



Year 1

Does God want Christians to look after the world?	What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem?	Was it always easy for Jesus to show friendship?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Is Shabbat important to Jewish children?	Are Rosh Hashanah and Yom Kippur important to Jewish children?
<p><b>Syllabus Questions</b> Who is a Christian and what do they believe? How should we care for others and the world?</p>	<p><b>Syllabus Questions</b> Who is a Christian and what do they believe? How and why do we celebrate special and sacred times? Which places are special and why?</p>	<p><b>Syllabus Questions</b> Who is a Christian and what do they believe? Which stories are special and why?</p>	<p><b>Syllabus Questions</b> What times are special and why? How and why do we celebrate special and sacred times?</p>	<p><b>Syllabus Questions</b> Who is Jewish and what do they believe? How and why do we celebrate special and sacred times?</p>	<p><b>Syllabus Questions</b> Who is Jewish and what do they believe? Being special: where do we belong?</p>

Overview

<p>To start the year, the children will make links from their previous learning in Reception. They will interact with different Christian stories and what is taught about Jesus within these. The class will learn the Creation Story and understand how Christians believe the Earth was created and the order in which God made, all things, including plants, animals and humans.</p>	<p>In Term 2 we focus on the celebration of Christmas within the Christian religion. We begin the term by using hand on resources such as our Nativity scene, and the use of songs to help us retell the story of Christmas. At the end of Term we get to perform our Nativity to KS2 and parents. And focus on the gifts that were given to baby Jesus before designing our own gift.</p>	<p>This term, our RE learning links closely with the Jigsaw curriculum and our theme of 'friendship'. We read the stories of Zacchaeus, which recounts the parable with colourful illustrations to help bring it to life. It'll give children a deeper insight into the <u>Christian</u> faith and the philosophy of Jesus Christ. Finally, the story is a great way to begin a class discussion about a variety of moral themes, such as forgiveness.</p>	<p>In Term 4 we look at Easter and Palm Sunday. We compare this event with the Royal Family and watch clips of the Queen being welcomed in visits. We consider the key question- 'what makes someone special?' and how Jesus is welcomed by the crowds throughout Easter Sunday. Children go onto make palm leaves and re-enact Jesus' arrival and will learn a hymn to sing. Finally, we visit our local church and immerse ourselves within the Christianity community in our local area.</p>	<p>This term we focus on the Judaism Faith and we go on a journey through a day in the life of a jewish child showing them how they spend their Friday evening and Saturday. We also look at the Shabbat meal and the synagogue. We invite a visitor into school from the Jewish religion for children to experience aspects of the Shabbat meal, listen to the blessings , the ceremony and family time. Children will reflect on this and talk about their own special class meal.</p>	<p>We continue to look at the Jewish religion but with the theme of 'forgiveness'. We discuss the 10 days of repentance and how to show forgiveness to those around us. We recognise that the Jewish religion like to spend the last 10 days of the year thinking about the last year so they can leave everything behind and be forgiven. This brings around the discussion of change and links with our transition into Year 2. What do the children want to change or adapt as they move into a new year group?</p>
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Sticky Knowledge



How should we care for the world and others? What can we learn from religions about deciding right and wrong?	Who is a Christian and what do they believe? What do people believe about God? Why is Jesus inspiring to some people?	Who is a Muslim and what do they believe? Why do people pray?	Who is a Christian and what do they believe? If God is everywhere why go to a place of worship?	What makes some places sacred? What does it mean it belong to a faith community? If God is everywhere why go to a place of worship?	Who is a Muslim and what do they believe? What does it mean it belong to a faith community?
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### Overview

During this term, Year 2 will learn how to care for the world. They will consider how they could help protect the Earth from global warming. They will also learn how to care for others, and what it means to be in a community. The children will learn what is right and wrong and how to be kind to others.	During term 2, children will have an opportunity to delve deep into Christianity and what they believe. The children will make links from their previous learning in Year 1. They will interact with different Christian stories and what is taught about Jesus within these.	In term 3, Year 2 will immerse themselves into the Islam religion and what they believe. This is the first time children will explicitly learn about Islam. The children will learn what it means to be a Muslims, their place of Worship and why they pray. They will also investigate how Muslims pray and compare this to the Christian religion.	This term, the children will continue to learn about Christianity. They will continue to develop their understanding of Christianity and pull all of that knowledge into recognising Easter and what it means to Christians. They will look into the crucifixion of Jesus and he stories told around this time.	This term, the children will continue to learn about Islam. They will focus on Mosques as a place of worship for Islam and why they go there. They will learn to recognise what makes a Mosque a place of worship and understand what means to be part of the faith community is.	During this term, the children will continue to deepen there knowledge of Islam and learn about the 5 pillars of Islam. They will focus on the 5 <sup>th</sup> pillar (Hajj) and recognise the importance of this in the Islam faith. They will continue to link this with other religions and understand that every religion have different beliefs.
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### Sticky Knowledge

