.</p> <ul style="list-style-type: none"> • Understand that Christians believe God sent Jesus to help the world and that they look forward to Christmas as a celebration of his birth. • To compare commercial and traditional Christmas advent calendars.

Session 3	To investigate how Jesus saved the world. <ul style="list-style-type: none"> To read Bible stories To identify what Jesus was teaching through His actions.
Session 4	To discuss how showing love can save/rescue them. <ul style="list-style-type: none"> Listen to bible stories and reflect on how Jesus has showed love. To explain how they feel when love is shown towards them. To generate questions about Jesus being sent to rescue the world.
Session 5	To explain why Christian's believe God gave Jesus to the world. <ul style="list-style-type: none"> Recall parts of the Christmas story. Explain why Christians believe God gave Jesus to the world.
Session 6	To explain the importance of showing love to the world and people. <ul style="list-style-type: none"> To discuss ideas with a partner about how they show love to the world. To explain why it is important.

Prayer at home – Does praying at regular intervals help a Muslim in his/her	<p>Declarative Knowledge</p> <p>This enquiry focuses on Muslim worship, particularly prayer</p> <p>There are different groups within Islam and practices concerning prayer differ- Sunni Muslims often pray 5 times a day whereas Shi'a Muslims can pray 3 times.</p> <p>Many Muslims pray regularly ranging from early morning to last thing at night. Prayer is saying thanks to God. Muslims want to thank God for life and everything. Muslim life is built around worship of Allah (their name for God) through prayer.</p>
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<p>everyday life?</p>	<p>The daily prayers (Salah) mean that Muslims pray as a community. It is a great symbol of equality as all pray side by side in rows, focused towards the holy city of Makkah together.</p> <p>Prayer helps develop self-discipline; this is key to Muslims. Praying regularly helps Muslims put Allah at the centre of their lives</p> <p>Attainment Descriptors</p> <p>Working at</p> <ul style="list-style-type: none"> • I can say how it feels to do something lots of times in a day. • I can remember some things about Muslim prayer. • I can tell you one way praying 5 times a day may help a Muslim. <p>Working towards</p> <ul style="list-style-type: none"> • I can explain how it felt to have to stop doing something to reach the target we had set. • I can use the right words to describe how Muslims pray and begin to explain why they do this. • I can start to think through how praying 5 times a day might help in some ways more than others. <p>Working beyond</p> <ul style="list-style-type: none"> • I can explain how commitment can be hard and can describe how it would feel to reach a goal. • I can describe the Muslim prayer routine and explain how they believe this could help them in their everyday lives. • I can decide on 3 ways Muslims might be helped in their everyday lives by praying 5 times a day, and can explain my reason for one of these.
<p>Other curriculum areas covered</p>	<p>British values</p> <ul style="list-style-type: none"> • Rule of Law • Individual Liberty • Mutual Respect • Tolerance of those of different faiths and beliefs
<p>Prior learning links</p>	<p>As this is the first lesson on Islam a few basics are needed</p> <ul style="list-style-type: none"> • Muslims believe in one God, Allah • Allah is the creator and is beyond comparison • Muslims show respect to Allah via regular worship and by living a life according to His wishes.
<p>Session 1</p>	<p>To understand what is meant by commitment</p> <ul style="list-style-type: none"> • Explain how you feel.

	<ul style="list-style-type: none"> • Explain what it was like to be interrupted. • To decide whether they would want to show that level of commitment every day.
Session 2	<p>To understand how and why Muslims pray five times a day https://www.twinkl.co.uk/teaching-wiki/5-times-of-prayer-in-the-quran</p> <ul style="list-style-type: none"> • To explore Salat, the second pillar of Islam <p>To know what times of day Muslims pray. Salat al-fajr: the dawn or any time before sunrise Salat al-zuhr: midday, after the sun passes its highest Salat al-'asr: the late part of the afternoon Salat al-maghrib: dusk or just after sunset Salat al-'isha: between sunset and midnight</p> <ul style="list-style-type: none"> • To be able to explain what impact this has on a Muslim's life?
Session 3	<p>To discover techniques of mindfulness</p> <ul style="list-style-type: none"> • To take part in a stilling exercise • To understand how calming your mind helps you to focus.
Session 4	<p>To list the different stages of prayer for Muslims</p> <ul style="list-style-type: none"> • List the different stages of prayer • Explain what each action symbolises and why they are significant.
Session 5	<ul style="list-style-type: none"> • To explain how praying at regular intervals everyday help Muslim in their everyday life • Recall the Muslim prayer routine • To analyse why praying 5 times may be difficult
Session 6	<p>To set a target and discuss how commitment is required.</p> <ul style="list-style-type: none"> • Set a learning target • To explain how they will reach the goal • To imagine how it would feel to achieve the goal

<p>Easter, resurrection – How important is it to Christians that Jesus came back to life after his crucifixion?</p>	<p>Declarative Knowledge</p> <p>Christians believe that Jesus was put to death on a cross and remember this event on Good Friday. They believe that after he died, he was put into a tomb with a stone rolled across the doorway (so something that could not easily be moved especially from the inside). On Easter Sunday, visitors to the tomb (one being Mary Magdalene who was a follower of Jesus) found it empty. Mary then saw Jesus in the gardens surrounding the tomb, demonstrating to her that he had risen from the dead.</p> <p>The disciples (Jesus’ friends) wrote about these events and their significance in the later books of the New Testament</p> <p>Attainment Descriptors</p> <p>Working at</p> <ul style="list-style-type: none"> • I can say how I remember people who are not here any more. • I can recall parts of the Easter story. • I can talk about what I think happened to Jesus. <p>Working towards</p> <ul style="list-style-type: none"> • I can say what I believe happens to you when you die and tell you how I remember people close to me. • I can recall what Christians believe happened on Easter Sunday. • I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion. <p>Working beyond</p> <ul style="list-style-type: none"> • I can start to discuss my beliefs in life after death/what happens when someone dies. • I can tell you about the Christian belief in Jesus’ resurrection and start to explain why this is so important to them. • I can start to explain what Christians believe about Jesus’ resurrection, and to evaluate how important this is to them. I can say what I believe about life after death.
<p>Other curriculum areas covered</p>	<p>British values</p> <ul style="list-style-type: none"> • Rule of law (Jesus allowed himself to be condemned under the law of His land) • Mutual respect • Tolerance of those of different faiths and beliefs

<p>Prior learning links</p>	<p>Builds on Year 1 Spring 2 Easter enquiry.</p> <p>Also links to the love of agape from Yr 2 Autumn 2 in that Christians believe that Jesus selflessly gave himself for their salvation.</p>
<p>Session 1</p>	<p>To discuss how we remember people who have died.</p> <ul style="list-style-type: none"> • To listen to others viewpoint about what happens after death. • Discuss how we can remember those that have passed away.
<p>Session 2</p>	<p>To retell the Easter story (up to and including the crucifixion)</p> <ul style="list-style-type: none"> • Listen to the easter story. • Sequence the events in the Easter story.
<p>Session 3</p>	<p>To investigate whether Jesus came back to life (resurrection).</p> <ul style="list-style-type: none"> • To understand the symbolism of a hot cross bun • Find evidence of Jesus' resurrection from bible stories. • To discuss other possible explanations
<p>Session 4</p>	<p>To understand the importance of Jesus' resurrection.</p> <ul style="list-style-type: none"> • To explain why it is important to Christian's that Jesus came back to life. • To understand that it is a chance to be forgiven for their sins and to offer them salvation (life after death)
<p>Session 5</p>	<p>To recall the easter story and understand the importance of Jesus' resurrection for Christians.</p> <ul style="list-style-type: none"> • Recall events of the Easter story • Explain what Christian's believe happened. • Express own thoughts about Jesus' resurrection
<p>Session 6</p>	<p>To express their own personal view about life after death.</p> <ul style="list-style-type: none"> • Discuss ideas with a partner • Create a card to symbolise their thoughts • Write a special message to a special person.

**Community
and Belonging**
– Does going to
a mosque give
Muslims a
sense of
belonging?

Declarative Knowledge

The Mosque is the Islamic place of worship and is the centre of the Muslim community. Going to the Mosque helps give a sense of belonging as Muslims gather there to give thanks to Allah.

They wash before prayer with others and join their fellow Muslims praying on the floor of the prayer room as all are equal in the eyes of Allah.

Purpose built mosques are very recognisable from the outside with a

- large domed roof covering the main prayer hall
- tower called a minaret from which the Call to Prayer is made.

Inside the Mosques there is usually a

- Minbar (platform at the top of some stairs) for the Imam (prayer leader) to stand on when he gives his sermon.

Mihrab, an indentation in the Qiblah wall. This wall signifies the direction of Makkah to which Muslims pray.

Attainment Descriptors

Working at

- I can start to explain how it feels to belong.
- I can use the right words to describe what Muslims do and feel when they attend prayer at the mosque.
- I can start to explain when Muslims might feel like they belong.

Working towards

- I can understand how meeting in a certain place could make me feel like I belong.
- I can explain what happens when Muslims pray alone or at the mosque.
- I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.

Working beyond

	<ul style="list-style-type: none"> • I can explain how carrying out actions that are important to my group helps to remind me that I belong. • I can describe how a Muslim achieves a sense of belonging through praying. • I can put myself in a Muslim's position and say if I would prefer to pray alone or with other Muslims at a mosque and give a reason why.
Other curriculum areas covered	<p>British values</p> <ul style="list-style-type: none"> • Rule of Law (Prayer in the Qur'an/pillar of Islam) • Mutual Respect <p>Individual Liberty Tolerance of those of different faiths and beliefs</p>
Prior learning links	<p>Refer to Yr2 Spring 1 and some key beliefs in Allah – wanting to show respect to Allah leads Muslims to wish to pray in a clean place.</p> <p>Meeting together in the mosques and praying on the floor reinforces the belief that 'All are equal in the eyes of Allah' which is stated in the Qur'an</p>
Session 1	<p>To understand what it means to belong.</p> <ul style="list-style-type: none"> • To explain where you get a sense of belonging • To explain how it feels to belong • To explain how it feels not to belong
Session 2	<p>To understand how going to mosque gives Muslim's a sense of belonging.</p> <ul style="list-style-type: none"> • Understand what Muslims do at mosque. • Explain how this gives a Muslim a sense of belonging
Session 3	<p>To describe what it is like inside different mosques</p> <ul style="list-style-type: none"> • Describe what is inside of a mosque. • Describe the differences between grand mosque in Makkah and Islamic centre in Bournemouth
Session 4	<p>To understand the importance of Wadu in preparing for prayer.</p> <ul style="list-style-type: none"> • Participate in in the washing routine. • Explain why Muslims perform Wadu before prayer
Session 5	<p>To analyse whether a Muslims need to prayer together to get a sense of belonging.</p> <ul style="list-style-type: none"> • To understand that community is an important aspect (Ummah) • To express own opinion about the importance of praying together.

Session 6	<p>To create a game/ceremony for the class to develop a sense of belonging.</p> <ul style="list-style-type: none"> • Discuss ideas with a partner • Give instructions clearly • Explain how the activity will help create a sense of belonging

<p>Hajj – Does completing Hajj make a person a better Muslim?</p>	<p>Declarative Knowledge</p> <p>Hajj, the Pilgrimage to Makkah in Saudi Arabia, is one of the “Five Pillars of Islam” on which the Sunni Muslim faith is built. The other pillars are looked at in detail in Year 6, Summer 1 and 2</p> <p>The Hajj takes place every year and it is the duty of every adult Muslim, who is physically and mentally fit and can afford it, to make the pilgrimage at least once in a lifetime.</p> <p>The Hajj commemorates some major events in the early years of the faith and marks the start of the success of Islam.</p> <p>When on pilgrimage, Muslims put away their usual clothes and outward signs of wealth, the vast majority wear white seamless garments known as Ihram. This symbolises equality, a key Islamic belief.</p> <p>Attainment Descriptors</p> <p>Working at</p> <ul style="list-style-type: none"> • I can tell you about a special journey I have made. • I can use the right words to tell you about some parts of the Hajj. • I can start to imagine how it might feel to be on the Hajj. <p>Working towards</p> <ul style="list-style-type: none"> • I can tell you about a special journey and why it was special to me.
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	<ul style="list-style-type: none"> • I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims. • I can start to think about the significance of Hajj to a Muslim. <p>Working beyond</p> <ul style="list-style-type: none"> • I can explain why a journey was special to me and how I felt about it. • I can start to explain how some of the events during Hajj could help Muslims feel a sense of commitment to God. • I can start to express my opinion as to whether completing the Hajj makes someone a better Muslim, with a reason.
Other curriculum areas covered	<p>British values</p> <ul style="list-style-type: none"> • Rule of Law (Hajj as a pillar of Islam) • Individual Liberty • Mutual Respect • Tolerance of those of different faiths and beliefs
Prior learning links	<p>Refer to the 2 previous lessons on prayer and the Mosque. This enquiry looks at the significance of Makkah and the events that took place here in Muslim History. The pilgrimage gives pilgrims the chance to stand before Allah and ask forgiveness for their sins.</p> <p>The Yr6 Autumn 1 enquiry builds on the learning in this enquiry.</p>
Session 1	<p>To describe a special journey and explain why it's special</p> <ul style="list-style-type: none"> • Share a special journey • Explain why a journey is special • How did you/character feel after making the special journey •
Session 2	<p>To learn about the 5 pillars and the 8 doors to heaven</p> <ul style="list-style-type: none"> • To explain the five pillars of Islam and why they are important. • Understand the 8 doors to heaven (Jannah) •
Session 3	<p>To learn about Makkah and the Grand Mosque and explore the importance of these to Muslims.</p> <ul style="list-style-type: none"> • Identify where Makkah is on a globe • To understand the importance of the Kaaba
Session 4	<p>To learn about Hajj and how it shows commitment to God</p>

