

## Religious Education at Ling Moor Primary academy

### Golden Threads

<p><b>Christianity</b></p> <p>One <b>God</b> who is a <b>Trinity</b></p> <p>God <b>created</b> the world and wants relationship with humans, but humans have damaged it (the <b>Fall</b>)</p> <p><b>Jesus</b> heals the damaged relationship between God and humans through his death, <b>crucifixion</b> and <b>resurrection</b></p> <p>The <b>Bible</b> is a key source of authority</p> <p>Christians live out their beliefs in different ways</p>	<p><b>Islam</b></p> <p>One <b>God</b></p> <p>God creates everything in <b>harmony</b></p> <p>God wants humans to keep things in harmony and gives them a <b>straight path (Shariah)</b> to follow</p> <p>There is <b>guidance</b> to help humans follow the straight path, including the <b>Prophets</b></p> <p>The <b>Qur'an</b> is a key source of authority for Muslims</p> <p>Muslims live out their beliefs in different ways</p>
<p><b>Hinduism (KS2 ONLY)</b></p> <p><b>Brahman</b>, the Ultimate Reality/Life Force</p> <p><b>Atman</b> (soul) – the bit of <b>Brahman</b> in every living thing</p> <p><b>Samsara</b>, the cycle of birth, life, death and rebirth that every <b>atman</b> is on</p> <p><b>Moksha</b> (liberation from <b>samsara</b>), the ultimate goal of every <b>atman</b></p> <p>The way to achieve <b>moksha</b> is for the <b>atman</b> to fulfil its <b>dharma</b> in every cycle of life</p> <p>Hindus live out their beliefs in different ways</p>	<p><b>Judaism</b></p> <p>One <b>God</b></p> <p>God created the world</p> <p>Believe that the people of Israel, Jews are <b>God's chosen people</b>.</p> <p>Jews believe that God has made a new <b>covenant</b> with his people, these set expectations for moral and social behaviour.</p> <p>These <b>covenants</b> contain <b>mitzvot</b> (commandments and duties) that they are expected to keep which are recorded in the <b>Torah</b>.</p> <p><b>Family</b> and <b>community</b> are very important.</p>
<p><b>Comparisons and Contrasts</b></p> <p><b>Doctrine (Belief)</b>- The key fundamental beliefs of each religion/faith and how they compare.</p> <p><b>Prayer and worship</b>- Exploring both places of worship and the practices that take place there and also worship that takes place within the individual's home (corporate and personal worship). Exploring how different religions view and take part in prayer- (again corporate, intercessory, personal, sacrificial prayer)</p> <p><b>Holy Scriptures/books</b> – Looking at similarities and differences between holy texts- lots of similarities between Abrahamic religions (Christianity, Judaism and Islam).</p>	

How are holy books regarded and treated? Are there similar stories or morals that can be gleaned from them?

**Fellowship (community and belonging)** – What is the purpose of belonging to a religion? How do people show that they belong (rites of passage), what impact does belonging to a faith group or religion have on the wider community (acts of service),

**Festivals and Celebrations** – How are festivals celebrated? What similarities are there between religions and their special times?

**Reflection and Worldview**- What do you believe? How does this help you to understand your place in the world? How does this help you to reflect and think about other people’s beliefs? Which values shape your world view?

Long Term Plan (by year group)					
EYFS					
Throughout the year in EYFS use ‘Special Books’ unit to enhance and support exploration of religions.					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b><u>Special times to me and others</u></b></p> <p>In this unit children will:</p> <p>*Explore the idea of special times: birthdays, key events in life, events of national significance, etc. (Term 1)</p> <p>☑ Religious festivals, e.g. Christmas- How do they bring people together in a community? (Term 2)</p> <p><b>Key Vocab</b></p> <p>Christian</p> <p>Muslim</p> <p>God</p> <p>In term 2 EYFS will visit the local church as part of Christingle service- precursor to special places.</p>		<p><b><u>Special People to me and others</u></b></p> <p><b>In this unit children will:</b></p> <ul style="list-style-type: none"> <li>• Be introduced to some special people in religion, e.g. Jesus, Prophet Muhammad etc.</li> <li>• Be introduced to the idea that some people in religious communities have special jobs, e.g. vicar, imam, rabbi, etc.</li> <li>• Think about different jobs these people have, e.g. teacher, leader, someone to look after the community, etc.</li> </ul> <p><b>Key Vocab</b></p> <p>Vicar</p> <p>Jesus</p> <p>Muhammad</p> <p>God</p> <p>Jesus in the desert.</p>	<p><b><u>Special Places and Special Things</u></b></p> <p>In this unit children will:</p> <p>*Use their senses to explore different religious artefacts and think about how these help people of faith to understand God/the world/each other</p> <p>*Investigate how these artefacts are used within places of worship.</p> <p><b>Key Vocab</b></p> <p>Cross</p> <p>Church</p> <p>Revisit Church again- look at church and religious artefacts, meaning and</p>	<p><b><u>Special Places, Special Things and special times</u></b></p> <p>In this unit children will:</p> <p>*Use their senses to explore different religious artefacts and think about how these help people of faith to understand God/the world/each other</p> <p>*Investigate how these artefacts are used within places of worship.</p> <p><b>Key Vocab</b></p> <p>Cross</p> <p>Prayer beads</p> <p>Prayer mat</p> <p>Church</p> <p>Mosque</p>	<p><b><u>Our Beautiful World.</u></b></p> <p>In this unit children will:</p> <p>*explore the world using their senses.</p> <p>*Listen to stories of creation for Christians and Muslims.</p> <p>*Reflect on how they can help to look after the world.</p> <p><b>Key Vocab</b></p> <p>Creation</p> <p>Care</p> <p>Responsibility</p> <p>Beautiful</p>