Jesus tells Christians to be kind to everyone. How do they achieve this?  Christians believe Jesus could be kind to everyone because God was helping Him. They believe He is God on earth.	God wanted Jesus to save/help the world, not by himself, but by teaching others to love each other and their world, helped by God. Christians believe that God sent Jesus to save/help the world and they look forward to Christmas as a time of his birth.  Christians believe God gave Jesus to the world to save/rescue it.	Calming your mind can help you to focus and still your busy thoughts.  God has asked Muslims to payer and it says this in the holy book, the Qur'an.	Christians have different beliefs about this but all Christians believe in Jesus' resurrection as this proves to them that they can also have life after death. An Easter egg is a symbol of new life.  Christians believe Jesus was given to people by God to die to rescue/save them from suffering because they do wrong things sometimes. Jesus was sent to 'save' people, forgive them for their 'sins' and	A mosque is a Muslim's place of worship.  Muslims believe that praying together in groups brings greater blessings than praying alone. The prophet Muhammad said, 'Prayer at home is counted once, prayer at the local mosque is equivalent to twenty-five prayers'.	By completing Hajj, Muslims are showing a commitment to God (Allah).  God is really important to Muslims and they are prepared to make lots of effort to show him this.  Hajj is one of the 5 pillars and one of the 8 doors to heaven.
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offer them 'salvation' (life after death).

## Sticky Vocabulary

Community, groups, religion, faith, right, wrong, members, environment, Christianity, Islam, Judaism, place of worship, Earth, kindness, compassion, respect, mindful, gospel, healing.	Christians, Christianity, religion, faith, Jesus, God, Christ, reduce, reuse, recycle, church, cross, creation, bible, disciples, hymn, Christmas, prayer,	Muslim, Islam, Qur'an, mosque, prayer, crescent moon and star, 5 pillars, Allah, holy book, peace, commitment, pray, regular, prayer mat,	Christians, Christianity, religion, faith, Jesus, God, Christ, reduce, reuse, recycle, church, cross, creation, bible, disciples, hymn, Christmas, prayer, worship, compasses, blessings, Makkah, congregations tradition	Muslim, Islam, Qur'an, mosque, prayer, crescent moon and star, 5 pillars, Allah, holy book, peace, commitment, pray, regular, prayer mat, Muhammad,	Muslim, Islam, Qur'an, mosque, prayer, crescent moon and star, 5 pillars, Allah, holy book, peace, commitment, pray, regular, prayer mat, Hajj, Mecca, reunion, 5 pillars, 8 doors to heaven.
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## Skills

<p><b>Expected:</b> I can tell you when I have been kind to others even when it was difficult. 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>	<p><b>Expected:</b> 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>	<p><b>Expected:</b> 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>	<p><b>Expected:</b> 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>	<p><b>Expected:</b> 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.</p>	<p><b>Expected:</b> I can tell you about a special journey and why it was special to me. 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>
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## Year 3

<b>Does joining the Khalsa make a person a better Sikh?</b>	<b>Has Christmas lost its true meaning?</b>	<b>Could Jesus heal people?</b>	<b>What is good about 'Good Friday?'</b>	<b>Do Sikhs think it important to share?</b>	<b>What is the best way for a sikh to show commitment to God?</b>
<p><b>Syllabus Questions</b> What do people believe about God? Why do some people think life is a journey?</p>	<p><b>Syllabus Questions</b> What does it mean to be a Christian in Britain today? Why are festivals important? How and why do we celebrate special and sacred times?</p>	<p><b>Syllabus questions</b> Why is Jesus inspiring to people? Why do people pray? What do people believe about God? Why is the bible important to Christians today?</p>	<p><b>Syllabus questions</b> Why is the Bible important to Christians today? What does it mean to be a Christian in Britain today?</p>	<p><b>Syllabus Questions</b> What can we learn from religions about deciding right or wrong? How should we care for others and the world?</p>	<p><b>Syllabus Questions</b> What does it mean to belong to a faith community? What can we learn from sacred books?</p>