	<ul style="list-style-type: none"> Recall events that take place during the journey. Discuss the significance of each of the events and why they are important to a Muslim.
Session 5	<p>To discuss whether completing Hajj makes a person a better Muslim</p> <ul style="list-style-type: none"> Explain why Muslims see Hajj as a way of showing commitment to God. To reflect on those who are unable to make the journey.
Session 6	<p>To write a postcard from a special place.</p> <ul style="list-style-type: none"> To reflect on how it feels to be in that special place. Explain why you feel that way

Year 3 - UNIT OVERVIEWS

<p>Diwali – Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p>	<p>We are learning to investigate what happens during the festival of Diwali and whether the celebration bring a sense of belonging to Hindu?</p>	<p>Vocabulary</p> <p>Diwali - Festival of lights at the end of one year to mark the beginning of the next in the Hindu calendar</p> <p>Ramayana - The Hindu epic tale which relates the story of Rama and Sita</p> <p>Rama - The incarnation of the Lord and hero of the Ramayana</p> <p>Sita - The divine consort of Rama</p> <p>Lakshmi - The goddess of fortune.</p> <p>Rangoli patterns - Patterns created on the floor in living rooms or courtyards using materials such as coloured rice, dry flour, coloured sand or flower petals</p> <p>Diva lamp - Oil lamp usually made from clay, with a cotton wick dipped in ghee or vegetable oils.</p> <p>Puja tray - Puja means worship. Puja tray contains items used in worship namely a bell, a pot of water, a diva lamp, an incense burner, a pot of kum powder, and a spoon. Puja involves offering light, incense, flowers and food to the deities (the gods). During Puja the worshippers will chant mantras, which are prayers and verses from the Hindu holy books</p> <p>Mandir - Mandir: Hindu place of worship</p>
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<p>Christmas – Has Christmas lost its true meaning?</p>	<p>We are learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.</p>	<p>Vocabulary Advent - The period beginning on the 4th Sunday before Christmas. Literal translation is “coming” so this is a time of preparation Incarnation - God taking human form in Jesus Christ</p>
<p>Jesus’ Miracles – Could Jesus heal people? Were these miracles or is there some other explanation?</p>	<p>We are learning to retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.</p>	<p>Vocabulary Miracle - An event not explicable by natural or scientific laws. Jesus - The central figure of Christian devotion. The second person of the Trinity Palm Sunday - The Sunday before Easter: it commemorates Jesus’ triumphal entry into Jerusalem The Last Supper - The Passover meal that Jesus shared with his 12 disciples: commemorated on the Thursday before Easter. This meal is commemorated in Communion or Eucharist Cross - The shape of wood that Jesus was nailed to when he was crucified on Good Friday Tomb - The cave where Jesus was laid after his crucifixion. It was dug out of the ground with a stone rolled in front of it. Bread and Wine- Eaten and drunk at the Last Supper: Jesus told his disciples it was to symbolise his body and blood and that they should repeat these actions in memory of him. This has become Communion or Eucharist Maunder Thursday - Thursday before Easter Sunday, traditionally when the Last Supper and Jesus’ arrest in the Garden of Gethsemane are remembered Good Friday - Day after Maunder Thursday: day to commemorate Jesus’ crucifixion. Disciples - Jesus’ 12 special friends and followers who shared the Last Supper with him. Judas - Disciple who led guards to Jesus and caused his arrest.</p>
<p>Easter, forgiveness – What is ‘good’ about Good Friday?</p>	<p>We are learning to recall events in the Easter story and understand why Jesus’ crucifixion symbolises hope Christmas.</p>	<p>Vocabulary Jesus - The central figure of Christian devotion. The second person of the Trinity. Palm Sunday - The Sunday before Easter: it commemorates Jesus’ triumphal entry into Jerusalem. The Last Supper - The Passover meal that Jesus shared with his 12 disciples: commemorated on the Thursday before Easter. This meal is commemorated in Communion or Eucharist. Cross - The shape of wood that Jesus was nailed to when he was crucified on Good Friday. Tomb - The cave where Jesus was laid after his crucifixion. It was dug out of the ground with a stone rolled in front of it. Bread and Wine - Eaten and drunk at the Last Supper: Jesus told his disciples it was to symbolise his body and blood and that they should repeat these actions in memory of him. This has become Communion or Eucharist. Maunder Thursday - Thursday before Easter Sunday, traditionally when the Last Supper and Jesus’ arrest in the Garden of Gethsemane are remembered. Good Friday - Eaten and drunk at the Last Supper: Jesus told his disciples it was to symbolise his body and blood and that they should repeat these actions in memory of him. This has become Communion or Eucharist. Disciples - Jesus’ 12 special friends and followers who shared the Last Supper with him Judas - Disciple who led guards to Jesus and caused his arrest.</p>
<p>Hindu Beliefs – How can Brahman be everything and in everything?</p>	<p>We are learning to understand the Hindu belief that there is one God with many different aspects.</p>	<p>Vocabulary Brahman - The ultimate reality or all-pervading reality, from which everything emanates. Trimurti - The three deities - Brahma, Vishnu and Shiva - representing the three functions of creation, preservation and destruction Brahma - Hindu deity, one of the Trimurti, in charge of creative power Shiva - Hindu deity: name means “kindly”- the destroyer function Vishnu - Hindu deity: member of the Trimurti - the preserver Ganesha - Hindu deity portrayed with an elephant’s head as a sign of strength, the deity who removes obstacles</p>

		<p>Lakshmi - Goddess of fortune</p> <p>Puja - Worship</p> <p>Omnipresent - Everywhere: Hindus believe Brahman is omnipresent/everywhere</p>
<p>Pilgrimage to the River Ganges – Would visiting the River Ganges feel special to a non-Hindu?</p>	<p>We are learning to understand the significance of the River Ganges both for a Hindu and non-Hindu</p>	<p>Vocabulary</p> <p>Ganga - he Ganges: most sacred river in India.</p> <p>Varanasi - City in the Indian state of Uttar Pradesh, regarded as the spiritual capital of India.</p> <p>Brahman - The ultimate reality or all-pervading reality, from which everything emanates (so present in the water of the Ganges).</p> <p>Pilgrimage - Journey of spiritual significance.</p>

<p>Diwali – Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p>	<p>Declarative Knowledge –</p> <p>Hindus believe in Brahman as the one true God who is formless, limitless, all-inclusive, and eternal. The Vedas are the sacred scriptures of a Hinduism.</p> <ul style="list-style-type: none"> • This enquiry looks at the festival of Diwali, which is the Story of Rama and Sita, as well as how it is celebrated. • Diwali is an extremely popular Hindu festival which happens at the start of winter. It celebrates the story of the Ramayana which describes the events leading up to the return of Rama to his kingdom after fourteen years in exile. It is a classic story of good defeating evil. • The festival is celebrated on many levels. It is symbolically that the lighting of small lamps signals moving from darkness to light or from ignorance to knowledge • A ceremony dedicated to the Goddess of Wealth, Lakshmi, may be carried out too. Money is given to charity; gifts are exchanged, and a family feast is held. <p><u>Rangoli patterns</u></p> <p>Rangoli patterns are created during festival times using materials such as coloured rice, dry flour, coloured sand or flower petals. The purpose of rangoli is mainly to be decorative but is also thought to bring good luck.</p> <p>Attainment Descriptors</p> <p>Working at</p> <ul style="list-style-type: none"> • I can think of an action I could take to help a special group • I belong to. I can design a symbol to show what my special group stands for. • I can describe some of the things Hindus do at home or at the temple during Diwali. • I can start to empathise with what Hindus feel about Diwali. <p>Working towards</p> <ul style="list-style-type: none"> • I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group’s symbol. • I can describe some of the ways Hindus celebrate Diwali and start to explain how I think Hindu children might feel at Diwali. • I can start to say why Diwali might bring a sense of belonging to Hindus.
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	<p>Working beyond</p> <ul style="list-style-type: none"> • I can describe ways in which I could demonstrate that I belong to special group, and explain how doing these things brings me a sense of belonging. • I can describe some of the ways Hindus celebrate Diwali and start to understand which of these may bring the greatest sense of belonging. • I can start to explain how I might feel if I celebrated Diwali with a Hindu family.
Other curriculum areas covered	<p>British values</p> <ul style="list-style-type: none"> • Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs
Prior learning links	<p>This is the first enquiry on Hinduism – check what the students already know.</p> <p>Start with the belief in God before heading into the story of Diwali.</p>
Session 1	<p>To identify a shared identity based on a belief</p> <ul style="list-style-type: none"> • Share ideas on how to organise their group • Discuss what is right or wrong • To discuss whether they have a sense of belonging for being united.
Session 2	<p>To recall the story of Rama and Sita</p> <ul style="list-style-type: none"> • Sequence events • Identify the morale of the story.
Session 3	<p>To understand how Hindus celebrate Diwali</p> <ul style="list-style-type: none"> • To understand the significance of the different practices during Diwali. • explain what happens at home/temple during Diwali
Session 4	<p>To describe how community gives Hindus a sense of belonging</p> <ul style="list-style-type: none"> • To explore how preparing for Diwali creates a sense of belonging • Reflect on the engagement lesson about how shared beliefs create a sense of belonging.
Session 5	<p>To demonstrate my understanding of the festival of Diwali and explain why the celebration brings a sense of belonging.</p> <ul style="list-style-type: none"> • Recall what happens during Diwali • To explain how a Hindu child would feel during Diwali
Session 6	<p>To discuss their sense of belonging and understand their shared identity.</p>

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| | <ul style="list-style-type: none">• Share their goals for the year• Share a favourite game |
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**Christmas –
Has Christmas
lost its true
meaning?**

Declarative Knowledge

God chose a Jewish young woman called Mary, who was engaged to Joseph the carpenter, to be the mother of his earthly son.

He sent his angel, Gabriel, to ask this of her. Mary agreed to allow this to happen and Jesus was born in Bethlehem. This is the Christian concept of “**incarnation**”: God becoming man or literally being “made flesh”. Jesus was born in a stable and was visited by a variety of people from very different social classes. There is a significance to the people and places which appear in the Christmas story (explained below).

Attainment Descriptors

Working at

- I can explain what Christmas means to me.
- I can tell you what the nativity story tells Christians about Jesus (given to the world by God).
- I can talk about some of the different ways Christmas is celebrated by Christians and non-Christians.

Working towards

- I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.
- I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.
- I can start to tell you what Christmas means to Christians and what it means to me.

	<p>Working beyond</p> <ul style="list-style-type: none"> • I can explain what gift I would like to give to the world and what difference it would make. • I can make the links between Christian beliefs about Christmas and the way they celebrate it. • I can recognise that Christmas means different things to different people.
Other curriculum areas covered	<p>British values</p> <ul style="list-style-type: none"> • Mutual Respect • Tolerance of those of different faiths and beliefs
Prior learning links	Builds on previous Christmas enquiries from Years 1 & 2.
Session 1	<p>To discuss what Christmas means to us</p> <ul style="list-style-type: none"> • Share their experience of Christmas/Christmas holidays • Express why Christmas is meaningful to them
Session 2	<p>Identify different symbols of Christmas</p> <ul style="list-style-type: none"> • Explain what each symbol represents • Explain why it is important.
Session 3	<p>To recall the Christmas story and understand the true meaning of Christmas for Christians.</p> <ul style="list-style-type: none"> • Understand the significance of Shepards, wise men, star, gifts, etc • Explain the true meaning of Christmas to Christians

Session 4	<p>To compare the non-Christian and Christian aspects of Christmas.</p> <ul style="list-style-type: none"> • List the non-Christian aspects of Christmas • List the Christian aspects of Christmas
Session 5	<p>To evaluate whether Christmas has lost its true meaning</p> <ul style="list-style-type: none"> • Explain what the true meaning of Christmas is for a Christian • Justify my opinion
Session 6	<p>To choose a gift to give to the world to make it a better place.</p> <ul style="list-style-type: none"> • To understand that Jesus was a gift from God. • To explain how their gift would make the world a better place.