		symbols.  Easter celebration.	Introduce Islam, investigate the festival of Eid (May)	
<p><b>Key Knowledge for this unit:</b></p> <p>*I know that at school we belong to our school community and within that we all have our own ideas and beliefs.</p> <p>*I know that some people belong to a faith or religion and that they might believe in <b>God</b> and celebrate special festivals and times.</p> <p>*I know some key words to describe people who are religious; Christian, Muslim, Jehovah Witness, (dependent on cohort)</p> <p>Ongoing unit knowledge</p> <p>Key Knowledge for this unit:</p> <p>*I know that the Bible is a special book for Christians.</p> <p>*I know that the Qur'an is a special book for Muslims.</p> <p>*I know at least one special story for Christians and Muslims (e.g., the story of creation, the Lost Sheep (Christianity), The Prophet and the Spider (Islam).</p> <p>*I know that Christmas and Easter are special times for Christians.</p>	<p><b>Key Knowledge for this unit:</b></p> <p>*I know that some people are special because they teach us how to live good lives.</p> <p>*I know that for Christians <b>Jesus</b> is a special person.</p> <p>I know that for Muslims the <b>Prophet Muhammad</b> is a special person.</p>	<p><b>Key Knowledge for this unit:</b></p> <p>*I know that a <b>church</b> is a special place of worship for Christians.</p> <p>*I know that a <b>mosque</b> is a special place of worship for Muslims.</p>	<p><b>Key Knowledge for this unit:</b></p> <p>*I know that a <b>church</b> is a special place of worship for Christians.</p> <p>*I know that a <b>mosque</b> is a special place of worship for Muslims.</p>	<p><b>Key knowledge for this unit:</b></p> <p>*I know that we can see use all of our senses to find out more about the natural world.</p> <p>*I know that Christians and Muslims believe the natural world is special because <b>God created it.</b></p>

Why This Why Now?				
<p>Children will begin to investigate and further explore their sense of self and sense of belonging. Special times- celebrations and festivals will be taught depending on seasonal times and cultural background of each cohort. Pupils will begin by looking at special times for themselves and then expand this knowledge to how others in their class community celebrate.</p> <p>Children will experience a simple Christingle service led by the year 1 children at the local church.</p>	<p>Linking with their work in the Autumn term and their PSED and 'Golden Box' star of the week sharing activities the children have identified and shared people that are important to them. They can now start to build on this knowledge of special people within the school community, wider community and those that are special for Christians. The will link back to their experience at the church where they met the vicar.</p>	<p>Linking to their CLL and PSED curriculum the children will reflect and places where they feel safe and places that are special to them. Pupils will then explore a church and reflect on why it is a special place for Christians and begin to explore some of the artefacts that they would find in a church and what they are used for. This second visit to the church will look more closely at symbols and artefacts.</p>	<p>Now that the children have a bit more understanding of celebrations, special times and people we will begin to introduce these ideas in the context of Islam and the celebration of Eid.</p>	<p>This last unit looks at how Christians and Muslims care for our world and how we have a responsibility to make the right choices in terms of looking after our world.</p>

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Long Term Plan (by year group)					
Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b><u>Life Journey – Christianity</u></b>            Retrieval- what do we know about believers of the Christian faith?</p> <p>*What do Christians do to celebrate birth? *What does it mean and why does it matter to belong?</p> <p><b>Key Vocab</b></p> <p>Christian</p> <p>Belief</p> <p>Community</p> <p>Church</p> <p>Family</p> <p>Belonging</p> <p>Service</p> <p>Thanksgiving service</p> <p>Baptism</p>	<p><b><u>Being Human – Christianity</u></b>            *What does the Bible say about how Christians should treat others and live their lives?</p> <p>*How can Christian faith and beliefs be seen in the actions of inspirational Christians?</p> <p><b><u>Visit to St Hugh’s</u></b></p> <p><b><u>Bible Lincs?</u></b></p> <p><b>Key Vocab</b></p> <p>Christian</p> <p>Belief</p> <p>God</p> <p>Creation</p> <p>Image</p> <p>Church</p> <p>Neighbour</p> <p>Samaritan</p>	<p><b><u>God – Islam– Believing</u></b>            *How is Allah described in the Qur’an?</p> <p>*What do Muslims learn about Allah and their faith through the Qur’an?</p> <p><b>Key Vocab</b></p> <p>Islam</p> <p>God</p> <p>Allah</p> <p>Tawid</p> <p>Shariah</p> <p>Prophet</p> <p>Mohamad</p> <p>Qur'an</p>	<p><b><u>Community – Islam Living</u></b>            Retrieval– Islam, Muslim, mosque, Allah, Qur’an, prayer mat, prayer rituals.</p> <p>*What do Muslims do to express their beliefs?</p> <p>*Which celebrations are important to Muslims?</p> <p><b><u>Mosque visit</u></b></p> <p><b>Key Vocab</b></p> <p>Ibadah (Worship)</p> <p>Shahada</p> <p>Wudu</p> <p>Subha</p> <p>Madrassah (school)</p> <p>Eid-ul-fitr</p> <p>Eid-ul-Adha</p>	<p><b><u>God- Judaism- believing-</u></b>            *What do Jewish people believe about God?</p> <p>*What do Jewish people believe about human beings and the world around us?</p> <p>*How do Jewish people express their beliefs through worship?</p> <p>*How do Jewish people express their beliefs through daily life?</p> <p><b>Key Vocab</b></p> <p>Israel</p> <p>Chosen people</p> <p>Covenant</p> <p>Commandments</p> <p>Torah</p> <p>Synagogue</p>	<p><b><u>Community- Judaism- Believing</u></b>            *How do Jewish people express their beliefs through daily life?</p> <p>*Why is Shabbat an important part of Jewish culture?</p> <p><b>Key Vocab</b></p> <p>Shabbat</p> <p>Sabbath</p>