## Overview

<p>In this unit, the children will learn to understand the reasons a Sikh chooses to join the Khalsa. Encouragement will be given to exploring feelings about their own experience of joining a club or community and how these can resonate with the experience of a religion, in this instance, Sikhi. Children will be able to explore information about the history of Sikhism and discuss the feelings or emotions of those completing the Amrit Ceremony. Children will be asked to explore what individuals wear when they have been part of this ceremony and why this is important. To express their views, the children will be asked to consider what a ceremony or personal item of jewellery might look like if were expressing a religion.</p>	<p>In this unit, the children will be encouraged to consider how Christmas is celebrated in both religious and non-religious contexts. They will consider why Christmas is an important time for Christians and the significance of this period on their lives. Children will be encouraged to consider the meaning of gifts from a Christian perspective, understanding their significance about the thanks given to Jesus for his teachings and how they reflect this in the world around them.</p>	<p>In this unit, the children will be encouraged to explore the concept of Incarnation and how Christians believe that Jesus performed miracles to help heal those in need. The children will be encouraged to consider how they get better when feeling poorly and how Christians would view this. The children will be given opportunities to write or draw their own views on the enquiry question and will express what miracle they would perform if they had opportunity.</p>	<p>In this unit, the children will discuss and explore the concept of salvation. They will explore the Last Supper and what this symbolised to followers of Christianity. As part of the retelling of this story, the children will be encouraged to consider the significance of the bread and wine. Following this, the children will be encouraged to consider the idea of forgiveness and why Christians believe this was a lesson from Jesus, focusing on the phrases ‘Father, forgive them’. Children will be encouraged to consider how this reflects in the world around them in the modern day. Finally, the children will be asked to share their own gratitude towards a loved one or family member.</p>	<p>Throughout this unit, the children will revisit Sikhism and explore how their beliefs have a fundamental impact on the way they live their lives. The main focus will be centred around ‘sharing’. Examples of how sharing is written in Punjabi will be explored with children given the opportunity to do this themselves. Then a focus will be given to the meal of ‘Langar’ which symbolises equality and recognise those of both the Sikhi and non-Sikhi faiths. The children will be encouraged to recognise the importance of this to followers of Sikhism including why everyone eats together on the floor. Children will be given the opportunity to tast Chappati bread in class and will finally contribute to a whole class meal, with a focus on politeness and sharing.</p>	<p>In their final unit of the year, the children will again explore Sikhism. This time they will focus on prayer and worship. This will be explored whilst considering how Christianity might pray and worship God. The children will be encouraged to revise elements of Sikhism and further develop their understanding. They will explore rituals around worship in the Gurdwara with a focus on Guru Granth Sahib, discussing and comparing these to the Christian faith. The children will be given opportunity to explore their learning from the year, sharing their understanding of both Christianity and Sikhism.</p>
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### Sticky Knowledge

<p>Sikhs become baptised during the Amrit ceremony.</p> <p>Sikhs make a promise to always be kind to everyone, treat everyone equally, always tell the truth, stand up and speak out for vulnerable people, care and respect everyone and help</p>	<p>Christians and Non-Christians celebrate the life of Jesus by decorating their homes and places of worship.</p> <p>To Christians, Christmas is very important because they are celebrating God’s son, Jesus, coming to earth</p>	<p>Christians believe that Jesus is God in a human body so has the power of God and can do anything including healing people. Jesus in the incarnation of God, Christians believe.</p> <p>A miracle is an idea that something happens outside</p>	<p>Jesus’ death was part of God’s plan to show people they can be forgiven and start afresh. Just before Jesus died he said “Father forgive them”.</p> <p>Christians believe God made a beautiful world, but when people started</p>	<p>Gurus lived in India a very long time ago and eventually the 10th Guru wrote the Guru Granth Sahib; the final and eternal guru of the Sikhs (the 11th guru).</p> <p>‘Guru Angad Dev Ji’ - made the Punjabi language better</p>	<p>Sikhs show commitment to their religion by :</p> <p>Wearing the 5Ks, repeating God’s name (Waheguru), reading the holy scriptures, singing God’s praises, eating food with the congregation, taking part in</p>
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<p>people, care for animals and conserve the world.</p> <p>They are baptised in front of the Guru Granth Sahib as he is the Guru for all Sikhs and the promises they make are permanent especially if they make them in front of their teacher, the Guru Granth Sahib.</p> <p>Guru Gobind Singh first started this special ceremony. Once a person baptises in the ceremony, the person becomes a 'Khalsa',</p> <p>Sikhs live there lives by following the 5K's (Kara, Kes, Kanga, Kirpan, Kashera)</p> <p>The 5 Ks are an outward symbol of an inner commitment. A person's dress should be matched by their standard of behaviour, just as the children wear a school uniform, their behaviour should match the ethos/values the schools stand for (e.g. work hard, be sensible, persevere with learning etc).</p>	<p>to help people. (The Incarnation)</p> <p>God sent Jesus to the earth to save/rescue people from their 'sin' and show them how to gain salvation.)</p>	<p>the usual rules of nature/expectations.</p> <p>Christians use stories (parables) such as the 'Blind man and the beggar'/'The story of the paralysed man'</p>	<p>forgetting how to be good to each other and how to look after the planet, He sent Jesus to make things better, to save the day, to redeem the situation. This meant forgiving people for what they had done wrong.</p> <p>Palm Sunday, Maundy Thursday, Good Friday are the names of important days during Easter.</p> <p>The last supper was the last meal Jesus had with his disciples before his crucifixion.</p> <p>The cross is a symbol of Christianity because this was used in the crucifixion of Jesus.</p>	<p>and easy for everyone to read and write by rewriting the Punjabi alphabet.</p> <p>The Guru's wrote the Guru Granth Sahib all by themselves using special quills and inks.</p> <p>Simran is known as the repetition of God's name.</p> <p>Langar is the shared meal that is offered free to anyone, Sikh or non-Sikh, after each service of worship at the Gurdwara.</p> <p>Children eat Karah Parshad at the same time.</p>	<p>helping everyone by cleaning (sewa)...</p> <p>Guru Granth Sahib (GGS, the final and eternal guru)</p> <p>Sikhs show their commitment to GGS by....</p> <p>They bow down when they see GGS, they wrap GGS with beautiful cloth, they wave over the GGS to show respect, they listen to the teachings of GGS.</p> <p>After a day of worship they take the Guru to a special room which serves as a 'resting place'.</p> <p>The biggest commitment a Sikh can show to the GGS is by following the teachings of the GGS i.e. 'be kind, speak nicely to others, be honest, care for others, stand up to bullying behaviour, help those who need it, love everyone'</p>
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### Sticky Vocabulary