<p>Jesus' Miracles – Could Jesus heal people? Were these miracles or is there some other explanation?</p>	<p>Declarative Knowledge</p> <p>The concept of Incarnation is that Jesus became man and lived among men and women. As part of his ministry, narrated in the New Testament of the Bible, Jesus performed many miracles.</p> <p>The two included in this enquiry are based on healing (rather than some others which create e.g. food and drink).</p> <p>Jesus uses saliva to heal the man born blind and builds on the faith of the friends to heal a paralysed man.</p> <p>Attainment Descriptors</p> <p>Working at</p>
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	<ul style="list-style-type: none"> • I can talk about what I think a miracle is. • I can retell a story about Jesus healing someone and say one thing Christians might believe about Jesus. • I can identify some of the questions people ask about Jesus' healing miracles. <p>Working towards</p> <ul style="list-style-type: none"> • I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. • I can explain one Christian viewpoint about one of Jesus' healing miracles. • I can start to say whether I believe Jesus actually healed people or not. <p>Working beyond</p> <ul style="list-style-type: none"> • I can explain why some people may describe something they see as a miracle when there may also be another explanation. • I can explain two different ways Christians might interpret one of Jesus' healing miracles. • I can explain how Christians may describe and explain Jesus' miracles.
Other curriculum areas covered	<p>British values</p> <ul style="list-style-type: none"> • Mutual Respect • Tolerance of those of different faiths and beliefs
Prior learning links	<p>Yr 2 Autumn 1: Jesus' parables and miracles.</p> <p>The optional Yr 1 Judaism enquiry shows that God (the Father) performed miracles before Jesus was born so this can be linked to the Christian belief that Jesus is his son.</p>
Session 1	<p>To discuss how we get better when we are poorly</p> <ul style="list-style-type: none"> • Share ideas about what they do when they are poorly • How can you help yourself (state of mind)

Session 2	<p>To investigate the story of the Blind Man.</p> <ul style="list-style-type: none"> • To discuss how Jesus healed the man. • To discuss whether they think it really happened
Session 3	<p>To understand what is meant by a miracle.</p> <ul style="list-style-type: none"> • To understand that a miracle is something that happens outside the usual rules of nature/expectations • Explore this concept by reading the story Paralysed man
Session 4	<p>To debate whether stories have to be true to be meaningful</p> <ul style="list-style-type: none"> • To debate whether it is possible that Jesus made people better even though He wasn't a doctor. • To share opinion about the question, 'Do stories have to be true to be meaningful?'
Session 5	<p>To explain why Christians believe Jesus was able to perform miracles and express my own personal view.</p> <ul style="list-style-type: none"> • Explain why Christians believe it was possible for Jesus to perform a miracle. • Give their opinion on what they think happened
Session 6	<p>To choose a miracle that you would perform for the world.</p> <ul style="list-style-type: none"> • Think of a miracle you would perform • Explain what difference this would make and how the world would look after it was performed.

<p>Easter, forgiveness – What is ‘good’ about Good Friday?</p>	<p>Declarative Knowledge</p> <p>Salvation: the belief that Jesus’ death and resurrection saved humans and opened the way back to God for eternity.</p> <p>All 4 of the Gospels (the accounts of Jesus’ life on earth attributed to his closest friends) tell the story of Holy Week. The day before Good Friday is called “Maundy Thursday” and is the day he ate a “Last Supper” with his friends. The passing of the cup of wine and breaking of bread at this supper is commemorated in the Christian sacrament of communion. Good Friday is the day when Christians commemorate the death of Jesus on the cross. Christians believe his death on Good Friday was necessary to bring forth the resurrection on Easter Sunday.</p> <p>Attainment Descriptors</p> <p>Working at</p> <ul style="list-style-type: none"> • I can explain that rescuing means helping a bad situation get better. • I can say what some of these symbols represent e.g. cross: cross/bread/wine. • I can ask questions about The Last Supper and Jesus’ death. <p>Working towards</p> <ul style="list-style-type: none"> • I can suggest how a person may rescue/help others who are in difficult situations. • I can start to tell you why Christians believe Jesus’ death is important. • I can start to reflect on whether I agree with Christian beliefs about Jesus’ death. <p>Working beyond</p> <ul style="list-style-type: none"> • I can talk about people who are special to me because they have rescued me from difficult situations and/or shown me how I could help others. • I can start to explain why Christians see Jesus’ death as ‘good’. • I can reflect on whether I agree with Christian beliefs about why Jesus died and give my own thoughts/opinions.
<p>Other curriculum areas covered</p>	<p>British values</p> <ul style="list-style-type: none"> • Mutual Respect • Tolerance of those of different faiths and beliefs
<p>Prior learning links</p>	<p>Yrs 1&2 Spring 2 Easter units.</p> <p>Other units which speak of sacrifice for faith such as Yr 1 Summer 1 (Judaism: Shabbat), Yr 3 Spring 1 (Sikhism: the story of the Khalsa).</p>

Session 1	<p>To discuss how to resolve problems/rescue a situation</p> <ul style="list-style-type: none"> • Discuss how to rescue a situation • To make up and act out stories where somebody saves the day/rescues a situation.
Session 2	<p>To retell the Easter story including the Last Supper and to discuss why Jesus didn't run away.</p> <ul style="list-style-type: none"> • Sequence the Easter story up to the Last supper. • Discuss why Jesus didn't run away when he knew he what was going to happen.
Session 3	<p>To learn the next part of the Easter story including the crucifixion</p> <ul style="list-style-type: none"> • To discuss what was good about Good Friday. • Explain why they think Jesus dies like this.
Session 4	<p>To explore why Jesus' death was part of God's plan.</p> <ul style="list-style-type: none"> • To understand that it was so that they can be forgiven and start afresh • To explain why Christians needed to be forgiven.
Session 5	<p>To evaluate the key events of the Easter story and to understand that Jesus' crucifixion is a symbolism of hope for Christians.</p> <ul style="list-style-type: none"> • Explain who Good Friday was good for • Discuss who Good Friday was not good for. • Explain whether they think Christians today think it was good for them.
Session 6	<p>To show love a gratitude to people who are special to them.</p> <ul style="list-style-type: none"> • Write things they can do to show love and gratitude. • Share their ideas with the class.

**Hindu Beliefs –
How can
Brahman be
everything and
in everything?**

Declarative Knowledge

- Hindus believe in a universal soul or God called Brahman. Brahman takes on many forms that some Hindus worship as deities in their own right. Brahman, the supreme spirit, basically underpins and permeates everything.
- Hindus believe that there is a part of Brahman in everyone and this is called the Atman.
- Hindus are comfortable with using images and objects (often called murtis) to portray God. Hindus do not worship these but worship Brahman through them. Hindus are free to worship God in a variety of colourful forms.

Trimurti

Trimurti, a term meaning "having three forms," refers to the three main aspects of Brahman: Brahma, Vishnu, and Shiva

Ganesha

One of the most easily identifiable Hindu deities due to his large elephant head. He is known as the remover of obstacles and is very popular.

Lakshmi

Lakshmi is one of the most popular deities and is known as the goddess of wealth and purity.

Attainment Descriptors

Working at

- I can explain how I may be special in different ways to different people.
- I can tell you about some Hindu gods and start to explain their significance to Hindus.
- I can ask questions about what Hindus believe.

Working towards

- I can explain some of the different roles I play whilst still being me.
- I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.

	<ul style="list-style-type: none"> I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus. <p>Working beyond</p> <ul style="list-style-type: none"> I can describe some of the characteristics that make me, me even when I am playing different roles. I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives. I can reflect on Hindu beliefs and express thoughts on these.
Other curriculum areas covered	<p>British values</p> <ul style="list-style-type: none"> Rule of Law <p>Mutual Respect</p> <p>Tolerance of those of different faiths</p>
Prior learning links	In teaching this unit about the deities of Brahman, refer back to Year 5 Autumn 1 Hindu enquiry on Diwali which remembers an avatar of Vishnu, Rama.
Session 1	<p>To identify their different roles and what they mean to different people</p> <ul style="list-style-type: none"> To create a net with the different roles they have To understand that there is only one of them but they are different things to different people.
Session 2	<p>To match the deity to its role.</p> <ul style="list-style-type: none"> To understand that Brahman takes on different forms. To learn about one of the different Deities
Session 3	<p>To find out about the tri-murti</p> <ul style="list-style-type: none"> To learn about, Brahma (creator), Vishnu (preserver) and Shiva (destroyer) Explain what each represent.
Session 4	<p>To recognise that Bramham is everywhere</p> <ul style="list-style-type: none"> To discuss how Brahman can be everywhere and in everything To analyse how this would affect your life if you were a Hindu.
Session 5	<p>To design their own god or goddess</p> <ul style="list-style-type: none"> To explain what their god represents Express why they have decided to create this god.

Session 6	<p>To create own poem to express how Hindus believe God is present in everything, everywhere and always.</p> <ul style="list-style-type: none"> • Read the example from the Upinshads • Create their own poem to demonstrate their understanding

<p>Pilgrimage to the River Ganges – Would visiting the River Ganges feel special to a non-Hindu?</p>	<p>Declarative Knowledge</p> <p>This enquiry concentrates on Hindu beliefs about the River Ganges and some of the practices which occur there.</p> <p>The River Ganges is considered to be sacred and spiritually pure for Hindus although in reality it is not a clean river. Because of the purifying nature of the river, Hindus believe that any rituals performed on the banks of the Ganges or in its water will wash away impurity.</p> <p><i>The Puranas</i> (ancient Hindu scriptures) say that taking a dip in the sacred river ‘bestows heavenly blessings’.</p> <p>Many Hindus believe that bathing here will help them spiritually. It is also a place where the dead are cremated – Many Hindus believe that this will help them in their next life</p> <p>Attainment Descriptors</p> <p>Working at</p> <ul style="list-style-type: none"> • I can explain the effects of water on me. • I can tell you about some of the things Hindus do at/in the River Ganges and start to explain why this river is important to them. • I can tell you how I think it might feel for a Hindu to visit the River Ganges.
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	<p>Working towards</p> <ul style="list-style-type: none"> • I can explain why water is important. • I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. • I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges. <p>Working beyond</p> <ul style="list-style-type: none"> • I can describe some ways that people use water in groups and start to explain how that gives a sense of community. • I can show an understanding of why the River Ganges is important to Hindus and also start to suggest why non-Hindus might also want to visit this river. • I can start to express my understanding of the religious significance of visiting the River Ganges for a Hindu and can reflect on how it might feel for a non-Hindu to go there (this might be me if I am not Hindu).
Other curriculum areas covered	<p>British values</p> <ul style="list-style-type: none"> • Rule of Law • Mutual Respect • Tolerance of those of different faiths
Prior learning links	<p>Lesson 3 builds on the previous lessons – some of the deities of Brahman have stories involving the Ganges.</p> <p>Pilgrimage to a sacred site would connect Hindus with their history.</p> <p>Year 2 Summer 2 gives a comparable unit on pilgrimage for Muslims on the Hajj.</p>
Session 1	<p>To understand the importance of water</p> <ul style="list-style-type: none"> • I can explain why water is important. • I can explain why rivers are important • I can create a river themed poem
Session 2	<p>To retell the story of the River Ganges</p> <ul style="list-style-type: none"> • Sequence events of the story • I can discuss the importance of the river.
Session 3	<p>To know what Hindus do when they visit the River Ganges.</p> <ul style="list-style-type: none"> • I can list the things Hindus do when they visit the river. • I can explain why people bathe at the river.

Session 4	<p>To understand that Brahman is everywhere.</p> <ul style="list-style-type: none"> • I can explain the significance of Brahman being in the water • I can research why a non-Hindu would want to visit.
Session 5	<p>To write from the viewpoint of a Hindu and non-Hindu.</p> <ul style="list-style-type: none"> • I can write a postcard in role as a Hindu after visiting the River Ganges • I can write a postcard in role as a non-Hindu after visiting the River Ganges
Session 6	<p>To take part in 'cleaning' activities and express my feelings afterwards.</p> <ul style="list-style-type: none"> • To express how it feels to have a shared sense of community • Create a class collage to express everyone's feelings

Year 4

UNIT OVERVIEWS

<p>Beliefs and Practices – How special is the relationship Jews have with God?</p>	<p>We are learning to understand the special relationship between Jews and God and the promises they make to each other.</p>	<p>Vocabulary Covenant -A greement or promise between God and Abraham, and God and the Jews Abraham - Regarded as the first Patriarch of the Jewish people. Isaac - Abraham's son Moses - A prophet who became a religious leader, to whom the authorship of the Torah is traditionally attributed. Ten Commandments - Laws or rules handed down to Moses by God on Mount Sinai. Torah - Jewish Law/Teaching. The five books of Moses/ first 5 books of the Bible. Ner Tamid - The eternal light above the Holy Ark in the synagogue</p>
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<p>Christmas – What is the most significant part of the nativity story for Christians today?</p>	<p>We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.</p>	<p>Vocabulary</p> <p>Frankincense - An aromatic resin used in incense and perfumes</p> <p>Myrrh - An anointing oil.</p> <p>Cristingl - Means 'Christ Light' and is used to celebrate Jesus Christ as the "Light of the World"</p>
<p>Passover – How important is it for Jewish people to do what God asks them to do?</p>	<p>We are learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.</p>	<p>Vocabulary</p> <p>Pesach Passover - Festival commemorating the Exodus from Egypt.</p> <p>Seder - Home-based ceremonial meal during Pesach.</p> <p>Hagadah - A book used at Pesach</p> <p>Matzah - Flat cracker-like bread</p> <p>Charoset - Sweet, dark-coloured paste made of fruits and nuts</p> <p>Zeroah - Roasted bone to remind Jews of the Pesach offering that was offered in the Temple in Jerusalem</p> <p>Beitzah - Hard-boiled egg</p> <p>Maror - Horseradish root: bitter herbs symbolize the harsh suffering and bitter times endured when Jews were slaves in Egypt</p> <p>Karpas - Green vegetables or herbs which are dipped in salt water, representing the tears cried as slaves.</p> <p>Chazeret - Romaine lettuce: eaten with the Maror.</p> <p>Exodus - The departure of the Israelites from Egypt under the leadership of Moses</p> <p>Moses - A prophet who became a religious leader, to whom the authorship of the Torah is traditionally attributed.</p> <p>Kashrut - Laws relating to keeping a kosher home and lifestyle</p> <p>Koshe - Fit and proper. Also refers to foods allowed by Jewish law.</p>
<p>Easter – Is forgiveness always possible for Christians?</p>	<p>We are learning to understand how Jesus' life, death and resurrection teaches Christians about forgiveness.</p>	<p>Vocabulary</p> <p>The Lord's Prayer - Also known as "The Our Father": prayer Jesus taught the disciples.</p> <p>The Last Supper - The Passover meal that Jesus shared with his 12 disciples: commemorated on the Thursday before Easter. This meal is commemorated in Communion or Eucharist.</p> <p>Peter - Disciple who denied knowing Jesus 3 times.</p>
<p>Rites of Passage and good works – What is the best way for a Jew to show commitment to God?</p>	<p>We are learning to understand how Jews show their commitment to God comparing their practices in order to explore which shows the most commitment.</p>	<p>Vocabulary</p> <p>Ten Commandments - Laws or rules handed down to Moses by God on Mount Sinai.</p> <p>Shabbat - Day of spiritual renewal and rest beginning at sunset on a Friday and finishing at nightfall on Saturday.</p> <p>Seder - Home-based ceremonial meal during Pesach</p> <p>Synagogue - Jewish place of worship used for public prayer, study and meeting.</p> <p>Torah - Jewish Law/Teaching. The five books of Moses/ first 5 books of the Bible</p> <p>Bar Mitzvah - A boy's coming of age at 13 years old. Usually marked by a synagogue ceremony and family celebration.</p> <p>Bat Mitzvah - A girl's coming of age at 12 years old. May be marked differently between communities.</p> <p>Mitzvot - The Torah contains 613 Mitzvot or commandments. Commonly known as good deeds.</p>