	Parable				
<p><b>Key Knowledge for this unit:</b></p> <p>*I know the importance of belonging and can reflect on different ways in which people belong and different groups that I belong to.</p> <p>*I can begin to understand the ways in which Christians mark a sense of belonging: of <b>Baptism</b> – different types of baptism, key features, links with Jesus’ baptism, what this tells us Christians think God is like, etc.; also known as <b>christening or Service of thanksgiving/dedication</b>.</p> <p>*I can begin to understand the role of the church community in creating a sense of belonging – examples of all-age worship (e.g. Messy Church), engagement with the wider local community (e.g. foodbanks, street pastors)</p>	<p><b>Key knowledge for this unit:</b></p> <p>I know Christian believe that humans are created by <b>God in his image</b> (Genesis 1:26-27)</p> <p>* I know that Christian believe that humans are created to look after God’s <b>creation</b></p> <p>*I know that Christian believe that humans should love God and love their neighbour as themselves (Mark 12:30-31)</p> <p>*I can talk about some pf the <b>parables of Jesus</b> and they’re meaning•</p>	<p><b>Key Knowledge for this unit:</b></p> <p>*I know Muslims believe there is <b>One God [Allah] (tawhid)</b>, who created the universe in harmony.</p> <p>*I know that Muslims believe that Allah created human beings to help keep the universe in <b>harmony</b>. * I know that Muslims believe Allah provided a <b>straight path (shariah)</b> to help keep the universe in <b>harmony</b>.</p> <p>*I know that Muslims follow the teachings of the <b>prophets</b> and the <b>Qu’ran</b>.</p> <p>*I know that Muslims believe that the <b>Prophet Muhammad</b> received the Qu’ran and recorded it for other Muslims to study.</p>	<p><b>Key knowledge for this unit:</b></p> <p>I know key features of Islam worship (<b>ibadah</b>) – prayer five times a day: all Muslims in the region praying at the same time = <b>harmony</b>; movements and words of prayer the same for everyone = harmony; always includes saying the statement of belief (<b>shahadah</b>): “There is no God but God and Muhammad is his prophet”; all Muslims pray facing <b>Makkah</b>;</p> <p>I know that before prayer Muslims wash (<b>wudu</b>)</p> <p>I can begin to name some key objects associated with prayer: <b>prayer mat</b> (cleanliness is important, Muslims don’t prayer directly on the ground), prayer beads (subha), compass (to indicate the direction of Makkah)</p> <p>*I know some key festivals: <b>Eid ul-Fitr</b> (end of the month of Ramadan), <b>Eid ul-Adha</b> (celebration of Prophet Ibrahim’s test of faith) and how they relate to Muslim beliefs about God, the universe and human beings</p>	<p><b>Key Knowledge for this unit:</b></p> <p>*I know that Jews believe in <b>one God</b> who created the world.</p> <p>*Believe that the people of Israel are <b>God’s chosen people</b>.</p>	<p><b>Key knowledge for this unit:</b></p> <p>*I know Friday evening and Saturday are significant days for Jewish families.</p> <p>*I can name some of the artefacts and foods that are shared during the <b>Shabbat</b> meal.</p> <p>*I can name some of the events that take place during <b>Shabbat</b>.</p>

Why This Why Now?					
Children build on their prior knowledge of what it means to belong- establishing a new class vision and developing a sense of place and belonging within the new class and school year. The children go on to build their prior knowledge of the Christian faith-	We look deeper at this idea of the church being a community which includes and supports others by exploring in more depth some key stories of the Christian faith-creation, the greatest commandment and some of Jesus’ teachings (parables). From here the	This unit helps the children to learn about the key, fundamental beliefs of Islam. The children begin to see that there is more than just one religion, but that there are strands of similarity between them all.	We look deeper into the religion of Islam, investigating their place of worship, call to prayer and key festivals and how they impact both the Muslim and wider community-links can be made with harvest and generosity.	This unit helps the children to learn about the key, fundamental beliefs of Judaism. The children begin to see that there is more than just one religion, but that there are strands of similarity between them all.	We look deeper into the religion of Judasim investigating their place of worship and the significance of Shabbat and how this impacts both the Jewish and wider community.

<p>special places, people and books to look at how these artefacts and religious practices help Christians to feel a sense of belonging.</p> <p>Linking to the seasonal festival of harvest the children also explore how the church reaches out to the wider community to support those in need.</p>	<p>children can build back and think about how such stories from the Bible and teachings can support Christians in a sense of belonging.</p>				
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Long Term Plan (by year group)

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b><u>God- Christianity</u></b></p> <p><b>*What do Christians learn and understand about God through Old Testament Bible stories? E.g. Moses, Abraham, Jonah, etc.</b></p> <p><b>*What do stories in the New Testament tell Christians about Jesus?</b></p> <p><b>Key Vocab</b></p> <p><b>Bible</b></p> <p><b>Old testament</b></p> <p><b>New testament</b></p> <p><b>Incarnation</b></p> <p><b>Crucifixion</b></p> <p><b>Kingdom of God</b></p> <p>service</p> <p>Baptism</p>	<p><b><u>Community- Christianity</u></b></p> <p>*What do Christians do to express their beliefs?</p> <p>*Which celebrations are important to Christians?</p> <p>*What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world?</p> <p><b>Key Vocab</b></p> <p>Prayer</p> <p>Bible study</p> <p>Worship</p> <p>Baptism</p> <p>Christmas</p> <p>Easter</p> <p>Pentecost</p> <p><b>Key Vocab</b></p> <p>Christian</p> <p>Belief</p>	<p><b><u>Being Human- Islam</u></b></p> <p>*What does the Qur’an say about how Muslims should treat others and live their lives?</p> <p>*How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?</p> <p><b>Key Vocab</b></p> <p>Imam (faith)</p> <p>Shahada (statement of faith)</p> <p>Shariah (straight path)</p> <p>Akhlaq (character and moral conduct)</p> <p>Zakat (charitable gifts)</p>	<p><b><u>Life Journey living- Islam</u></b></p> <p>*What do Muslims do to celebrate birth? *What does it mean and why does it matter to belong?</p> <p>*What differences/similarities can you find between how a Christian and a Muslim celebrate a baby’s birth?</p> <p><b>Key Vocab</b></p> <p>Ummah (importance of community)</p> <p>Adhaan (whispered call to prayer in babies ear)</p> <p>Aqiqah (ceremony at 7 years old)</p> <p>Eid-ul-Adha</p>	<p><b><u>Additional unit- Places of Worship</u></b></p> <p>Choose three key objects, features or symbols and look at</p> <p>*What they tell us about beliefs about God/humans/the world around them.</p> <p>*How they are used in practice – i.e. what impact they have on the community Must include at least one religion/worldview other than Christianity and Islam</p> <p><b>Key Vocab</b></p> <p><u>Judaism</u></p> <p>Torah– scroll</p> <p>Yad– hand shaped pointer for reading the torah</p> <p>Tallit– prayer shawl</p> <p>Ner tamid- everlasting light</p> <p>Mitzvot– commandments</p> <p>Synagogue</p>	<p><b><u>Big Question Do you have to go to a special building to worship?</u></b></p> <p>*Reflect on what they have found out so far about places of worship.</p> <p>*Investigate Christian churches that meet in community buildings and the saying the church is the people not the building.</p> <p>*Reflect on where Muslims pray and worship- what is the difference between doing it at home and doing it at the mosque?</p> <p>*Perhaps do some pre learning looking at Hindu shrines in the home.</p> <p>Use all of this learning to support answering the big question.</p>