Sikh, Khalsa, baptism, vulnerable, promise, Amrit, ceremony, Guru Granth	Advent, Nativity, Candle, Carols, Shepherds, Wise men, stars, gifts,	Jesus, Miracle, Healing, poorly, sick, belief,	Easter, Crucifixion, The Last Supper, Bread, Wine, Palm Sunday, Maundy Thursday,	Guru Granth Sahib, eternal, Punjabi, quills, inks, calligraphy, scriptures, Guru	5K's, uniform, commitment, Kes, Kara, Waheguru, praise, congregation, Kirtan
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Sahib, Guru Gobind Singh, Beloved, 5K's (Kara, Kes, Kanga, Kirpan, Kasher) symbol, commitment	decoration, gold, frankincense, Myrrh, Sin, salvation, Incarnation, Church, worship, tradition	medicine, equipment, incarnation, paralysed	Good Friday, Sacrifice, Communion, Perspective, Forgiveness, Symbolism	Nanak Dev Ji, Belief, Langar, Worship, Gurdwara, Karah Parshad, Chappati, repetition	
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## Skills

<p><b>Expected:</b> I can discuss how, for some groups I belong to, there is an initiation ceremony, and for others there isn't.</p> <p>I can talk about the difference that makes to my sense of belonging.</p> <p>I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this.</p> <p>I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa.</p>	<p><b>Expected:</b> I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.</p> <p>I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.</p> <p>I can start to tell you what Christmas means to Christians and what it means to me.</p>	<p><b>Expected:</b> 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.</p> <p>I can explain one Christian viewpoint about one of Jesus' healing miracles.</p> <p>I can start to say whether I believe Jesus actually healed people or not.</p>	<p><b>Expected:</b> I can suggest how a person may rescue/help others who are in difficult situations.</p> <p>I can start to tell you why Christians believe Jesus' death is important.</p> <p>I can start to reflect on whether I agree with Christian beliefs about Jesus' death</p>	<p><b>Expected:</b> I can discuss why it is important to share even though it is not always easy.</p> <p>I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs.</p> <p>I can begin to tell you if I think sharing is important or not to Sikhs.</p>	<p><b>Expected:</b> I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me.</p> <p>I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary.</p> <p>I can start to evaluate which ways may show more or less commitment to God for Sikhs</p>
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## Year 4

<b>How special is the relationship Jews have with God?</b>	<b>What is the most significant part of the nativity story for Christmas?</b>	<b>How important is it for Jewish people to do what God asks them to do?</b> <i>Can the Buddha's teachings make the world a better place?</i>	<b>Is forgiveness always possible for Christians?</b>	<b>What is the best way for a Jew to show commitment to God?</b>	<b>Do people need to go to church to show they are Christians?</b>
<b>Syllabus Questions</b> Who is Jewish and what do they believe?	<b>Syllabus Questions</b> Why is the Bible important to Christians today?	<b>Syllabus Questions</b> Who is Jewish and what do they believe? How can we learn from religions about deciding right from wrong?	<b>Syllabus Questions</b> What do religions say to us when life gets hard? What would Jesus do? Can we live by the values of Jesus in the 21 <sup>st</sup> century?	<b>Syllabus Questions</b> Who is Jewish and what do they believe? What can we learn from sacred books?	<b>Syllabus Questions</b> If God is everywhere why go to a place of worship? What makes some place sacred?