		<p>Tu B'Shevat - Jewish holiday occurring on the 15th day of the Hebrew month of Shevat known as the New Year for Trees</p> <p>Shema - Jewish prayer affirming belief in one God</p>
<p>Prayer and Worship – Do people need to go to church to show they are Christians?</p>	<p>We are learning to understand how important going to church is to show someone is a Christian.</p>	<p>Vocabulary</p> <p>Church - Christian place of worship</p> <p>Baptism -Rite of initiation involving sprinkling with or immersion in water.</p> <p>John the Baptist - Jesus' cousin and person who baptised Jesus in the River Jordan</p> <p>Eucharist/Holy Communion - A sacrament instituted by Jesus Christ during his Last Supper. Giving his disciples bread and wine during the Passover meal, Jesus commanded his followers to “do this in memory of me,” while referring to the bread as “my body” and the wine as “my blood.” Through the Eucharistic celebration - Christians remember Christ's sacrifice.</p>

<p>Beliefs and Practices – How special is the relationship Jews have with God?</p>	<p>Declarative Knowledge</p> <p>This enquiry takes a deeper look at the Story of Abraham and the covenant with God. The near sacrifice of Isaac can be explored in more depth here – why was God testing Abraham? How did Abraham respond?</p> <p>Moses and the Ten Commandments</p> <p>The Ten Commandments were given to Moses by God.</p> <p>The Synagogue</p> <p>The main place for community worship is the synagogue. A synagogue is the centre of the community as well as a place to meet, worship and pray.</p> <p>Attainment Descriptors</p>
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	<p>Working at</p> <ul style="list-style-type: none"> • I can explain why agreements are important and why they should be kept. • I can tell a Jewish story and say something Jewish people believe. • I can start to explain the significance of an aspect of Jews’ relationship with God. <p>Working towards</p> <ul style="list-style-type: none"> • I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make. • I can start to explain what makes Jewish people believe they have a special relationship with God. • I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel. <p>Working beyond</p> <ul style="list-style-type: none"> • I can explain that a promise can be an agreement or an affirmation and can give examples of these. I can tell you an affirmation I would like to make and explain why. • I can make links between the Abraham and Moses stories and the Jewish belief that they are in a special relationship with God. • I can start to relate to how Jews feel about their special relationship with God.
Other curriculum areas covered	<p>British Values</p> <ul style="list-style-type: none"> • Rule of Law (The Covenant/Torah) • Individual Liberty • Mutual Respect • Tolerance of those of different faiths and beliefs
Prior learning links	This enquiry builds on learning from the enquiries in Yrs1&2. Revisit the stories of Abraham and Moses.
Session 1	<p>To understand what is meant by an agreement and recognise that trust is involved.</p> <ul style="list-style-type: none"> • I can express how I would feel if someone broke an agreement • I can recognise how I feel when I break an agreement. • To create a contract of promises with class teacher. •
Session 2	<p>To understand the promises Jews believe God made to them.</p> <ul style="list-style-type: none"> • I can explain the promises being made in the stories

	<ul style="list-style-type: none"> • I can express why they are important to Jews • I can explain what these stories tell us about the relationship between Jews and God.
Session 3	<p>To understand the promises Jewish people made to God.</p> <ul style="list-style-type: none"> • I can retell the ten commandments • I can show my understanding that Jewish people believe that they have made a promise to God to follow the ten commandments.
Session 4	<p>To explore whether Jewish people still have this special relationship with God.</p> <ul style="list-style-type: none"> • I can explain how things in the Synagogue, including the Torah scroll, that tell us that Jews believe they still have a special relationship with God. • I can explain how the mezuzah demonstrates Jewish people’s special relationship with God.
Session 5	<p>To explain how special the relationship between Jews and God is.</p> <ul style="list-style-type: none"> • I can write in role as a Jewish child explaining to a non-Jewish child about their relationship with God. • I can give my opinion about whether Jewish people would find it difficult to live up to their special covenant with God.
Session 6	<p>To write my own affirmation about my relationship with someone special.</p> <ul style="list-style-type: none"> • I can recap the Jewish affirmation using the Shema • I can think thoughtfully about making a promise towards someone special.

<p>Christmas – What is the most significant part of the</p>	<p>Declarative Knowledge</p> <ul style="list-style-type: none"> • Jesus was born in Bethlehem and Christians believe he was God’s son. Mary was his mother and Joseph was engaged to her at the time. • The elements of the Christingle have a symbolism <ul style="list-style-type: none"> o The orange represents the world. o The candle reminds Christians of Jesus whom they believe to be the light of the world.
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<p>nativity story for Christians today?</p>	<ul style="list-style-type: none"> o The red ribbon goes all round the 'world' and being the colour of blood, reminds Christians that Jesus died. o The four cocktail sticks are the four seasons <p>The sweets (or sometimes dried fruit) remind Christians of God's gifts to the world</p> <p>Attainment Descriptors</p> <p>Working at</p> <ul style="list-style-type: none"> • I can design a symbol to tell you something about myself and explain it. • I can explain what some of the symbols in the Christmas story mean to Christians. • I can ask questions about something I find puzzling in the Christmas story. <p>Working towards</p> <ul style="list-style-type: none"> • I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. • I can describe one thing a Christian might learn about Jesus from a Christmas symbol. • I can ask questions about what Christmas means to Christians and compare this with what it means to me. <p>Working beyond</p> <ul style="list-style-type: none"> • I can explain the symbolism of the object I have designed and say how it expresses the significant part of Christmas or the Christmas holiday for me. • I can start to explain which Christmas symbols tell Christians something about the incarnation (Jesus being God on earth). • I can reflect on how I feel about Christian beliefs about Christmas and the Incarnation.
<p>Other curriculum areas covered</p>	<p>British Values</p> <ul style="list-style-type: none"> • Mutual Respect • Tolerance of those of different faiths and beliefs
<p>Prior learning links</p>	<p>Builds on previous Christmas enquiries, especially on the symbolism of the aspects of the Christmas story discussed in Yr3 Autumn 2.</p>
<p>Session 1</p>	<p>To understand that symbols mean something that stand for something else.</p> <ul style="list-style-type: none"> • I can explore different symbols both religious and non-religious • I can create my own symbol

	<ul style="list-style-type: none"> • I can discuss why symbols are needed
Session 2	<p>To understand the difference between religious and commercial symbols of Christmas.</p> <ul style="list-style-type: none"> • I can list symbols that I associate with Christmas and sort them. • I can discuss which are the most important symbols
Session 3	<p>To recognise the symbols in the Christmas story and to understand what they stand for.</p> <ul style="list-style-type: none"> • To identify the symbols within the Christmas story. • Explain the meaning of the symbols.
Session 4	<p>To understand the symbolism of a Christingle</p> <ul style="list-style-type: none"> • To identify the parts of the Christingle and what they represent • I can make my own Christingle and discuss the importance of each part.
Session 5	<p>To explore the question, what is the most important part of the nativity story for Christians today?</p> <ul style="list-style-type: none"> • Create a Christmas decoration to symbolise the most important part of the nativity story for Christians. • I can explain why I have chosen that symbol
Session 6	<p>To design my own Christingle representing why Christmas is important to me.</p> <ul style="list-style-type: none"> • To think carefully about what each part represents • To share my personal Christingle to the class explaining what Christmas means to me.

<p>Passover – How important is</p>	<p>Declarative Knowledge</p>
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it for Jewish people to do what God asks them to do?

This enquiry focusses on food rules and the stories behind the establishment of Kashrut. This is the Jewish code concerning the suitability of food. Food permitted to eat is Kosher (meaning 'fit' or 'proper').

The Seder Meal

The Passover festival commemorates the escape from slavery in Egypt. A Seder ritual is held on the first two evenings of Pesach in the home. The family sits around the table where in the middle is the Seder plate which is divided up into sections each holding a different type of food representing part of the Exodus story.

The parts include

- A roasted lamb bone with most of the meat removed.
- Grated horseradish and wine
- A vegetable, such as an onion or potato
- Matzah (unleavened bread) Wine and Saltwater also play a part
- A hard-boiled egg
- "Charoset" - a paste made of apples, pears, nuts and wine
- Bitter herbs

Attainment Descriptors

Working at

- I can discuss why I would choose to follow an instruction not to eat certain foods.
- I can tell you about some of the things Jews can and can't eat if they keep Kosher.
- I can ask questions about aspects of the Seder meal or Kashrut laws to find out why they are important.

Working towards

- I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why.
- I can describe some of the things Jews do to show respect to God.
- I can start to identify how it would feel to keep Kashrut.

Working beyond

- I can explain how I might feel if I were not allowed to eat certain foods. I can also explain why I may choose to eat or not eat certain foods.
- I can identify and describe some of the ways Jews try to do as God asks and start to explain why they feel it is important to do so.
- I can give you my opinion as to whether these ways are important to Jews.

Other curriculum areas covered	<p>British Values</p> <ul style="list-style-type: none"> • Rule of Law (Kashrut/ UNCRC) <p>Individual Libert Mutual Respect Tolerance of those of different faiths and beliefs</p>
Prior learning links	Refer to the Judaism lessons on the covenant (Years 1,2 &4) to understand that the promises made to God would include abiding by certain food rules. Link also to the Seder meal remembering the story of Passover in the Yr2 Spring 1 enquiry.
Session 1	<p>To explore our favourite foods and what makes a meal special.</p> <ul style="list-style-type: none"> • I can list my favourite foods • I can explain how it would feel if I wasn't allowed to eat my favourite foods • I can explain what makes a meal special.
Session 2	<p>To understand the kashrut rules.</p> <ul style="list-style-type: none"> • I can explain the Kashrut rules • I can explain why Jewish people follow these rules • I can design a Jewish child's
Session 3	<p>To understand the importance of the Seder meal during the Festival of Passover</p> <ul style="list-style-type: none"> • To retell the story of the Exodus from Egypt under Moses • To learn how Jewish people remember the significant night they were freed from slavery.
Session 4	To revisit other ways Jewish people, do as God asks
Session 5	<p>To rank the things God ask Jews to do in order of importance</p> <ul style="list-style-type: none"> • Order the things God asks Jews to do. • Justify my opinion • Explain how a Jewish child would respond to a birthday invitation to McDonald's
Session 6	<p>To understand the importance of following rules</p> <ul style="list-style-type: none"> • I can explain what will happen when rules aren't respected. • I can show an understanding of why Jewish people respect God's requests.

Easter – Is forgiveness always possible for Christians?

Declarative Knowledge

Christians believe that Jesus is the son of God, who came to Earth in order to save humans from their sins. His death and resurrection opened up the way back to God and restored humanity's relationship with him. This is the Christian concept of salvation.

Jesus forgave many people in his lifetime as an example to his followers. He was "without sin" as the incarnate Son of God so could not do something wrong. He is usually depicted in the Gospels as kind and loving. The actions in the Temple are a stark contrast to this.

Jesus taught his disciples "the Lord's Prayer" which is also known as the "Our Father". It explicitly asks God to grant the speaker forgiveness as they forgive others who have hurt them.

Attainment Descriptors

Working towards

- I can talk about how easy it is to forgive some people sometimes, or how difficult it might be.
- I can recall a Christian story about forgiveness and say what it tells people about how to treat each other.
- I can talk about when a Christian may find it easy or difficult to forgive someone.

Working at

- I can talk about what sort of help I might need to show forgiveness.
- I can describe what a Christian might learn about forgiveness from a Biblical text.
- I can show an understanding of how Christians believe God can help them show forgiveness.