	<p>God</p> <p>Creation</p> <p>Image</p> <p>Church</p> <p>Neighbour</p> <p>Samaritan</p> <p>Parable</p>			<p><u>Christianity</u></p> <p>Candle</p> <p>Font</p> <p>Altar</p> <p>Paten</p> <p>Chalice</p> <p><u>Islam</u></p> <p>Wudu</p> <p>Prayer mat</p> <p>Qibla</p> <p>Minaret</p> <p>Muezzin</p>	
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<p><b>Key Knowledge for this unit:</b></p> <ul style="list-style-type: none"> <li>• I know that Christians believe in one God who has created the world and was pleased with his creation</li> <li>• I know that Christians believe that this creation was spoiled when the first humans made a decision that had <b>bad consequences</b> – death and <b>suffering</b> entered the world</li> <li>• I know that Christians believe that throughout history, God has worked with human beings to try to fix what has been spoiled</li> <li>• I know that Christians can find out about <b>God</b> by reading the stories from the <b>Old Testament</b>.</li> <li>• I know Christians can find out more about <b>Jesus</b> by reading the stories in the <b>New Testament</b></li> </ul> <p>*I know that God had an ultimate rescue plan to save his people by sacrificing his son Jesus. <b>Sacrifice, forgiveness and resurrection.</b></p>	<p><b>Key knowledge for this unit:</b></p> <p>*I know that the <b>church is a community</b> of believers not just the church building.</p> <p>*Christian's are committed to following the <b>teachings of Jesus Christ.</b></p> <p>*Christian's believe that through Jesus' death on the cross their <b>sins</b> have been <b>forgiven</b> and when they die they will go to heaven, the <b>Kingdom of God.</b></p>	<p><b>Key Knowledge for this unit:</b></p> <p>*I can begin to understand the importance of the <b>Imam (faith) – shahadah (statement of faith)</b> – 'there is no God but God, and Muhammad is his prophet'; one of the <b>Five Pillars of Islam</b>; used as a key part of Muslim prayer; connection with belief in the <b>oneness of God (tawhid)</b> who has created a universe in harmony.</p> <p>I can begin to understand the importance of the prophets (those who guide Muslims along the <b>straight path [shariah]</b> that will help keep the universe in harmony</p> <ul style="list-style-type: none"> <li>• I know that Muslims read the stories within the <b>Qu'ran</b> about the prophets to help them to understand <b>Muslim teachings. Akhlaq</b> (character, moral conduct) – making good choices, that is, choices that will keep creation in harmony, as God intended</li> </ul> <p>*I know Muslims place great importance on serving others and showing compassion, e.g. <b>zakat</b> (charitable gifts)</p>	<p><b>Key knowledge for this unit:</b></p> <p>*I know the importance of community (<b>ummah</b>) in Islam; belonging to one community of Muslims worldwide</p> <ul style="list-style-type: none"> <li>• I know key features of celebrating a new member of the Muslim community (<b>ummah</b>) – the birth of a baby as a blessing, something that Muslims give thanks for</li> <li>• The act of whispering the call to prayer (<b>adhaan</b>) into the baby's ear just after they have been born – this reminds them to worship the one God; then the baby is given a taste of something sweet</li> <li>• The <b>aqiqah</b> ceremony at 7 days old: mentioned by Muhammad in a collection of his sayings and teachings (<b>Hadith</b>)</li> <li>• *Traditionally, Muslims give a gift of food to the poor as part of the <b>aqiqah</b> ceremony (to help bring about harmony in the world – to rebalance those who have more than they need and those who do not have enough)</li> <li>• Some Muslims shave the baby's hair at this time as well; the hair is weighed and this weight in silver is given to the poor</li> <li>• Babies are traditionally given a name at this time; often they are <b>named after Prophets or other important Muslim figures</b></li> </ul> <p>*I can begin to compare this with other birth rites, e.g. baptism (Christianity).</p>	<p><b>Key Knowledge for this unit:</b></p> <p>*I know that light and candles can often be seen in places of worship and that they have symbolism of good over evil, light in a dark place- (<b>Ner Tamid</b>— representing God the eternal in Judaism and can be found in synagogues, <b>candles</b>- found in churches, representing Jesus light of the world, good overcoming evil, prayers and memories of loved ones.</p> <p>*I know that each place of worship has specific features and symbols and I can talk about their meaning.</p> <p>Retrieval of-</p> <p><b>Christian artefacts- Cross, bible, font, baptismal pool.</b></p> <p><b>Islam artefacts- prayer mat, Qu-ran, minaret.</b></p> <p><b>Jewish artefacts- Tallit, Torah, Yad, Kippur,</b></p>	<p><b>Key knowledge for this unit:</b></p> <p>*I know that Christian's believe that they can pray and worship God both in their own home,, or at church. I know that some churches use other spaces in the community as churches, rather than a stereotypical church building.</p> <p>*I know that Muslims can pray and worship at the <b>mosque</b> with others. I know that they can pray at home, work or school.</p> <p>*I know that Jewish families worship at the <b>synagogue</b> and at home- recap <b>Shabbat.</b></p> <p>*I can reflect on an idea and share my opinion.</p>
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### Why This Why Now?

Children build on their prior knowledge of Christianity and look in more detail at how the teachings of the Bible reveal fundamental Christian beliefs of creation, fall, sacrifice, forgiveness and restoration.

Children explore the ideas of creation, fall, sacrifice, forgiveness and restoration further investigating the impact of these beliefs on Christian community and how they are expressed and explored through key celebrations.

Children build on prior knowledge of Islam and then learn how the key belief of living in harmony and living a good life can impact the way in which Muslims treat each other and live their lives.

Following on the unit before the children will reflect on what it means to be part of the Islamic community and how a new baby is welcomed into the community. Children can reflect and make comparisons with the way that Christians welcome a new baby-spaced learning from Year 1 term 1.

Building on prior knowledge of places of worship children will be encouraged to explore and investigate similarities and differences between places of worship, questioning why they think there are these similarities/differences.

After exploring how places of worship compare pupils then dig deeper into their learning querying whether you have to visit a place if worship for worship to take place? Pre learning can take place here as the pupils could investigate Hindu home worship.