## Overview

<p>At the beginning of this unit, the children will be introduced to Egbert Owl. They will discover that Egbert is our source of wisdom and will help us learn RE by asking challenging questions. Children will learn that Jews believe in one god who not only created the world, but whom every Jew can have a personal and individual relationship. They will recognise the covenant (agreement/promise) between God and Abraham around 1812BC and that Abraham is considered the founder of Judaism. They will explore the ten commandments as well as investigating a synagogue, looking at a prayer mat, Torah scroll and Ner Tamid. Next, the class will look at a Jewish home, and recognise the mezuzah which is found on Jewish doorposts. Children will make their own Mezuzah and Egbert owl will challenge them to make one for the classroom door.</p>	<p>In this Unit, children will look at a selection of symbols and recognise that they all stand for something. M =McDonalds. Children guess and recall what each symbol stands for before looking at religious symbols and discussing their meaning. After reading the Christmas story, the children recognise the important symbols. They explore what the symbols mean and what they stand for, in particular the Angel, the star, the wise men and shepherds, the gifts, the manger and the stable. Next, the children will learn about Christingles and recognise the meaning of it for Christians. They will look at each part carefully to determine the meaning of it for Christians. The class will design and make their own Christingles, ensuring that they think carefully about what each part symbolises for them.</p>	<p>In this Unit, we are learning to understand how celebrating Passover and keeping Kashrut (food laws) helps Jews show God they value their special relationship with Him. Children will think about their favourite foods are and imagine what it would be like to be forbidden from eating them. The children will discuss if anyone has the right to forbid them. Children will learn that God asks Jew to keep certain rules on what they eat and don't eat. They will learn about the special meal that Jewish family have once a year. From ranking the things Jews do that God ask them to do, the children will understand that Jews choose to keep God's requests because they respect God and his authority.</p>	<p>In this Unit, the children establish the meaning of forgiveness. They discuss scenarios, and make decisions about whether a person should be forgiven. They think of occasions/situations where it would be impossible to forgive someone. Children explore why Jesus was arrested and imagine themselves as someone who had let Jesus down. They develop a piece of drama where they explain their actions. The children recognise that Jesus did forgive the people that killed him and that Christians believe that Jesus' death was a sacrifice to offer them forgiveness for their 'sins'. They reflect that whilst forgiving people can feel difficult or impossible, Christians believe that with Jesus help they can do their best to forgive. The children express their understanding by a creating a piece of work that represents what forgiveness means to them.</p>	<p>The children start this unit by reflecting on their lives so far. They discuss when they think you are old enough to decide on your religion. The class recap on what they already know about how Jews show their commitment to God. They look at other Jewish traditions, such as Bar Mitzvah ceremonies and why they are important to young Jews. They question how doing good in the world could be a way of showing commitment to God and that World Jewish relief is one example of this. The children list ways that think are the most effective ways that Jews show their commitment and relate this to their own lives and the commitments to beliefs/people/things that they have made.</p>	<p>The children begin this unit by looking at various places of worship and discussing similarities and differences. They recap that religions have their own special places where people can go and worship. The children question why Christians go to church and if all Christians go to church. They recognise John the Baptist as an important figure in the bible. The children debate their views on being baptised especially at a young age where the parents make the decision. The class look at Holy Communion and that Christians choose to have a special meal (just a reminder of a meal) to do just what Jesus did and to remind them that Jesus died for them. They also look at different styles of worship and the reasons why Christians choose to go to church. They conclude that Christians feel they are following Jesus' teachings by putting their faith into action and living their lives in a particular way.</p>
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### Sticky Knowledge

<p>Jews believe that there is on God who not only created the world, but whom every Jew has a personal and individual relationship.</p>	<p>Symbols stand for something else and can be universal and others are cultural so may not be recognised worldwide.</p>	<p>God asks Jews to keep to certain rules on what they eat/don't eat. Keeping these rules is their choice and if they choose to do this it is because they</p>	<p>The meaning of forgiveness. Jesus had enemies and was arrested.</p>	<p>Jews show commitment to God in many ways. Bar Mitzvah is a Jewish ceremony involving young</p>	<p>Religions have special places of worship. John the Baptist is an important figure in the bible.</p>
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Jewish history begins with the covenant (agreement/promise) between God and Abraham around 1812 BC.  Abraham is considered the founder of Judaism.	In the nativity story there are many symbols which signify an important event.  Christingles mean 'Gods light' for Christians.  Different parts of the Christingle remind us of something/symbols.	respect God and want to do as He asks.  They respect God's authority and believe they have a special relationship with Him.	Biblical texts show the Christian understanding of forgiveness.  Christians believe that Jesus' death was a sacrifice to offer them forgiveness for their 'sins' and offer them forgiveness and salvation.	Jews showing commitment to God.  Jews believe that doing good in the world is a way of showing commitment to God.	Jesus came from Galilee to be baptised by John in the River Jordan.  Christians are baptised in a church.  Holy Communion is a special meal (or a reminder of a meal) where Christians remember that Jesus died for them and forgives and loves them.
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### Sticky Vocabulary

Judaism, covenant, Ten Commandments, synagogue, Torah scroll, Ner Tamid, prayer shawl, mezuzah, Sherma.	Symbols, universal, commercial, cultural, symbolises, Christingle.	Forbidden, Kosher, Kashrut, Sedar, authority, Passover, covenant, mezuzah, prayer shawls, Sabbath laws, rules, rights.	Forgiveness, enemies, sins, Biblical text, sacrifice, salvation.	Bar Mitzvah, circumcision (referenced but not explained), Mitzvoth, Tu B' Shevat, The Shema.	Worship, celebrate, baptism, Eucharist/Holy Communion, Vicar, rites of passage, faith.
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### Skills