Working beyond

- I can give my opinion as to why showing forgiveness may be important.
- I can explain how Christians might try to put into practice Jesus' teachings about forgiveness.
- I can give examples of when Jesus showed forgiveness and explain why I think He asked people to follow His example.
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Other curriculum areas covered	<p>British Values</p> <ul style="list-style-type: none"> • Rule of Law (Jesus allowed himself to be condemned under the law of his land) • Individual Liberty (Jesus willingly gave his up) • Mutual Respect • Tolerance of those of different faiths and beliefs
Prior learning links	<p>Builds on previous Easter enquiries.</p> <p>Also links to ‘agape’ (love) from Yr 2 Autumn 2 in that Christians believe that Jesus selflessly gave himself for their salvation, which is also studied in the Yr 6 optional enquiry.</p>
Session 1	<p>To understand what is meant by forgiveness.</p> <ul style="list-style-type: none"> • I can express when it is difficult to forgive • I can justify my opinion about how many times I can keep forgiving the same person. • I can express what it was like to be forgiven/ to forgive.
Session 2	<p>To explore why Jesus had enemies and explore how he forgave them</p> <ul style="list-style-type: none"> • I can retell events leading up to the Last Supper. • I can in role express what it would have been like to have betrayed Jesus.
Session 3	<p>To retrieve and infer information from Biblical texts.</p> <ul style="list-style-type: none"> • I can read passages of text and identify how they show the Christian understanding of forgiveness. • I can express my opinion if it was possible to forgive those who had killed him.
Session 4	<p>To learn that, with God’s help, Christian’s believe they should do their best to forgive people.</p> <ul style="list-style-type: none"> • To revisit the story where Jesus overturned the traders’ tables. • To understand that Christian’s believe that Jesus’ death took away their sins and offered forgiveness and salvation.
Session 5	<p>To show my personal understanding of how Jesus and Christians show forgiveness.</p> <ul style="list-style-type: none"> • I can explain my viewpoint on whether Christians can always forgive. • I can state what I think Jesus would say if a Christian said it was too difficult to forgive someone.
Session 6	<p>To express my understanding of forgiveness creatively</p> <ul style="list-style-type: none"> • I can write a poem about forgiveness • I can create a sculpture that represents forgiveness.

**Rites of
Passage and
good works –
What is the
best way for a
Jew to show
commitment to
God?**

Declarative Knowledge

This enquiry brings together all the other enquiries which show how commitment is a key part of the Jewish faith. The beliefs behind the practices are in the Jewish Scriptures- Tenakh

The Tenakh is made up of the Torah (Law), Nevi'im (Prophets), Ketuvim (Writings). It is written in Hebrew. The first five books are the Torah: Genesis, Exodus, Leviticus, Numbers and Deuteronomy.

Jewish belief is that the Torah was given to Moses by God. The teachings of the Torah influence all Jewish life as Jews are required to follow the 613 mitzvot (commandments or laws) which were expanded from the original 10 Commandments given to Moses.

These contain instructions on worship as well as for many areas of daily life.

Focus on Mitzvoth – the belief in doing good deeds and helping others.

Look modern ways for Jews to express this through Mitzvah day, the website will give examples of activities planned for Mitzvah day (in November) each year.

Attainment Descriptors

Working towards

- I can explain why I could do certain things at certain ages.
- I can tell you what I am most committed to in my life.
- I can describe one of the ways Jews show commitment to God.
- I can talk about something that is important to Jews and can express understanding as to how it might feel to do this if I were Jewish.

Working at

	<ul style="list-style-type: none"> I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me. I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways. I can express an opinion on which ways I think might be the best ways for Jews to show. <p>Working beyond</p> <ul style="list-style-type: none"> I can discuss a range of things I am committed to and rank them in priority order. I can explain how I show commitment to these things. I can describe how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others. I can start to explain which ways might be the best ways for Jews to show their commitment to God and offer a reason.
Other curriculum areas covered	<p>British Values</p> <ul style="list-style-type: none"> Rule of Law (The Covenant/Torah) Mutual Respect <p>Individual Liberty Tolerance of those of different faiths and beliefs</p>
Prior learning links	Revisit how commitment plays a large part in the Jewish faith including the covenant, Shabbat, Seder, Bar and Bat Mitzvah. This will lead on to the enquiry which looks at opportunities for Jews to show their faith through outreach work. General stewardship of the earth links to Yr1 Autumn 1 enquiry.
Session 1	<p>To create a timeline of milestones and responsibilities</p> <ul style="list-style-type: none"> Discuss when you are old enough to do certain things. Discuss why you need to be a certain age. I can give my opinion on the question: When are you old enough to decide on your own religion?
Session 2	<p>To understand the traditions of Bar Mitzvah</p> <ul style="list-style-type: none"> I can explain what happens at a Bar Mitzvah ceremony I can explain to prepare for a Bar Mitzvah and the importance of each stage.
Session 3	<p>To understand the traditions of Bar Mitvah</p> <ul style="list-style-type: none"> I can express why they are important to young Jews I can explain how they show commitment to God.
Session 4	<p>To learn that Jewish people believe it is important to do good in the world to show commitment to God.</p> <ul style="list-style-type: none"> I can explain what happens on Mitzvah Day. I can give my viewpoint on why volunteering and doing good deeds show commitment to God.
Session 5	<p>To identify ways that Jewish people show commitment and order them according to importance.</p> <ul style="list-style-type: none"> I can recall ways that Jewish people show commitment to God

	<ul style="list-style-type: none"> • I can decide and justify why I think one is more important than another.
Session 6	<p>To show what I am committed to and express how I show my commitment.</p> <ul style="list-style-type: none"> • I can rank things/beliefs/people that I am committed to in order of importance. • I can explain how I show commitment to these things.

<p>Prayer and Worship – Do people need to go to church to show they are Christians?</p>	<p>Core Knowledge</p> <p>Jesus taught about worship in the Bible and praying .</p> <p>Baptism is generally a rite for babies although adults can choose to be baptised later in life. It confers the name of the person and their part in God’s family.</p> <p>Many Christians would choose to get married in church to confer God’s blessing on the marriage.</p> <p>Churches frequently have art or symbols which may remind the Christian of his or her beliefs or the life of Jesus or other figures from the Bible or later saints. These can help the Christian focus when in church which they may find more difficult e.g. at home where there are more distractions.</p> <p>Consider the feelings a place evokes as well as the building and what happens there. These feelings may be one of the reasons a Christian would choose to go to church.</p> <p>Attainment Descriptors</p> <p>Working towards</p> <ul style="list-style-type: none"> • I can discuss my special place, tell you why it is special and how I feel when I am there.
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	<ul style="list-style-type: none"> • I can talk about some of the things that are important to Christians during worship and explain some of the symbolism, e.g. bread and wine in Holy Communion. • I can respectfully question whether Christians need churches. <p>Working at</p> <ul style="list-style-type: none"> • I can explain some of the feelings my special place gives me and suggest why that is. • I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. • I can start to understand the impact a Christian's special place has on him/her. <p>Working beyond</p> <ul style="list-style-type: none"> • I can reflect on a range of special places and identify why they have the impact on me that they do. • I can describe some ways that Christians can show their beliefs and recognise that some may choose to show their faith publicly and others may keep this more private so some may need churches more than others. • I can say why I think the church may or may not be important to Christians. •
Other curriculum areas covered	<p>British Values</p> <ul style="list-style-type: none"> • Individual Liberty • Mutual Respect • Tolerance of those of different faiths
Prior learning links	The Yr5 Summer 2 enquiry builds on this by pulling together all learning about Christianity so far in its discussion about wider commitment including church attendance.
Session 1	<p>To identify places that are special and how it feels to be there.</p> <ul style="list-style-type: none"> • I can express why a place is special to me and how it makes me feel. • For different faiths, I can identify where their special places may be (May not be their place of worship express that anywhere could be special)
Session 2	<p>To explore why being baptised is important for a Christian</p> <ul style="list-style-type: none"> • I can explore why Christians are baptised • I can give my viewpoints on whether people should be baptised as a child or adult <p>To explore why Holy Communion is important for a Christian</p> <ul style="list-style-type: none"> • I can explain why Christians take part in communion • I can express my views on whether Christians must do this to show they are Christian

Session 3	To explore why Christians, go to church and how they try to live their life day to day. <ul style="list-style-type: none"> • Discuss reasons why Christians go to church • I can explain that Christians believe that they must put their faith into action outside of church
Session 4	To retrieve and infer information from Jesus' teachings about worship <ul style="list-style-type: none"> • I can identify what Jesus taught about worshiping God • I can give my views on what Jesus meant by his teachings.
Session 5	To show my understanding of whether it is important for Christians to go to church <ul style="list-style-type: none"> • I can think of reasons why Christians might choose to go or not go to church • I role I can express why it is important to Christians that a church should stay open. • In role, I can express how a Christian could still show their faith if the church were to close.
Session 6	To show my understand of places that different people may find special <ul style="list-style-type: none"> • I can reflect on why people may find different places special

Year 5 - UNIT OVERVIEWS

Belief into action – How far would a Sikh go for his/her religion?	We are learning to compare the different ways Sikhs put their religion into practice.	Vocabulary Guru - Teacher: used in Sikhism to refer to the ten human Gurus and the Guru Granth Sahib. Amrit - The Sikh rite of initiation into the Khalsa Khalsa - “The community of the pure”. The initiated Sikh community Karah Prashad - Sanctified food distributed at Sikh ceremonies 5 Ks - The symbols of Sikhism worn by Sikhs. Kirpan - Sword: one of the 5 Ks, which signifies protection. Kesh - Uncut hair: one of the 5Ks, which signifies spirituality Kara - Steel band worn on the right wrist: one of the 5Ks which signifies good deeds. Kangha - Comb worn in the hair: one of the 5Ks which signifies cleanliness. Kachera - Traditional underwear/shorts: one of the 5Ks which signifies self-discipline Guru Granth Sahib - Sikh Holy Book.
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<p>Christmas – Is the Christmas story true?</p>	<p>We are learning to evaluate the different accounts of the Christmas story and understand that stories can be true in different ways.</p>	<p>Vocabulary</p> <p>Advent - The period beginning on the 4th Sunday before Christmas. Literal translation is “coming” so this is a time of preparation</p> <p>Incarnation - God taking human form in Jesus Christ</p>
<p>Beliefs and moral values – Are Sikh stories important today?</p>	<p>We are learning to understand the relevance of Sikh stories today.</p>	<p>Guru - Teacher: used in Sikhism to refer to the ten human Gurus and the Guru Granth Sahib.</p> <p>Guru Granth Sahib - Sikh Holy Book.</p> <p>Guru Nanak - The first Guru and founder of the Sikh faith (1469-1539).</p> <p>Khalsa - “The community of the pure”. The initiated Sikh community.</p> <p>Brahman - The ultimate reality or all-pervading reality, from which everything emanates.</p> <p>Trimurti - The three deities - Brahma, Vishnu and Shiva - representing the three functions of creation, preservation and destruction</p> <p>Brahma - Hindu deity, one of the Trimurti, in charge of creative power</p> <p>Shiva - Hindu deity: name means “kindly”- the destroyer function.</p> <p>Vishnu - Hindu deity: member of the Trimurti - the preserver</p> <p>Ganesha - Hindu deity portrayed with an elephant’s head as a sign of strength, the deity who removes obstacles.</p> <p>Lakshmi - Goddess of fortune.</p> <p>Puja - Worship.</p> <p>Atman - The real self/soul</p> <p>Krishna - Avatar of Vishnu: a popular deity</p> <p>Avatar - Descent of a deity to Earth.</p> <p>Chadogya Upanishad - Sacred text</p>
<p>Easter – How significant is it for Christian to believe God intended Jesus to die?</p>	<p>We are learning to question whether God intended Jesus to be crucified or whether Jesus’ crucifixion was the consequence of events during Holy Week.</p>	<p>Vocabulary</p> <p>Holy Week - The week from Palm Sunday to Easter Sunday.</p> <p>Pilate - He convicted Jesus of treason and declared that Jesus thought himself King of the Jews, and had Jesus crucified</p> <p>Herod - Roman King at the time of Jesus’ crucifixion.</p> <p>Mount of Olives - Site of the Garden of Gethsemane.</p> <p>Garden of Gethsemane - Place where Jesus went to pray and was arrested.</p>
<p>Prayer and Worship- What is the best way for a Sikh to show commitment to God?</p>	<p>We are learning to understand how Sikhs show their commitment to God and to evaluate if there is a best way.</p>	<p>Vocabulary</p> <p>Puja Tray -Puja means worship: puja tray contains items used in worship namely a bell, a pot of water, a diva lamp, an incense burner, a pot of kum kum powder, and a spoon. Puja involves offering light, incense, flowers and food to the deities (the gods). During Puja the worshippers will chant mantras, which are prayers and verses from the Hindu holy books</p> <p>Mantra - Short prayer, often recited and repeated many times.</p> <p>Brahman - The ultimate reality or all-pervading reality, from which everything emanates.</p> <p>Vedas - Four collections forming the earliest body of Indian scripture, consisting of the Rig Veda, Sama Veda, Yajur Veda, and Atharva Veda</p> <p>Purusharthas - Goals/aims of human life in Hinduism.</p> <p>Dharma - Usually translated as religious duty but literally means “the intrinsic quality of the self”</p>

		<p>Karma - The action of cause and effect.</p> <p>Brahman - The ultimate reality or all-pervading reality, from which everything emanates.</p> <p>Trimurti - The three deities - Brahma, Vishnu and Shiva - representing the three functions of creation, preservation and destruction</p> <p>Brahma - Hindu deity, one of the Trimurti, in charge of creative power</p> <p>Shiva - Hindu deity: name means "kindly"- the destroyer function</p> <p>Vishnu - Hindu deity: member of the Trimurti - the preserver.</p> <p>Ganesha - Hindu deity portrayed with an elephant's head as a sign of strength, the deity who removes obstacles.</p> <p>Lakshmi - Goddess of fortune.</p> <p>Puja - Worship.</p> <p>Atman - The real self/soul</p> <p>Krishna - Avatar of Vishnu: a popular deity</p> <p>Avatar - Descent of a deity to Earth</p> <p>Chadogya Upanishad - Sacred text</p>
<p>Beliefs and Practices – What is the best way for a Christian to show commitment to God?</p>	<p>We are learning to understand how Christians show their commitment to God and to evaluate if there is a best way.</p>	<p>Vocabulary</p> <p>Ten Commandments - Laws or rules handed down to Moses by God on Mount Sinai</p> <p>Confirmation - Rite of initiation normally carried out through anointing, the laying on of hands, and prayer, for the purpose of bestowing the Gifts of the Holy Spirit.</p> <p>Lord's Prayer - Also known as "The Our Father": prayer Jesus taught the disciples</p>