Long Term Plan (by year group)

Year 3- Big Question thread- What is a good life?

Autumn 1	Autumn 2	Spring Term	Summer Term
<p><b><u>God- Hinduism</u></b></p> <p><b>*How are deities and key figures described in Hindu sacred texts and stories?</b></p> <p><b>*What might Hindus understand about the Divine through these stories?</b></p> <p><b>*What is the purpose of visual symbols in the mandir?</b></p> <p><b>Key Vocab</b></p> <p>Sanatana Dharma</p> <p>Monotheistic</p> <p>Brahman</p> <p>Trimurti</p> <p>Shiva</p> <p>Lakshmi</p> <p>Ganesh</p> <p>Hanuman</p> <p>Atman</p> <p>Karma</p> <p>Aum</p>	<p><b><u>God- Islam</u></b></p> <p>Key Question:</p> <p><b>*What are some of the key concepts and beliefs in a Muslim worldview?</b></p> <p><b>*What do Muslims believe about Allah (God)?</b></p> <p><b>Key Vocab</b></p> <p>See KS1 vocab and also:</p> <p>Five Pillars of Islam- Salat, Zakat, Shahadah, sawm,hajj,</p> <p>Masjid</p> <p>Qiblar</p> <p>Minaret</p> <p>Minbar</p>	<p><b><u>God- Christianity</u></b></p> <p>Key Questions:</p> <p>How do symbols in the Bible help Christians relate to God?</p> <p>What do symbols in the story of Jesus' Baptism reveal about the nature of God?</p> <p>What visual symbols and symbolic acts can be seen in a Christian church?</p> <p>How might language within worship express Christian beliefs?</p> <p><b>Key Vocab</b></p> <p>See KS1 vocab and also</p> <p><b>Trinity</b></p> <p><b>Holy Communion</b></p> <p><b>Stained glass windows</b></p> <p><b>Symbols</b></p>	<p><b>Big Question What is a good life? Do you have to be religious to have a good life?</b></p> <p><b>Key Questions:</b></p> <p><b>How might different people understand 'good' differently?</b></p> <p><b>How do different sources of authority, laws and guidelines help people understand what it means to live a 'good' life?</b></p> <p>Opportunity to build in extra reflection, debate, sharing of opinions, active listening, philosophical thinking.</p> <ul style="list-style-type: none"> <li>Probably important to stress that it isn't a yes/no kind of answer to the big question, it's a chance to consider... your own answer and opinion may change over time.</li> </ul>

**Key Knowledge from this unit:**

**Key knowledge from this unit:**

- I know that Hinduism is also known as Hindu Dharma or **Santana Dharma**.
- I know that **Brahman** is the Ultimate Reality or Life Force in every living thing.
- I know that the **atman** (soul) is the bit of **Brahman** in every living thing.
- I know that the **deities** include the **Trimurti: Brahma, Vishnu and Shiva**.
- I know that the **Trimurti** represent the cycle of life (**samsara**).
- I know that Hindu Dharma is interested in the journey of the **atman** through **samsara**.
- I know that the goal is for the **atman** to achieve liberation (**moksha**) from **samsara**.
- I know that the way to do this is for the **atman** to fulfil its duty (**dharma**) in each lifetime.

**Key knowledge from this unit:**

**Key knowledge from this unit:**

- I know that Muslims believe in one **Allah** (God) and that the oneness of God (**tawhid**) is a very important idea in Muslim worldviews.
- I know that Muslims believe that **God created the universe** and that **he created things in harmony/in submission to his will (muslim)**.
- I know that Muslims believe humans have been created as God's '**abd** (servants) and **khalifa** (regents) and that they have a responsibility to try to keep things **muslim (harmonious)**.
- I know that Muslims believe that God has provided humans with a straight path (**shariah**) to follow so that everything can stay **muslim (harmonious)**.
- I know that Muslims believe God has provided humans with three types of **guidance** to help them stay on the straight path (**shariah**): the natural world, the **Qur'an** and the **Prophets**.

**Key knowledge from this unit:**

I know that Christians believe in one God, the Father, Son and Holy Spirit (the **Trinity**) –ideas of things that can be three-in-one (e.g. I am a teacher, a mummy and a daughter, but there's only one of me...)

I know that Christians believe that **The Father creates:** he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.

I know that Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.

I know that Christians really want to try and understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.

I can begin to explain examples of symbols of the Trinity in the Bible (e.g. **Jesus' baptism** in Matthew 3:13-17, **the Grace** in 2 Corinthians 13:14) and in art/church architecture.

I know what the Trinity tell Christians about what God is like –relationship at the heart of God as a model for how humans should relate to each other

I can begin to understand **Holy Communion** and explain why Christians share this meal (a shared meal modelled on the last meal Jesus shared with his friends (the **Last Supper**); key features– blessing and sharing of bread and wine, remembering Jesus' words to his friends, etc.; key artefacts, e.g. **paten and chalice**; references to God as Trinity as part of a Holy Communion service, e.g. Eucharistic prayers, the Nicene Creed, which is recited by participants before they take part in the Holy Communion

I can begin to spot examples of Trinitarian language in **Christian worship**, e.g. the texts used

**Key knowledge from this unit:**

I know that the word 'good' means different things to different people.

I know that religious and non-religious people work out how to live a good life in different ways, including seeking wisdom from sources of authority (e.g. the **Bible**, the **Qur'an**, important teachers/people) and through experiences.