<b>Expected:</b>  I can give examples of agreements and contracts and explain how I fell if one was broken.  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.	<b>Expected:</b>  I can design a symbolic object to show the significance of Christmas.  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.	<b>Expected:</b>  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	<b>Expected:</b>  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 to show forgiveness.	<b>Expected:</b>  I can explain why I think somethings 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 commitment to God and start to give reasons.	<b>Expected:</b>  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.
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<p><b>What is the best way for a Hindu to show commitment to God?</b></p> <p><i>Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Belonging)</i></p>	<p><b>Is the Christmas story true?</b></p> <p><i>Do sacred texts have to be 'true' to help people understand their religion? (Believing)</i></p>	<p><b>How can Brahman be everywhere and in everything?</b></p> <p><i>Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs? (Believing/Behaving)</i></p>	<p><b>How significant is it for Christians to believe God intended Jesus to die?</b></p> <p><i>Do sacred texts have to be 'true' to help people understand their religion? (Believing)</i></p>	<p><b>Do beliefs in karma, samsara and moksha help Hindus lead good lives?</b></p> <p><i>Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? Is it possible to hold religious beliefs without trying to make the world a better place? (Believing/Behaving)</i></p>	<p><b>What is the best way for a Christian to show commitment to God?</b></p> <p><i>Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community? (Believing/Behaving)</i></p>
<p><b>Syllabus Questions</b></p> <p>What do people believe about God?  Why do people pray?  What does it mean to be a Hindu today?  What can we learn from religions about deciding right and wrong?  Why do some people believe God exists?  What difference does it make?</p>	<p><b>Syllabus Questions</b></p> <p>Why is the Bible important to Christians today?  Why do some people life is a journey?  What does it mean to be a Christian today?  What difference does it make?</p>	<p><b>Syllabus Questions</b></p> <p>What do people believe about God?  What does it mean to be a Hindu today?  What can we learn from religions about deciding right and wrong?  What difference does it make?</p>	<p><b>Syllabus Questions</b></p> <p>What do people believe about God?  What does it mean to be a Christian today?  Why is the Bible important to Christians today?  Why do some people believe God exists?  Why is the Bible important to Christians today?  What would Jesus do? Can we live by the values of Jesus in the Twenty-first century?  What difference does it make?</p>	<p><b>Syllabus Questions</b></p> <p>Why do some people life is a journey?  What does it mean to be a Hindu today?  What can we learn from religions about deciding right and wrong?  What difference does it make?</p>	<p><b>Syllabus Questions</b></p> <p>What do people believe about God?  Why is the Bible important to Christians today?  Why do people pray?  What does it mean to be a Christian today?  What can we learn from religions about deciding right and wrong?  If God is everywhere, why go to a place of worship?  What matters most to Christians and Humanists?  What difference does it make?</p>
<b>Overview</b>					
<p>Children explore the understanding of commitment. They are given a topic to debate - everyone should be vegetarian. Children have to then have key facts and information to sort in groups according to the pros and cons of being vegetarian. At end of session, the children decide whether they feel committed to the topic debated. How</p>	<p>This unit provokes children to challenge how people interpret things differently. They start by looking at different sources of the same event. They discuss how the same event has been interpreted differently. They extend this thinking to the Christmas Story by looking at different sources of the Christmas Story through nativity scenes, Christmas cards and</p>	<p>The children discuss the implications of believing that God is present in all creation. The children explore how treat the world because they believe Brahman is in everything. Children explore a family make up and how different families have different people with different roles. They then look at themselves and see how they are part of their family</p>	<p>Starting off with knowledge from their “How is equality promoted throughout the world?” topic, the children research people who have had or have a strong purpose or sense of destiny e.g. Gandhi, Mother Teresa, Martin Luther King, Florence Nightingale, Mary Anning, Rosa Parks. The questions raised after their research are - did these people plan their own lives or were their lives pre-</p>	<p>The children are shown a story book ‘Slam’ by Adam Slower, following the consequences of a boy slamming the door and a ball falling off the roof - all told in pictures. The children discuss what the boy’s actions were and the chain of events that followed. What consequences were experienced as a result of his actions when slamming</p>	<p>Linking back to their Term 1 Questions, “What is the best way for Hindus to show their commitment to God?” this unit asks the same question but with Christianity. The children are posed the question – Is it OK to tell lies? They are split into two sides, one side for telling lies and one side against telling lies and debate this. How committed are they to their view on this?</p>