<p>Belief into action – How far would a Sikh go for his/her religion?</p>	<p>Declarative Knowledge</p> <p>The 5 Key Sikh beliefs</p> <ul style="list-style-type: none"> • God is in everything (Sikhs see God as an energy source rather than as a physical entity) • It is a Sikh's duty to serve others (sewa) • Sikhs should share what they can with others • All people should be treated as equals • Sikhs should earn their living honestly <p><u>Langar</u> - The Langar is an important concept in Sikhism as it was started by Guru Nanak, founder of Sikhism. Everyone, regardless of rank or wealth, sits and eats freely provided and freshly produced vegetarian food and non-alcoholic drink together as equals</p> <p>Attainment Descriptors</p> <p>Working towards</p> <ul style="list-style-type: none"> • I can start to explain why some things I do are more important to me than others and what difference that makes. • I can use the right words to describe some of the ways Sikhs show their religion is important to them and start to explain why not all Sikhs practise their religion in the same way. • I can start to explain why I think some practices are more important to Sikhs than others.
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	<p>Working at</p> <ul style="list-style-type: none"> • I can identify the different levels of commitment I show to different things and explain these priorities. • I can make links between how Sikhs practise their religion and the beliefs that underpin this. • I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show. <p>Working beyond</p> <ul style="list-style-type: none"> • I can explain some of the beliefs that are important to me and how I choose to show commitment to them. • I can use a wide range of religious vocabulary in suggesting reasons for the differences in the ways Sikhs choose to commit to and express their religion. • I can express my opinion as to why Sikhs seem to show different levels of commitment and comment on this.
Other curriculum areas covered	<p>British Values</p> <ul style="list-style-type: none"> • Rule of Law • Individual Liberty (how much a Sikh gives up) • Mutual Respect • Tolerance of those of different faiths
Prior learning links	<p>Consider whether the children have learnt about Sikhism in Year 3. As these lessons can build on the foundations of the Yr3 lessons, it would be wise to revisit these and see what children can remember. If they have not, they might need some pre-teaching on commitment and core beliefs.</p>
Session 1	<p>To understand what is meant by showing different levels of commitments</p> <ul style="list-style-type: none"> • I can express how different people would show different levels of commitment in preparing to get fit for a race • I can express what I am committed to and why I am.
Session 2	<p>To learn about the five key Sikh beliefs</p> <ul style="list-style-type: none"> • I can express why each are important for a Sikh to show commitment to their faith
Session 3	<p>To compare the different ways Sikhs put their beliefs into practice.</p> <ul style="list-style-type: none"> • I can learn why Sikhs took part in WW1 and WW2. • I can learn about what self-sacrifice means to a Sikh • I can reflect on why the 9th Guru gave his life for the people of a different religion and explore what this tells us about Sikhs.
Session 4	<p>To compare the different ways Sikhs put their beliefs into practice.</p>

	<ul style="list-style-type: none"> • I can discuss how I put others before myself in everyday life. • I can explain that Sikhs see that helping others underpins their core values above all else. • I can explain which key beliefs are shown through the Langer. • I can explain why Sikhs travel to the Golden Temple.
Session 5	<p>To explain why Sikhs put so much effort into their religion.</p> <ul style="list-style-type: none"> • To list each aspect in order of the most effort/sacrifice to least • To explore whether it is okay for some Sikhs not to put in as much effort.
Session 6	<p>To express what I am willing to give up for something I am committed to.</p> <ul style="list-style-type: none"> • I can identify something that is important to me. • I can think carefully about what I would give up and how much effort I am willing to put in • I can express why I make these choices
Christmas – Is the Christmas story true?	<p>Declarative Knowledge</p> <p>The Bible records the important events in the life of Jesus in the Gospels.</p> <p>The Gospels were probably not written as events happened. They would have been told and retold before recording, therefore specific dates and times may have become unknown (or irrelevant)</p> <p>The fixing of a festival date to commemorate an event does not necessarily have to happen on the actual date of the event (e.g. The Scouting/Guiding movement chose the birthday of the founders, not the actual date they first started the movement).</p> <p>The Gospels which retell the birth of Jesus agree on the main points and disagree on nothing.</p>

	<p>Attainment Descriptors</p> <p>Working towards</p> <ul style="list-style-type: none"> • I can start to explain why people may see an event in different ways. • I can describe what a Christian learns from the Christmas story. • I can start to explain that true can mean different things relating to the Christmas story. <p>Working at</p> <ul style="list-style-type: none"> • I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways. • I can start to explain the Christian belief that Jesus was the Incarnation of God. • I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians. <p>Working beyond</p> <ul style="list-style-type: none"> • I can give my opinion on whether a favourite story is 'true' and explain why. • I can identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation). • I can explain my own opinion on whether the Christmas story is true and say what Christians might think of my opinion. •
<p>Other curriculum areas covered</p>	<p>British Values</p> <ul style="list-style-type: none"> • Mutual Respect • Tolerance of those of different faiths •
<p>Prior learning links</p>	<p>All previous Christmas units.</p> <p>Also, the optional Year 4 unit on the Gospels would be a good basis for the children to understand the fact that the Gospels were not written immediately and differ due to the different viewpoint of the writer/narrator, but that Christians believe them to be 'true'.</p>
<p>Session 1</p>	<p>To explore how eye-witness accounts are subjective.</p>

	<ul style="list-style-type: none"> • I can identify how different stories about the same event are different. • I can discuss how there are different types of truth (historical, scientific, personal beliefs)
Session 2	<p>To explore whether the Christmas story is true.</p> <ul style="list-style-type: none"> • I can identify similarities and differences between different pictures of the nativity. • I can discuss the likelihood of whether everyone would have been at the stable at the same time.
Session 3	<p>To investigate different accounts of the Christmas story.</p> <ul style="list-style-type: none"> • I can create a story map of the Christmas story based on a passage from the bible • I can identify similarities and differences from different accounts.
Session 4	<p>To explore what Christmas means to a Christian.</p> <ul style="list-style-type: none"> • I can list why Christmas is important to a Christian. • I can explore why Christmas is true to a Christian as it is their personal belief.
Session 5	<p>To understand that stories can be true in different ways.</p> <ul style="list-style-type: none"> • I can express what I know about Jesus' birth from accounts that I've read. • I can explain what Jesus' birth means to Christian. • I can give my opinion whether the Christmas story is true and say whether it matters to Christians
Session 6	<p>To understand that stories can be meaningful whether they are true or not.</p> <ul style="list-style-type: none"> • I can recall stories that I have read • I can say what I have learnt from them and express how they have impacted on me

Beliefs and moral values – Are Sikh stories important today?

Declarative Knowledge

Sikhs still respect and learn from traditional stories like those provided in the enquiry

- 1) Guru Nanak and the Jasmine Flower
- 2) Bhai Lalo and Malik Bhago - equality and honesty.
- 3) Vaisakhi - Birth of the Khalsa
- 4) Guru Nanak and the Cobra

The Guru Granth Sahib

The tenth Guru, Guru Gobind Singh, said that there would be no other living Gurus after him so Sikhs should look to their holy scriptures for guidance instead. The Guru Granth Sahib is treated as the living Guru of the Sikhs.

It contains poems and hymns about the nature of God. It stresses the importance of meditation as well as laying down guidance on ethics and morality. Uniquely it contains writings from people of other faiths too as it recognises that wisdom can come from many different places.

Attainment Descriptors

Working towards

- I can give an example of a story that teaches me how to behave towards other people.
- I can describe what a Sikh/non-Sikh might learn from a Sikh story and start to explain why stories can be important.
- I can understand how what Sikhs learn from stories can influence how they behave.

Working at

- I can explain how some stories can teach people about what is important and how to behave.
- I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.
- I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.

Working beyond

- I can give my opinion as to why stories may be important to people today.
- I can tell you several Sikh stories and explain why some of these are relevant to Sikhs and non-Sikhs.
- I can explain why Sikh stories could be considered important today.

Other curriculum areas covered	<p>British Values</p> <ul style="list-style-type: none"> • Rule of Law (Guru Granth Sahib) • Mutual Respect • Tolerance of those of different faiths
Prior learning links	This enquiry refers the Khalsa and commitment. The teacher should revisit the story of Guru Gobind Singh and the formation of the Khalsa from the Year 3 enquiries, whether or not they were selected for teaching.
Session 1	<p>To understand why stories are important to people.</p> <ul style="list-style-type: none"> • I can explain why a story is important to me. • I can identify the meaning behind a story.
Session 2	<p>To learn what the Guru Granth Sahib teaches Sikhs</p> <ul style="list-style-type: none"> • I can research and make notes about the teachings within the Guru Granth Sahib.
Session 3	<p>To explore what can be learnt from the story of Bhai Kanaya Ji., Bhai Lalo and Malik Bhago</p> <ul style="list-style-type: none"> • I can identify the moral of each story. • I can express how they made me feel and what I learnt.
Session 4	<p>To explore what is meant by equal rights.</p> <ul style="list-style-type: none"> • I can share my opinion about treating everyone equally • I can use persuasive language to argue why it is important for girls and boys to have an education.
Session 5	<p>To express what different concepts mean to me.</p> <ul style="list-style-type: none"> • I can write an acrostic poem explaining what different concepts mean to me (e.g. love, peace, equality, belonging, community, religion, friend, truth, story, family, soul) • I can share my poem aloud.

Session 6	<p>To write a persuasive letter.</p> <ul style="list-style-type: none"> • I can think of reasons why Sikh stories should be taught in school.
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<p>Easter – How significant is it for Christian to believe God intended Jesus to die?</p>	<p>Core Knowledge</p> <p>Christians believe that Jesus is the son of God, who came to Earth in order to save humans from their sins. His death and resurrection opened up the way back to God and restored humanity’s relationship with him. This is the Christian concept of salvation.</p> <p>The Bible cites many examples where Jesus says he knows he will be going to his death. It says he warned his disciples that “He will be handed over to the Gentiles. They will mock him, insult him, spit on him, flog him and kill him” (Luke 18:32). Later he told the Roman governor, Pilate, “For this reason I was born, and for this I came into the world” (John 18:37).</p> <p>Attainment Descriptors</p> <p>Working towards</p> <ul style="list-style-type: none"> • I can start to consider the goals and purpose I would like for my life. • I can say how some events in Holy Week tell Christians about Jesus’ purpose/destiny. • I can consider important questions about whether Jesus knew He was going to be crucified. <p>Working at</p> <ul style="list-style-type: none"> • I can give an example of someone with a strong sense of purpose for their life and give my opinions on this.
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	<ul style="list-style-type: none"> • I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. • I can start to express my opinion about Jesus' crucifixion being his destiny/purpose. <p>Working beyond</p> <ul style="list-style-type: none"> • I can start to show an understanding of the difference between purpose and destiny. • I can consider whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week and find supporting evidence. • I can give my opinion about the importance for Christians of Jesus' death being part of God's plan.
Other curriculum areas covered	<p>British Values</p> <ul style="list-style-type: none"> • Rule of Law • Mutual Respect • Tolerance of those of different faiths
Prior learning links	<p>Builds on all previous Easter enquiries but especially Year 4 Spring 2 which details Jesus' actions in the temple.</p> <p>Also links to the love of agape from Yr 2 Autumn 2 in that Christians believe that Jesus selflessly gave himself for their salvation.</p>
Session 1	<p>To understand what is meant by destiny</p> <ul style="list-style-type: none"> • List events in order of how much control they have over them. • I can make a plan for my life. • I can explore the term destiny and what that means.
Session 2	<p>To investigate whether events in Holy Week were part of Gods plan.</p> <ul style="list-style-type: none"> • I can look for evidence in passages of the bible • I can justify my reasons using evidence.
Session 3	<p>To investigate whether events in Holy Week were part of Gods plan.</p> <ul style="list-style-type: none"> • I can look for evidence in passages of the bible

	<ul style="list-style-type: none"> • I can justify my reasons using evidence.
Session 4	<p>To investigate whether events in Holy Week were part of Gods plan.</p> <ul style="list-style-type: none"> • I can look for evidence in passages of the bible • I can justify my reasons using evidence.
Session 5	<p>To learn, according to Christianity, what God’s plan was for Jesus.</p> <ul style="list-style-type: none"> • I can explain what Christians believe was the plan for Jesus. • I can express my views about the plan and what it says about God.
Session 6	<p>To research a person who has/had a strong purpose or sense of destiny.</p> <ul style="list-style-type: none"> • I can make notes about their purpose and express whether they were predestined or whether they chose their purpose. • I can set out a plan/purpose that I would like to achieve.