		<p>on Trinity Sunday, e.g. Matthew 28:19, language of blessings (“in the name of the Father, the Son and the Holy Spirit...- this is also language used in Baptism too) language of <b>hymns</b>- perhaps compare and contrast traditional hymns with less traditional- ‘Shine Jesus Shine’ and ‘My Lighthouse’</p>	
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Why this why now?			
<p>In this unit, pupils build on prior learning about God in KS1. Hinduism is a new focus for the pupils, but there are opportunities to compare and contrast with knowledge covered on Christianity and Islam in KS1 (there may have been some initial discussion about Hindu shrines in the Big Question unit for yr2)</p>	<p>In this unit, pupils build on their learning about Muslim beliefs about Allah (God) in KS1. Here, they explore different ways in which Muslims use symbols to articulate beliefs about God. There are opportunities to compare and contrast with Hindu beliefs about God.</p>	<p>In this unit, pupils build on their learning about Christian beliefs about God in KS1 with a key focus on the Christian understanding of God as Trinity. There are also opportunities to compare and contrast with learning in autumn term on Hindu and Muslim beliefs about God.</p>	<p>Having explored why Christians believe the crucifixion of Jesus is a ‘good’ thing, pupils develop their learning by investigating different ways in which religious and non-religious people articulate what they mean by a ‘good’ life. Children can reflect on what they have found out previously about Islam and how Muslims place importance of following the straight path in order to live in peace and harmony.</p>

Long Term Plan (by year group)

**Year 4- Big Question thread- What is the environmental impact of religions on the world?**

Autumn 1	Autumn 2	Spring Term	Summer Term
<p><b>Community- <u>Hinduism</u></b></p> <p>How does Hindu worship and practice build a sense of community?</p> <p>How is Hindu belief expressed collectively?</p> <p>How do Hindu practices impact on the natural world?</p> <p><b>Key Vocab</b></p> <p>See above and also:</p> <p>Mandir</p> <p>Puja</p> <p>Murtis</p> <p>bhakti</p> <p>Arti</p> <p>Diwali</p> <p>Dewa</p>	<p><b>Community- Islam</b></p> <p><b>Key Question:</b></p> <p>How does Muslim worship and practice build a sense of community?</p> <p>How is Muslim belief expressed collectively?</p> <p>How do Muslim practices impact on the natural world?</p> <p><b>Key Vocab</b></p> <p>See above and also:</p> <p>Umrah</p> <p>Masjid</p> <p>Madrasah</p>	<p><b>Community Christianity</b></p> <p><b>Key Questions:</b></p> <p>*How is Christian belief expressed collectively?</p> <p>*How does Christian worship and celebration build a sense of community?</p> <p>*How do Christian practices impact upon the natural world?</p> <p><b>Key Vocab</b></p> <p>See above and also</p> <p><b>Koinonia</b></p> <p><b>Baptism</b></p> <p><b>Confirmation</b></p> <p><b>Holy Communion</b></p>	<p><b>Big Question What is the environmental impact of religions on the world?</b></p> <p><b>Key Questions:</b></p> <p>What is a pilgrimage?</p> <p>What does pilgrimage involve? E.g. Jewish pilgrimage to Jerusalem, Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Hindu pilgrimage to the Ganges, etc.</p> <p>What is the environmental impact of pilgrimage?</p> <p>Opportunity to build in extra reflection, debate, sharing of opinions, active listening, philosophical thinking.</p> <ul style="list-style-type: none"> <li>Probably important to stress that it isn't a yes/no kind of answer to the big question, it's a chance to consider... your own answer and opinion may change over time.</li> </ul>

**Key Knowledge from this unit:**

**Key knowledge from this unit:**

- \* Recap prior knowledge of Hindu Worldview.
- \* I know what **dharma** is and why it is important to Hindus.
- \* I know about **key worship practices in Hindu worldviews at the mandir and at home**, including the **puja** ceremony and the importance of **murtis**.
- \* I know that performing **bhakti** (worship/devotion) is one way of fulfilling **dharma**.
- \* I know about the **key practices associated with the festivals of Diwali and Raksha Bandhan**.
- \* I know about the ways in which the stories and practices associated with **Diwali and Raksha Bandhan** connected with the idea of fulfilling **dharma**.

**Key knowledge from this unit:**

**Key Knowledge from this unit:**

- \* I know that Muslims believe **Allah** (God) created the world **muslim (harmonious)** and wants humans to keep it that way.
- \* I know the **Five Pillars of Sunni Islam (Shahadah, Salah/Salat, Zakah/Zakat, Sawm, Hajj)** and be able to explain how they connect with the idea of **harmony**.
- \* I know that the festival of **Eid ul-Fitr** marks the end of the month of Ramadan and the fast (**sawm**).
- \* I know some of the **key practices from the Muslim festival of Eid ul-Fitr** (e.g. giving **zakat** (charity), celebratory melas, new clothes etc).
- \* I know that the festival of **Eid ul-Adha** is the festival of the sacrifice.
- \* I know some of the **key practices from the Muslim festival of Eid ul-Adha** (e.g. sacrificing a sheep or goat and distributing the meat to family, friends and those in need).

**Key knowledge from this unit:**

**Key knowledge from this unit:**

- \* I can begin to understand that there are **different denominations within Christianity**- they have slightly different practices, but fundamental elements of the Christian faith like the **Trinity** are present in all- the core beliefs are the same, the way that they are expressed may be different.
- \* I know that church is the **community of Christians (Koinonia)** rather than the building itself.
- \* I can begin to understand the importance of communal events, e.g. **festivals, Holy Communion, regular worship, prayer, key rites of passage e.g. baptism, confirmation, marriage**; the ways in which these help build a sense of community and belonging and how this relates to Christian beliefs about God (as **Trinity**- relationship at its heart), the world (created by God, precious, and to be cared for by human beings) and human beings (love God and love your neighbour as yourself)
- \* I know that for Christian's perhaps the biggest celebration is that of **Easter- the death and resurrection of Jesus Christ**- his sacrifice of dying on the cross so that humans (who are sinful and have been separated from God) could once again have a relationship with God.

**Key knowledge from this unit:**

**Key knowledge from this unit:**

- Pilgrimage as a significant journey carried out for a special reason.
- Examples of religious and non-religious pilgrimages (e.g. pilgrimage to a particular football ground or site of significance for your family, to war graves, to the place of birth of an important person, etc.)
- Jerusalem: a place of pilgrimage for Jews, Christians and Muslims; its significance for each group (Judaism: the site of the Jewish temple, destroyed in 70CE by the Romans; Christianity: the site of some of Jesus' teaching and of his death and resurrection; Islam: the third most holy site for Muslims (known as al-Quds), the place of the Dome of the Rock and the al-Asqa mosque; believed to be the place to which the Prophet Muhammad travelled during his night journey (a dream or vision) and prayed with the souls of the prophets, the place from which Muslims believe the Prophet Muhammad ascended to heaven); key features of the pilgrimages to Jerusalem for each religious group and the ways in which these relate to beliefs about God, the world and human beings.
- Christianity: explore at least two Christian sites of pilgrimage, e.g. Lincoln, Walsingham, Lourdes, Lindisfarne, Jerusalem; possibility of including some pilgrimages relating to specific denominations of Christianity, e.g. sites connected with the Wesley brothers for Methodists or George Fox for Quakers; key features of the chosen pilgrimage and the ways in which these practices relate to Christian beliefs about God, the world and human beings; pilgrim badges as a symbol of having completed a pilgrimage

			<p>Hinduism: the Kumbh Mela –a festival celebrated at four times over the course of twelve years at four different sites of pilgrimage, four sacred rivers; takes place over the course of around 50 days and involves upwards of 60 million pilgrims; the impact of this on the rivers and local environment.</p>
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Why this why now?