<p>strongly do they feel towards being/not being a vegetarian? Are they committed to the cause? What does commitment mean?</p> <p>Children understand that Hindus are committed to God and show their commitment in different ways.</p> <p>Children explore different Hindu artefacts that are to do with Hindu worship. What do they think they might be used for? How should they treat it? Have they seen anything like this before?</p> <p>The children then explore how Hindus show their commitment through worship. Does following Dharma show commitment to God?</p> <p>The children learn the story of the River Ganges as an important river to Hindus. They understand how it is a very significant river both for residents and pilgrims. They discuss why people bathe in the River - wash away what I have done then I will be pure (cleansed).</p>	<p>figurines. The question – how do we know what is true? Is posed to the children. As they have already realised, the same event can be interpreted and recorded differently. They take this even further by looking at extracts from the bible.</p> <p>Luke Ch 1: 26-38 and Ch 2: 1-20</p> <p>Matthew Ch 1: 18 - Ch 2: 12</p> <p>They learn that even within the bible, Luke and Matthew interpret the birth of Jesus differently. In one is only shepherds and in the other there is only wise men.</p> <p>This whole unit challenges children’s thinking of what is true and how to use their own critical thinking to uncover it.</p>	<p>but may have different roles.</p> <p>The children understand that there is only one of them and whilst they are different things to different people, they are still themselves. All the sides are part of the same THEM.</p> <p>The children then learn that Hindus believe there is a part of Brahman in all of them call the Atman which is the eternal self, spirit of soul. They learn that Brahman can take on many different forms as Gods of Goddess who are sent to help people understand Brahman.</p> <p>This progresses onto the children exploring the three Hindu Deities (the tri-murti); Brahma the Creator, Vishnu The Preserver, and Shiva The Destroyer.</p> <p>They explore stories in the Chadogya Upanishad – a Hindu holy book.</p> <p>Utilising all of this knowledge the children reflect on the key question “How can Brahman be everywhere and in everything?”.</p> <p>The children learn about the Aum, which is the main symbol of Hinduism, and listen to a recording of the Aum being chanted. It is the sound heard in deepest meditation and is said to be the name most suited for</p>	<p>destined? Do you have a plan or purpose for your life? What would you like to achieve?</p> <p>The children then depict their own dream, ambition or purpose. This also links to “Dreams and Goals” in Jigsaw.</p> <p>Can you shape your own destiny? Can you choose your purpose in life?</p> <p>The children understand some people believe there is already a plan for their life, which they have little control over. This is called destiny. Other people have a strong sense of purpose in their lives but still believe they have choice or free will.</p> <p>Christians believe that Jesus was the Incarnation of God sent to the Earth to show people how to lead good lives, to die as a sacrifice, so they could be forgiven and come back to life again to prove to Christians that they could also have life after death.</p> <p>Using a story sack of props, the children will learn the main events of Holy Week over 3 lessons, from Palm Sunday, Jesus teaching in the Temple, overturning the traders’ tables, The Last Supper, bread and wine, Judas’ betrayal, Peter’s denial, praying on the Mount of Olives, arrest,</p>	<p>the door? Were they positive or negative?</p> <p>The children reflect on this a ask themselves if there has been a time when they have done something positive or negative and what consequences did they experience as a result of their actions?</p> <p>The children then play the game snakes and ladders. It is later explained to them that this game was originally a Hindu game and represents making good and bad decisions in life.</p> <p>It is explained to the children that Hinduism has rites and ceremonies focusing on birth, marriage, and death and will be learning about the Hindu beliefs of Karma, Samsara and Moksha. Refer back to previous enquiries on Hinduism (especially Autumn 1) to recap on how Hindus lead good lives).</p> <p>Children understand that in a lifetime, Hindus believe that people build up Karma, both positive and negative, based on their actions within that lifetime. This Karma affects their future lives and existences. People must take responsibility for their actions during this life time and the next, therefore a belief in Karma has an effect on how a Hindu behaves.</p>	<p>Throughout the discussion the children are given various situations involving lying - they stand on one side of the room if they think that in this situation it is ‘OK to lie’ and on the other side if they think it is ‘not OK to lie’ or anywhere in between if they are not sure.</p> <p>The children are then told the story from ‘The Hiding Place’ by Corrie Ten-Boom where one Christian woman decided to lie to the German soldier about Jews that she was hiding. This meant the Jews were safe. Her sister, another Christian woman, felt that she could not lie and this resulted in the Jews being arrested. However, the Jews later escaped. The woman believed that God would keep this woman safe due to her commitment to the truth. The children think about what they would have done. This helps the children to understand that commitment sometimes causes dilemmas and difficult decisions.</p> <p>The children learn, just like Hindus, Christians are committed to God and show their commitment in different ways. One way is through following the Ten Commandments, one of which is ‘do not lie’ which</p>
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		<p>God. Hindus believe that the most basic sound is 'aum' and this is an echo of original creation. The children will try to meditate using the Aum sound themselves.</p>	<p>four trials (Jewish council, Pilate, Herod, Pilate again), crucifixion, burial in tomb. Using Luke's Gospel Chs. 20-23.  <a href="https://www.whyecaster.com/story/the_easter_story.shtml">https://www.whyecaster.com/story/the_easter_story.shtml</a></p> <p>During each lesson as particular events during Holy Week are explored, children to vote on whether they think the evidence suggests this was either part of God's plan or a consequence of events that happened during the week, e.g. did Judas betray Jesus as part of God's plan or because he was jealous and wanted the bribe? Did Jesus spend time in the Temple teaching because it was part of God's plan or because the people asked him to? Did Jesus get angry in the Temple because he was afraid of what was about to happen or because he was angry with the traders for cheating people? Or was Judas' betrayal also part of God's plan for Jesus? In groups, children examine texts on these questions from the Bible that give evidence for/against whether Jesus was aware of his impending crucifixion.</p>	<p>The children explore the story of Prince Rama as an example of doing one's duty and doing good deeds. Children learn the differences between Hinduism and Christianity and show the contrasts by drawing a straight line to represent the Christian belief and label like a time line and draw and label a circle or spring to represent the Hindu belief of life and death.</p> <p>The children recap the spiritual goal of a Hindu is to become one with Brahman (recap previous lessons on Hindus' belief in one God with many aspects). They extend their knowledge by understanding this freedom is called Moksha and until this is achieved, Hindus believe that they will continue to be repeatedly reincarnated in order that they work towards self-realisation of the truth (that nothing else but Brahman exists). Once Moksha is achieved through various routes, the soul (Atman) is released to be united with Brahman.</p>	<p>they explored in the engagement lesson. The children explore the Ten Commandments further by ordering them according to which ones they believe show the most commitment to God. They discuss, why does one show more commitment to God than another? They then look into all the other commandments in detail. 'Love your neighbour as yourself' - what does this mean? Who is 'your neighbour'? How easy do you think it is for Christians to do this? Christians are committed to God and allow the Holy Spirit to live in them, they will be displaying love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control and not jealousy or conceitedness. Should only Christians try to behave in these ways? When would it be hard/ easy? The children then consider famous Christians who dedicated their lives to helping others to show their love/commitment to God e.g. Martin Luther King or Mother Teresa. Children do mini research (children can build on their research from last term) on these people.</p>
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					<p>The children also learn that many Christians show commitment to God by attending church or worshiping God every Sunday. The children go on a trip to St Anne’s Church and explore these questions whilst there - does attending church every Sunday show commitment to God? Can Christians still be committed to God if they do not attend church every week?</p> <p>Children write a poem titled ‘Commitment is ...’ and includes what commitment means to them and what commitment means to a Christian.</p>
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**Sticky Knowledge**