<p>Prayer and Worship- What is the best way for a Sikh to show commitment to God?</p>	<p>Declarative Knowledge</p> <p>Sikh core beliefs include the need to treat people as equals and share with others</p> <p><u>Sewa</u></p> <p>Sewa is the belief in selfless service to the community and is an important part of worship. Examples of Sewa include helping in the Langar or looking after the gurdwara (the Sikh place of worship) and giving money or other kinds of help to people in need.</p> <p><u>Joining the Khalsa/Amrit Ceremony</u></p>
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Session 2	<p>To understand what wearing a turban means to a Sikh.</p> <ul style="list-style-type: none"> • I can research why Sikhs wear a turban • I can design my own turban and explain how it represents me.
Session 3	<p>To understand the three golden rules and how by following these Sikhs show commitment to God.</p> <ul style="list-style-type: none"> • I can explain why Sikhs meditate on the word 'Waheguru'. • I can explain the importance of sharing for a Sikh • I can explain the importance of earning an honest living for a Sikh
Session 4	<p>To understand treating everyone equally is an important part of Sikhism and how by doing Sikhs so show commitment to God.</p> <ul style="list-style-type: none"> • I can explain what happens at the Akal Takhat. • I can express my opinion about the way Maharaja Ranjit Singh ran his empire.
Session 5	<p>I can explain the best ways for a Sikh to show commitment to God.</p> <ul style="list-style-type: none"> • I can write as an agony aunt explaining to a young Sikh how he can show commitment to God and still attend his football club. • I can recall the different ways Sikhs show commitment to God.
Session 6	<p>To recognise why people may find it difficult to always show commitment.</p> <ul style="list-style-type: none"> • I can list why people would find it challenging to sometimes be as committed as they would like. • I can give advice on how to stay committed.

<p>Beliefs and Practices – What is the best way for a Christian to show commitment to God?</p>	<p>Core Knowledge</p> <ul style="list-style-type: none"> • 10 Commandments (see below) • Jesus’ commandments to love God and love your neighbour. (Golden Rule) • Jesus did not change or discard the original 10 Commandments. His teaching made it easier to understand that in essence the first 3 Commandments are about loving God and the other 7 are about loving your neighbour <p>Many Christians will choose to be confirmed (received into the Church as an adult) and in this ceremony, the gifts of the Holy Spirit are prayed to be conferred on them.</p> <p>Attainment Descriptors</p> <p>Working towards</p> <ul style="list-style-type: none"> • I can express why showing commitment to something may be a good thing. • I can describe some of the ways that Christians choose to show commitment to God and am starting to understand that they may do this in different ways. • I can start to understand there are different degrees of commitment and that’s up to individual Christians. <p>Working at</p> <ul style="list-style-type: none"> • I can show an understanding of why people show commitment in different ways. • I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. • I can explain why I think some ways of showing commitment to God would be better than others for Christians. <p>Working beyond</p> <ul style="list-style-type: none"> • I can explain why one way of showing commitment may not be better than another. • I can explain why it is important to Christians to show their commitment to God and can describe different ways they choose to do this. • I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.
<p>Other curriculum areas covered</p>	<p>British Values</p> <ul style="list-style-type: none"> • Rule of Law (10 commandments) • Individual Liberty (Martin Luther King) • Mutual Respect • Tolerance of those of different faiths

<p>Prior learning links</p>	<p>Builds on Year 2 Autumn 1</p> <p>Church attendance: Yr 4 Summer 2</p> <p>Communion or Eucharist: Yr 4 Summer 2 and Yr 3 Spring 2.</p> <p>10 Commandments: Yr Summer 1 Judaism.</p>
<p>Session 1</p>	<p>To debate whether it is ever okay to lie.</p> <ul style="list-style-type: none"> • I can express my viewpoint clearly • I can reflect on Christians beliefs about lying
<p>Session 2</p>	<p>To learn that Christians show commitment to God by following the ten commandments.</p> <ul style="list-style-type: none"> • I can recall the ten commandments. • I can rank the ten commandments according to which ones show the most commitment to God. • I can justify my chosen order.
<p>Session 3</p>	<p>To explore what is meant by ‘Love your neighbour as yourself’</p> <ul style="list-style-type: none"> • I can explain that this means Christians should display love, joy, patience, kindness, goodness, faithfulness, gentleness and self-control and not jealousy or conceitedness. • I can explain which I consider to be the most important.
<p>Session 4</p>	<p>To explore how a famous Christian displayed commitment to God.</p> <ul style="list-style-type: none"> • I can research a famous Christian such as Martin Luther King or Mother Teresa. • I can explain how their actions displayed commitment to God.
<p>Session 5</p>	<p>To recall ways Christians show commitment to God.</p> <ul style="list-style-type: none"> • I can rank the ways Christians show commitment to God in order of importance. • I can justify my opinion. • I can write a letter explaining the different ways a Christian can show their commitment.
<p>Session 6</p>	<p>To expressing my understanding of commitment.</p> <ul style="list-style-type: none"> • I can write a poem about my understand of what it is to show commitment. • I can express what it means to a Christian to be committed.

Year 6 - UNIT OVERVIEWS

<p>Beliefs and Practices – What is the best way for a Muslim to show commitment to God?</p>	<p>We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.</p>	<p>Vocabulary Five Pillars -The framework of the Muslim life. They are the testimony of faith, prayer, giving zakah (support of the needy), fasting during the month of Ramadan, and the pilgrimage to Makkah once in a lifetime for those who are able. Zakah - Giving money to charity. Sawm - Fasting during the month of Ramadan Qu’ran- The Islamic Holy book revealed to the Prophet Muhammad. Hajj - Pilgrimage to Makkah</p>
<p>Christmas – How significant is it that Mary was Jesus’ mother?</p>	<p>We are learning to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians.</p>	<p>Vocabulary Mary - The Mother of Jesus, also referred to as the Mother of God (as Jesus was God incarnate). Virgin Birth - The doctrine of the miraculous conception of Jesus by the Virgin Mary through the power of the Holy Spirit without a human father. Incarnation -). God taking human form in Jesus Christ Holy Spirit - God in spirit form: the 3rd person of the Trinity.</p>
<p>Beliefs and Meaning – Is anything ever eternal?</p>	<p>We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this.</p>	<p>Vocabulary Agape - (Pronounced a-ga-pay) Unconditional love. Ten Commandments - Laws or rules handed down to Moses by God on Mount Sinai</p>
<p>Easter – Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p>	<p>We are learning to examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.</p>	<p>Vocabulary Lent - 40 days leading up to Easter Ash Wednesday - First day of Lent: Christians can receive the sign of the cross in ash on their foreheads (the ash is made from burning the previous year’s palm crosses from Palm Sunday). Shrove Tuesday - The day before Ash Wednesday: typically a time to finish up rich food ready for fasting in Lent; traditionally called Pancake Day in UK. Fish symbol - Known as ichthys: means fish in Greek, but the letters are also the initials of five Greek words that mean “Jesus Christ, Son of God, Saviour”. CAFOD - Catholic Agency for Overseas Development Ten Commandments - Laws or rules handed down to Moses by God on Mount Sinai</p>

<p>Beliefs and moral values – Does belief in Akhirah (life after death) help Muslims lead good lives? <i>NB: This enquiry is taught in 2 section over the long term.</i></p>	<p>We are learning to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this. We are learning to challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven.</p>	<p>Vocabulary Aakhirah - Muslim belief in life after death Muhammad - The final prophet. Qu’ran - The Islamic Holy book revealed to the Prophet Muhammad. Five Pillars - The framework of the Muslim life. They are the testimony of faith, prayer, giving zakah (support of the needy), fasting during the month of Ramadan, and the pilgrimage to Makah once in a lifetime or those who are able. Jihad - Personal individual struggle against evil / making effort. Ummah - World-wide community of Muslims the nation of Islam</p>
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<p>Beliefs and Practices – What is the best way for a Muslim to show commitment to God?</p>	<p>Declarative Knowledge</p> <p>This enquiry considers the 5 pillars which are central to Muslim life and Worship.</p> <p>The five pillars are</p> <ol style="list-style-type: none"> 1. The Shahadah is a statement which is repeated many times a day ‘There is one God, Allah, and Muhammad is his prophet’ 2. Salat - prayer, 5 times a day 3. Zakat - Giving 2.5% annual savings to charity 4. Fasting – sawm. This commemorates the giving of the Quran to Muhammad by Angel Gabriel. The fast lasts a month and is during daylight hours 5. Hajj – Pilgrimage to Makkah in Saudi Arabia once in a lifetime <p>Attainment Descriptors</p> <p>Working towards</p> <ul style="list-style-type: none"> • I can express why showing commitment to something maybe a good thing. • I can describe some of the ways that Muslims choose to show commitment to God. • I can explain why there might be different ways of showing commitment. <p>Working at</p> <ul style="list-style-type: none"> • I can show an understanding of why people show commitment in different ways. • I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. • I can think of some ways of showing commitment to God that would be better than others for Muslims
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	<p>Working beyond</p> <ul style="list-style-type: none"> • I can explain why one way of showing commitment may not be better than another. • I can explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives. • I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life, (partly assessed in Lessons 1&6).
Other curriculum areas covered	<p>British Values</p> <ul style="list-style-type: none"> • Rule of Law (5 pillars) • Individual Liberty • Mutual Respect • Tolerance of those of different faiths
Prior learning links	<p>This enquiry looks at the 5 pillars, 2 of which may have been studied in previous enquiries (Prayer and the Hajj pilgrimage Yr2 Spring 1 and Summer 2 if studied). These will need referral to as part of the learning.</p>
Session 1	<p>To explain what it means to mean to make a commitment and understand how a Muslim might show their commitment to their faith</p> <ul style="list-style-type: none"> • I know that Muslims have '5 pillars' which they are expected to follow. • I can understand that commitment is part of living as a practising believer. • I know what commitment means and am able to identify things that I am committed to
Session 2	<p>To understand why Muslims believe it is important to worship and worship together and how mosques are used for worship</p> <ul style="list-style-type: none"> • I know that having faith leads people to act in certain ways. • I can describe how religious practice shapes the lives and worship of believers. • I can talk about places, times and conditions that are conducive to prayer and reflection in their life.
Session 3	<p>To understand how giving to charity shows a commitment to God (Allah)</p> <ul style="list-style-type: none"> • I can I recognise the link between faith and action in individuals and in groups of believers. • I can offer insights into the faith and religious commitment of others. • I can talk about why it is important to give to others.
Session 4	<p>To understand how Muslims celebrate their festivals.</p> <ul style="list-style-type: none"> • I can describe some religious practices, including fasting. • I can explain and compare the impact of faith on individuals and on the community. • I can reflect on how religious or other belief affects the way I and others behave.

Session 5	<p>To learn why and where Muslims go on pilgrimage.</p> <ul style="list-style-type: none"> • I know why believers make special journeys (pilgrimages). • I can recognise the link between faith and action in individuals and in groups of believers. • I can explain the impact of faith on the behaviour of individuals.
Session 6	<p>To demonstrate my understanding about the 5 pillars and how Muslims show commitment to Allah.</p> <ul style="list-style-type: none"> • I can explain the 5 pillars. • I can explain how Muslim's use the 5 pillars to become closer to Allah. • I can express how I think faith impacts an individuals and a group of believers.

<p>Christmas – How significant is it that Mary was Jesus' mother?</p>	<p>Declarative Knowledge</p> <p>Christian's celebrate the arrival of Jesus as God's Son.</p> <p>They are grateful because they believe Jesus brought to earth a message from God about how to live a good life.</p> <p>He performed miracles, helped people and offered forgiveness of sins.</p> <p>Christians believe that through his death and resurrection Jesus would grant all of humanity a fresh start and He was God "incarnate"(God made man).</p> <p>The "incarnation" is the key fact of Jesus' birth - that God became fully human whilst also retaining his divinity.</p> <p>Attainment Descriptors</p> <p>Working towards</p> <ul style="list-style-type: none"> • I can talk about the variety of ways I celebrate different events or occasions and explain why I celebrate these in different ways. • I can explain why Christmas is important to Christians. • I can explain why Christians would find some celebrations remind them of Jesus' birth and life. <p>Working at</p>
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	<ul style="list-style-type: none"> • I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not. • I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born. • I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus. <p>Working beyond</p> <ul style="list-style-type: none"> • I can identify when I am celebrating in a way that reflects the meaning of the event. • I can explain how Christians use Christmas celebrations and traditions to remind themselves of Jesus' birth and life and can explain which activities do this. • I can explain my own feelings on whether or not it is important to follow Christian beliefs in all Christmas celebrations.
Other curriculum areas covered	<p>British Values</p> <ul style="list-style-type: none"> • Democracy (class vote) • Individual Liberty • Mutual Respect • Tolerance of those of different faiths
Prior learning links	Link with the commitment studies about Christianity in Year 4 Summer 2 and Year 5 Summer 2
Session 1	<p>To know that events are celebrated in different ways.</p> <ul style="list-style-type: none"> • I know religious celebrations that I've studied before and can identify what is being remembered at each event. • I know that some celebrations remember a past event and some celebrate something new. • I can reflect upon events and celebrations which are important to us and consider how and why they make people feel as they do.
Session 2	<p>To know how Christmas celebrations and traditions help Christians understand who Jesus was and why he was born.</p> <ul style="list-style-type: none"> • I know about Christmas celebrations and traditions. • I know that the story of the birth of Jesus is of central importance in Christianity and understand some of the reasons why. • I know how to compare written sources with interpretations of the Christmas story. • I know the key events from the Christmas story as told by Luke (Luke 2: 1-20).