This unit explores specific celebrations related to a Hindu worldview. It builds on learning from last years work on Hinduism and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.

This unit explores specific celebrations related to a Muslim worldview. It builds on learning about worship and celebration from KS1 and the previous term and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.

This unit explores the wider community of Christians, reflecting on previous learning linked to communion, christening, dedication and baptism from ks1 and year 3. The unit goes on to explore the Christian celebration of Easter- reflecting on how Christ's action on the cross are the pinnacle of the Christian religion.

This unit introduces the theme of pilgrimage, looking at it through the lens of both religious and non-religious worldviews. It particularly focuses on the impact of pilgrimage on the natural world, exploring questions about what happens if religious beliefs and practices conflict with each other (e.g. the central Hindu belief that in ahimsa <non-violence> and the detrimental impact of the Kumbh Mela pilgrimage festival on the River Ganges).

Long Term Plan (by year group)

**Year 5- Big Question thread-** How do different people define 'creativity' and how do they understand the value of creativity? How do religious and non-religious beliefs/views about human beings connect with beliefs/views about human creativity?

Autumn 1	Autumn 2	Spring Term	Summer Term
<p><b>Being Human – Hinduism</b> [How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha?</p> <p>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals</p> <p><b>Key Vocab</b> See year 3 and 4 and also: Ahimsa Dharma Sadhus Sadhiv Ahimsa Avatars</p>	<p><b>Being Human – Islam</b> [What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice?</p> <p>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</p> <p><b>Key Vocab</b> See year 3 and 4 and also: Abd Khalifa</p>	<p><b>Being Human – Christianity</b> [In what ways does the Bible teach Christians to treat others? How is this expressed in practice?</p> <p>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</p> <p>Could also look at same beliefs but different ways of living– for example Vikki Beeching– a Gay Christian.</p> <p><b>Key Vocab</b> See ks1 year 3 and 4 and also: The Beatitudes The Sermon on the Mount</p>	<p><b>Big Question Expressing beliefs Creatively– including the</b> spirited art competition by NATRE art and poetry competition based on a theme given by NATRE.</p> <p><b>How do different people define 'creativity' and how do they understand the value of creativity?</b></p> <p><b>How do religious and non-religious beliefs/views about human beings connect with beliefs/views about human creativity?</b></p> <p>Must include at least one other religious or world view other than Christianity and Islam.</p>

<p><b>Key knowledge from this unit:</b></p> <ul style="list-style-type: none"> <li>I know that Hindus believe that the <b>atman</b> (soul) travels through <b>samsara</b> (the cycle of birth, life, death and rebirth) and that its ultimate goal is to achieve <b>moksha</b> (liberation).</li> <li>I know that Hindus believe that the way to achieve <b>moksha</b> is for the <b>atman</b> to fulfil its <b>dharma</b> (duty) in each cycle of life.</li> <li>I know that there are <b>different ways in which Hindus seek to fulfil their dharma</b>, which include carrying out duties relating to age (<b>ashrama</b>) and social group (<b>varna</b>).</li> </ul> <p>*I know that Hindus follow the principle of non-violence (<b>ahimsa</b>) and know some examples of what this looks like in practice (e.g. the work of <b>Mahatma Gandhi</b>, vegetarianism).</p>	<p><b>Key knowledge from this unit:</b></p> <ul style="list-style-type: none"> <li>I know that Muslims believe that <b>Allah</b> (God) wants humans to promote <b>harmony</b> and that they can do this by following the straight path (<b>shariah</b>) that he has set out for them.</li> <li>I know that some teachings from the <b>Hadith</b> (collections of the teachings and lived example of the <b>Prophet Muhammed</b>) and be able to explain how the <b>Hadith</b> help Muslims follow the straight path (<b>shariah</b>).</li> </ul> <p>*I know <b>some examples of ways in which Muslims follow these teachings in order to stay on the straight path (shariah)</b>, e.g. the work of Muslim Hands UK).</p>	<p><b>Key knowledge from this unit:</b></p> <ul style="list-style-type: none"> <li>I know Human beings as made in the <b>image of God</b> (Genesis 1:26-27) – implications of this for how humans should treat each other.</li> <li><b>The Ten Commandments</b> (Exodus 20:1-17; Deuteronomy 5:6-21): what are they? Who wrote them? When? Why? What happened before this? What impact might they have been intended to have on the people of Israel? How important are they to Jewish people? How important are they to Christians?</li> <li><b>The Beatitudes</b> and the <b>Sermon on the Mount</b> (Matthew 5:1-12; Matthew 5-7) – <b>Jesus' key teaching</b> on what human society should look like; is everything about this text positive? What is it suggesting about human beings? Is it a hopeful text?</li> <li><b>The Greatest Commandment</b> (Mark 12:30-31) – where else does this text appear in the Bible? (e.g. Leviticus 19:18); how easy is it to always show love? Should you love everyone? What is the <b>connection between loving God and loving your neighbour?</b></li> <li>Contemporary examples of Christians living by these teachings, e.g. Christian Aid, Tearfund, Street Pastors, Archbishop Justin Welby, Pope Francis, etc.; make clear connections between the actions of these people/groups and Christian beliefs about God and human beings</li> </ul>	<p><b>Key knowledge from this unit:</b></p> <ul style="list-style-type: none"> <li>I know that there are lots of different ways in which humans communicate meaning (e.g. language, art, music, dance, drama, computer coding, mathematical equations, etc.)</li> <li>I know that it can sometimes be difficult to communicate meaning clearly (e.g. when the same word, e.g. 'field', means different things in different contexts or when it is difficult to capture an emotion-feeling in words).</li> <li>I know some examples of creative expression that seek to communicate religious beliefs (e.g. Methodist Modern Art Collection, Islamic calligraphy, Christian gospel music).</li> </ul>
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Why this why now?			
<p>This unit builds on learning about Christian and Muslim beliefs about being human from KS1. It introduces Hindu beliefs about human beings, their relationship to Brahman and to each other. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions. It builds on the theory and fundamentals of the Hindu religion covered in year 3 and 4, deepening the knowledge and understanding by focusing on how religion impacts the individual.</p>	<p>This unit builds on learning about Christian and Muslim beliefs about being human from KS1, and Hindu beliefs about being human from the previous term. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions. Again it builds on how the basic knowledge and key beliefs of a religion can impact an individual's choice.</p>	<p>This unit builds on learning about Christian and Muslim beliefs about being human from KS1, and Hindu beliefs about being human from the previous terms. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions. It begins to look at how individual religious beliefs can impact their choices and in turn impact on the wider community and world. This unit can also be a pre cursor for discussion about</p>	<p>The previous units have focused on ways in which religious people express their beliefs through their decision making and actions. This unit explores a different form of expression: the creative arts. There are opportunities to build on prior learning about celebrations, places of worship and symbols. Children can also reflect on how their views, understanding and beliefs can be expressed.</p>

		whether religion is ever all consuming and therefore limiting or freeing?	
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	<p>Vidyarambha - Beginning of Education</p> <p>Upanayana - Sacred Thread Ceremony</p> <p>Vivaha - Marriage</p> <p>Antyeshti - Funeral or Last Rites</p> <p>Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism; have looked at how we know whether religious</p>		
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<p><u>Key Knowledge for this unit:</u></p> <p>Belief in one <b>G-d</b>, who created the world</p> <ul style="list-style-type: none"> <li>• The <b>Shema</b> (Deuteronomy 6.4) • The stories of Noah, Abraham, and Moses, and the ways in which this connects to covenant</li> <li>• <b>Mitzvot</b> (commandments) and the way in which they connect to covenant; diverse ways in which Jewish people seek to keep the mitzvot</li> <li>• Jewish worship and learning in the synagogue; ways in which this connects with key Jewish beliefs and concepts (e.g. covenant)</li> <li>• Jewish worship and practice in the home; ways in which this connects with key Jewish beliefs and concepts (e.g. covenant)</li> <li>• Jewish festivals, such as <b>Pesach, Sukkot and Hanukkah</b></li> </ul>	<p><u>Key Knowledge for this unit:</u></p> <p><b>Hinduism:</b>  <b>Samskaras</b> (rites of passage that mark the move from one phase of life to the next):</p> <ol style="list-style-type: none"> <li>1. Birth (<b>namakarana and jatakarma</b> – naming ceremony and welcome ceremony)</li> <li>2. Initiation (<b>upanayana</b> – sacred thread ceremony)</li> <li>3. Marriage (<b>vivaha</b>)</li> <li>4. Death (<b>antyeshti</b>)</li> </ol> <p>The key features of each and the ways in which they connect to beliefs about <i>Brahman, atman, samsara, dharma and karma</i></p> <p><b>Islam</b></p> <ol style="list-style-type: none"> <li>1. Birth (reciting the <b>adhnan</b> [call to prayer] into the baby's ear, giving them something sweet to taste, shaving the baby's head and the <b>aqiqah</b> ceremony – links between this, <i>zakat</i> [charitable giving] and Muslims beliefs about harmony)</li> <li>2. Marriage (a social contract, <b>mahr</b> [a financial gift given to the bride], the <b>nikah</b> [marriage ceremony]; the role of cultural traditions in Muslim weddings)</li> <li>3. Death (burial rituals should take place as soon as possible after death [within three days]; ritual collective washing of the body, wrapping the body in white cloth [death as an equaliser], buried facing <b>Makkah</b>; Muslims are never cremated)</li> </ol>	<p><u>Key Knowledge for this unit:</u></p> <ol style="list-style-type: none"> <li>1. Birth (<b>baptism</b> – key features, ways in which it is done differently in different denominations of Christianity, ways in which it connects to Christian beliefs about God, the world and human beings)</li> <li>2. Initiation (<b>confirmation</b> – key features, ways in which it is done differently in different denominations of Christianity, ways in which it connects to Christian beliefs about God, the world and human beings)</li> <li>3. Marriage (key features, ways in which it is done differently in different denominations of Christianity, ways in which it connects to Christian beliefs about God, the world and human beings)</li> <li>4. Death (funerals - key features, ways in which it is done differently in different denominations of Christianity, ways in which it connects to Christian beliefs about God, the world and human beings)</li> </ol>	<p><u>Key Knowledge for this unit:</u></p> <p>*I can reflect on my knowledge of Judaism and ww1 and think about the value that Jewish families placed on their religion- was it fair that they suffered persecution? Was their religion worth the persecution that they faced?</p> <p>*Do other religions face persecution for the faith?</p> <p>*The (negative and positive) portrayal of religion in the media</p> <p>*The challenges of belonging to a religious worldview in the UK today (e.g. keeping the Ramadan fast for longer hours as a Muslim living in a northern European country; wearing religious symbols in ways that might identify your religion and potentially put you at risk</p>
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Why this why now?			
<p>This unit of links specifically with the key learning that takes place in history and literacy looking at WW2, the life of Anne Franks and the persecution of the Jews. The learning looks at prior knowledge of Judaism and builds on the golden threads of beliefs and how they can impact</p>	<p>This unit draws together all of the previous learning of the core beliefs for Hindus and Muslims, drawing them together focusing on how key life events (birth, marriage and death) are impacted by religion. It</p>	<p>This unit reflects on prior knowledge of Christianity looking at how the Christian faith impacts birth, initiation, marriage and death. These findings can then be compared with the findings and learning from the last unit.</p>	<p>Having consolidated key learning and knowledge the pupils can now explore the big question of how valuable religion is. Drawing on their findings earlier in the year they can compare historical religious persecution with more recent persecution. Pupils can</p>

<p>attitude and choices of individuals. It looks at the significance that religion has played and throughout history and how religious groups have faced persecution because of their faith.</p>	<p>provides the opportunity for pupils to build on their skills of comparison, reflection and discussion.</p>		<p>reflect on whether they feel that religion does still have a place in society. Is it still relevant? What is their world view?</p>
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