Session 3	<p>To understand incarnation.</p> <ul style="list-style-type: none"> • I know what incarnation is. • I know that Christians believe that Jesus was God 'incarnate' (God made man). • I can explain how Christians believe God made man and became 'fully human' whilst remaining divine. • I know how traditions help Christians understand Jesus' birth and life.
Session 4	<p>To know that a tradition or celebration can help Christians understand Jesus as the Incarnation of God.</p> <ul style="list-style-type: none"> • I can say if a tradition or celebration could help Christians understand Jesus as the Incarnation of God. • I know what Christmas means to Christians. • I can research a tradition and its origins. • I know about and can explain how a Christmas tradition is meaningful to Christians or something that has evolved over time and supports the understanding of Jesus.
Session 5	<p>To know that Christians believe that Jesus had come to give His good news to everyone.</p> <ul style="list-style-type: none"> • I can discuss which traditions or meaningful or which have evolved and support the understanding of Jesus. • I know that Christians believe that Jesus was born so that God could become fully human as well as fully divine and show by His example how people should live. • I can say whether I think that it is okay for people to celebrate or give gifts without thinking about the cause. • I know that to Christians, Jesus is both human and God.

<p>Beliefs and Meaning – Is anything ever eternal?</p>	<p>Declarative Knowledge</p> <p>Christians believe that God's love for humankind is eternal in that God will never stop loving humanity. Even if they do wrong, they can say sorry and God will forgive them because he loves them.</p> <p>Jesus taught about the concept of heaven twice. In John 14:1-6, he uses the Greek word 'topos', which is translated as "place." For example, he says,</p> <p><i>"I go to prepare a place for you."</i></p> <p>Christians believe it is Jesus' sacrifice of salvation that makes a forgiven sinner perfect in the eyes of God and then they can enter heaven where they can live eternally being loved by and loving God.</p>
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	<p>Attainment Descriptors</p> <p>Working towards</p> <ul style="list-style-type: none"> • I can start to show an understanding of the concept of eternity. • I can describe what a Christian might learn about life after death from a Bible story. • I can ask important questions about eternity. <p>Working at</p> <ul style="list-style-type: none"> • I can express the feelings I have when I think about situations or things I would like to last forever. • I can make links between different Christian beliefs and their views on whether anything is ever eternal. • I can reflect on my own beliefs about whether anything is eternal. <p>Working beyond</p> <ul style="list-style-type: none"> • I can explain the difference it would make to me to know that something was eternal. • I can explain why Christians believe some things are eternal and the difference this makes to them. • I can give my own answer to whether anything is eternal and give my reasons.
Other curriculum areas covered	<p>British Values</p> <ul style="list-style-type: none"> • Mutual Respect • Tolerance of those of different faiths
Prior learning links	<p>Link with the optional enquiry for Year 6 on the New Covenant.</p> <p>Previous units which cover Agape in Yr2 Autumn 2 and Yr4 Spring 2.</p>
Session 1	<p>To identify and explain what does and doesn't last forever.</p> <ul style="list-style-type: none"> • I can identify things that have lasted a lifetime, will last forever and I wish would last forever. • I realise there are significant milestones in the journey of life. • I can think about and express what I would like to happen for myself in the future. • I understand the importance of hope to human beings.

Session 2	<p>To understand what eternity is.</p> <ul style="list-style-type: none"> • I know how to explain eternity. • I read a selection of bible stories and explain how Christians believe Jesus portrayed love. • I know how to compare bible stories and explain how they represent love and eternity.
Session 3	<p>To understand what life after death means for Christians.</p> <ul style="list-style-type: none"> • I can reflect on my thought about life and death. • I know what Christians believe about life after death. • I can explain resurrection.
Session 4	<p>To understand what Christians believe they have to do in this life to gain eternal life in Heaven.</p> <ul style="list-style-type: none"> • I can explain the Christian belief about heaven as a place of reward and everlasting joy. • I can express my opinions about life after death for non-Christians. • I know about the Ten Commandments and why they are important to Christians.
Session 5	<p>To explore why it is important to lead a good life?</p> <ul style="list-style-type: none"> • I can explain why it is important to lead a good life. • I can explain why Christians believe it is important to lead a good life.

<p>Easter – Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p>	<p>Declarative Knowledge</p> <p>Christian concepts such as Lent (the 40 days leading up to Holy Week commemorating Jesus’ time fasting in the desert), Shrove Tuesday (the start of Lent), Ash Wednesday (when ashes from burnt palms from the previous years’ Palm Sunday are placed on believers’ foreheads) are all aspect of Christian preparation for Easter. Advent is the preparation time for Christmas.</p> <p>Christian charities can demonstrate Jesus’ teaching to love your neighbour (demonstrate Agape)</p> <p>There are countries where people are persecuted for being Christians and Christians have to suffer if they stand up for their beliefs.</p> <p>Attainment Descriptors</p> <p>Working towards</p> <ul style="list-style-type: none"> • I can describe how people have influenced me in different ways and say why I think this happened. • I can describe one way that Christianity seems to be a strong religion today. • I can start to consider whether I think Christianity is a strong religion now. <p>Working at</p> <ul style="list-style-type: none"> • I can explain how the influence people have had on me has affected what I see as important. • I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. • I can give my opinion as to whether Christianity is a strong religion now and say why I think this. <p>Working beyond</p> <ul style="list-style-type: none"> • I can explain how I would like to be a positive influence on others. • I can explain a range of arguments to suggest Christianity is a strong religion today and also give you the opposing Arguments. • I can express my opinion as to whether Christianity is a strong religion now giving reasoned arguments.
<p>Other curriculum areas covered</p>	<p>British Values</p> <ul style="list-style-type: none"> • Democracy • Rule of Law • Individual Liberty • Mutual Respect • Tolerance of those of different faiths

<p>Prior learning links</p>	<p>Final Christianity unit (unless optional Yr 6 unit is studied later). This enquiry draws all previous learning together.</p>
<p>Session 1</p>	<p>To understand who is influential in our lives and why.</p> <ul style="list-style-type: none"> • I can identify people who directly influence me. • I can identify people who indirectly influence me. • I can suggest historically influential people.
<p>Session 2</p>	<p>To understand that festivals and symbols show how Christianity is still a strong religion.</p> <ul style="list-style-type: none"> • I can identify Christian festivals. • I can identify Christian symbols. • I can explain how these festivals and symbols show the strength of Christianity. • I can explain in depth how festivals and symbols show the strength of Christianity.
<p>Session 3</p>	<p>To understand that Christianity was motivating people to do good in the world which shows it is still a strong religion.</p> <ul style="list-style-type: none"> • I can identify Christian charities and what they do. • I can link how the charities work to bible teachings. • I can suggest how this shows the strength of Christianity. • I can explain in depth how charities show the strength of Christianity.
<p>Session 4</p>	<p>To understand that some countries persecute/torture/imprison people for being Christians and discuss how this shows that they are fearful of Christianity.</p> <p>To understand that this contributes to how it is seen as a strong religion today.</p> <ul style="list-style-type: none"> • I can identify how Christianity spread. • I can identify the reasons why Christians are persecuted. • I can suggest how this shows the strength of Christianity. • I can explain in depth whether the persecution of Christians.
<p>Session 5</p>	<p>To be able to explain how Christianity is still a strong religion 2000 years after Jesus was on earth.</p> <ul style="list-style-type: none"> • I can identify ways Christianity influences our society. • I can explain whether this shows Christianity is strong. • I can answer the question from both sides of the debate. <p>I can give lots of details and make specific references to previous learning.</p>

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<p>Beliefs and moral values – Does belief in Akhirah (life after death) help Muslims lead good lives?</p>	<p>Declarative Knowledge</p> <p>Akhirah - Life after death</p> <p>Muslims believe that when you die there is a judgment day. Allah, who is perfect justice, will decide on your next step after looking at the evidence collected during your life</p> <p>Attainment Descriptors</p> <p>Working towards</p> <ul style="list-style-type: none"> • I can explain how knowing that my actions have consequences makes a difference to the choices I make. • I can describe some of the ways that Muslims try to lead lives respectful to God and start to say why this is important to them. • I can identify why leading a good life might be a good idea and why people think this. <p>Working at</p> <ul style="list-style-type: none"> • I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. • I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. • I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims. <p>Working beyond</p> <ul style="list-style-type: none"> • I can start to explain how my beliefs about right and wrong, actions and consequences make a difference to the choices I make. • I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people. • I can ask questions about life after death and explore how what I believe about this might influence my life.
<p>Other curriculum areas covered</p>	<p>British Values</p> <ul style="list-style-type: none"> • Democracy (respecting law and leading peaceful lives) • Rule of Law (Qur'an) • Individual Liberty • Mutual Respect

	<ul style="list-style-type: none"> • Tolerance of those of different faiths
Prior learning links	<p>Builds on previous Islam enquiries.</p> <p>Refer to previous learning on the Five Pillars (Yr6 Autumn 1) as these will play a big part in leading a good life.</p> <p>Remind students of how important Allah is to Muslims as it will help them understand Jihad.</p>
Session 1	<p>To understand what is meant by motivation and discuss what is a 'good' action.</p> <ul style="list-style-type: none"> • I can give my own personal viewpoints • I can reflect on why certain actions are okay depending on the situation. • I can reflect on why people have different views about a situation
Session 2	<p>To understand what it means to be Muslim</p> <ul style="list-style-type: none"> • I can explain that Muslims will get judged by Allah when they die. • I can explain how Judgement day is when Allah will weigh their good actions against the not so good actions.
Session 3	<p>I can explain how Akhirah helps Muslims lead a good life.</p> <ul style="list-style-type: none"> • I can explain what Akhirah is. • I can explain why believing in Akhirah helps a Muslim lead a good life. • I can personally reflect on how that would alter my behaviour if I believed in Akhirah.
Session 4	<p>To understand the spiritual struggle for a Muslim to always follow the teachings of Allah.</p> <ul style="list-style-type: none"> • I can identify reasons why Muslims may find it hard to follow Allah's teachings • I can discuss what is meant by Jihad and understand that an individual's personal Jihad is different
Session 5	<p>To order ways in which Muslims try to follow the teaching of Allah according to importance.</p> <ul style="list-style-type: none"> • I can rank ways in which Muslims follow Allah's teachings. • I can justify and explain why I have decided to rank them in a particular way.

Session 6	<p>To personally reflect on how I lead a good life</p> <ul style="list-style-type: none"> • I can list the 9 most important ways for me to live a good life. • I can explain why those things are important.
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<p>Beliefs and moral values – Does belief in Akhirah (life after death) help Muslims lead good lives?</p>	<p>Declarative Knowledge</p> <p>Jihad is defined as a personal struggle against evil.</p> <p>Muslims define Jihad in different ways, for some it is an individual daily struggle to do the right thing, to avoid evil and temptation. For some other Muslims jihad can be taken to mean literally fighting against a perceived enemy or evil. This has led some Muslims to take extreme action and even die for their faith as well as kill others in the belief that this action will lead them straight to paradise.</p> <p><u>Just War</u> - A Just war is one that might be acceptable to fight</p> <p><u>Holy War</u> - A Holy war has religion as the driving force – usually to defend it from attackers</p> <p>Attainment Descriptors</p> <p>Working towards</p> <ul style="list-style-type: none"> • I can explain how sometimes people see/interpret things in different ways. • I can explain how Muslims try to make an effort to lead good lives, and how sometimes this leads to fighting/Holy War. • I can start to express my opinion on how Jihad is interpreted by some Muslims. <p>Working at</p> <ul style="list-style-type: none"> • I can give examples of times when I misinterpreted something. • I can explain two different Muslim interpretations of Jihad. • I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims. <p>Working beyond</p>
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	<ul style="list-style-type: none"> • I can start to explain how my beliefs about right and wrong make a difference to how I see things. • I can explain two different Muslim interpretations of Jihad and explore their justifications for these. • I can explore my own and other people's attitudes towards interpretations of Jihad and recognise and challenge stereotyping.
Other curriculum areas covered	<p>British Values</p> <ul style="list-style-type: none"> • Democracy (respecting law and leading peaceful lives) • Rule of Law (Qur'an) • Individual Liberty • Mutual Respect • Tolerance of those of different faiths
Prior learning links	<p>Builds on previous Islam enquiries.</p> <p>Refer to previous learning on the Five Pillars (Yr6 Autumn 1) as these will play a big part in leading a good life. Remind students of how important Allah is to Muslims as it will help them understand Jihad.</p>
Session 1	<p>To know that everyone has their own interpretation of, 'what is a good life?'</p> <ul style="list-style-type: none"> • I can make suggestions linked to values. • I can explain the word interpretation.
Session 2	<p>To understand how some Muslims interpret jihad.</p> <ul style="list-style-type: none"> • I can explain jihad. • I can ask questions about Islam. • I can look at both perspectives and find the positives and negatives.
Session 3	<p>To know the difference between lesser and greater jihad?</p> <ul style="list-style-type: none"> • I can explain the rules or conditions of war. • I can research jihad. • I know about lesser and greater jihad.
Session 4	<p>To know whys some Muslims believe they are fighting in the name of jihad and Allah.</p> <ul style="list-style-type: none"> • I can consider reasons for fighting and war. • I can explain the rules of war for Muslims.

	<ul style="list-style-type: none">• I can explain why I think the rules of war are being kept or broken.
Session 5	<p>To explain how sometimes people see/interpret things in different ways.</p> <ul style="list-style-type: none">• I can explain two different Muslim interpretations of Jihad.• I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.• I can start to explain how my beliefs about right and wrong make a difference to how I see things.