<p>Hindus believe in a universal God called Brahman, who takes on many different forms that some Hindus worship as gods or goddesses in their own rights.</p> <p>For many Hindus, religion is more a matter of practice than of beliefs.</p> <p>Hindus are given guidance as to how to live their lives through the Vedas which are the oldest religious texts in Hinduism and are the law.</p> <p>Most beliefs, concepts, and ceremonies are based on information contained in the Vedas. They cover</p>	<p>Christians believe in the Christmas Story – the birth of Jesus.</p> <p>Matthew and Luke are two different interpretations of the birth of Jesus</p> <p>Matthew’s interpretation has only shepherds.</p> <p>Luke’s interpretation has only wise men.</p>	<p>Hindus believe Brahman is the universal soul or spirit.</p> <p>Hindus believe Brahman takes on many forms as Gods and Goddess.</p> <p>The three Hindu Deities (the tri-murti); Brahma the Creator, Vishnu The Preserver, and Shiva The Destroyer.</p> <p>Chadogya Upanishad is a Hindu holy book.</p> <p>Puja is a worship ritual performed by Hindus</p> <p>Aum is the main symbol of Hinduism.</p> <p>Aum is an echo of original creation.</p>	<p>Christians believe that Jesus was the Incarnation of God</p> <p>Jesus was sent to the Earth to show people how to lead good lives.</p> <p>He had to die as a sacrifice, so they could be forgiven.</p> <p>Jesus came back to life to prove to Christians that they could also have life after death.</p> <p>Jesus was crucified.</p>	<p>Snakes and ladders was originally a Hindu game.</p> <p>Hindus believe that doing a good deed will bring rewards but Hindus believe it might not be in this lifetime.</p> <p>Hindus believe that the soul passes through a cycle of successive lives.</p> <p>A Hindu’s incarnation depends on how the previous life was lived.</p> <p>Hindus believe that the soul is eternal and lives many lifetimes, in one body after another.</p> <p>Atman can be born in a human form, or that of a plant or animal, as all living</p>	<p>Ten Commandments:</p> <ol style="list-style-type: none"> <li>1. I am the Lord your God. You shall not have strange gods before me. You shall not make to thyself any graven thing; nor the likeness of anything that is in heaven above, or in the earth beneath, nor of those things that are in the waters under the earth. You shall not adore them nor serve them.</li> <li>2. You shall not take the name of the Lord your God in vain.</li> <li>3. Remember to keep holy the Sabbath day.</li> <li>4. Honour your father and your mother.</li> </ol>
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<p>various subjects from nature to everyday life and behaviour. Hindus bathe in River Ganges - wash away what I have done then I will be pure (cleansed).</p>				<p>things have a soul (Brahman in everything). Hindus believe that they will continue to be repeatedly reincarnated. Once Moksha is achieved through various routes, the soul (Atman) is released to be united with Brahman.</p>	<p>5. You shall not kill. 6. You shall not commit adultery. 7. You shall not steal. 8. You shall not bear false witness against your neighbour. 9. You shall not covet your neighbour's wife. 10. You shall not covet your neighbour's goods. Christians show their commitment to God through worship Christians show commitment to God through pray. Christians show their commitment to God through Holy Communion of Baptism.</p>
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**Sticky Vocabulary**

<p>commitment, Brahman, worship, god, goddess, Vedas, River Ganges, Puja, Gayatri Mantra, Dharma,</p>	<p>bible, sacred text, sources, truth, Christmas, Matthew, Luke, shepherds, wise men, interpretation,</p>	<p>essence, unique, soul, spirit eternal self, meditation, aum, chant, temple, Brahman, Brahma the Creator, Vishnu The Preserver, and Shiva The Destroyer, God, Goddess, Hindu Deities (the tri-murti), Krishna, Lakshmi, Deity, Ganesha, Puja, Chadogya Upanishad</p>	<p>destiny, ambition, dream, Palm Sunday, The Last Supper, Judas', four trials (Jewish council, Pilate, Herod, Pilate again), crucifixion,</p>	<p>actions, consequences, Karma, Samsara, Moksha, incarnation, soul, atman, Samsara, Moksha</p>	<p>Lie, commitment, Christian, Ten Commandments, Galatians, love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control, jealousy, conceitedness, pray, Lord's Prayer, confirmation, baptism,</p>
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**Skills**

<p>I can show an understanding of why people show commitment in different ways.</p> <p>I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others.</p> <p>I can express why I think Hindus might choose different ways to show commitment to God.</p>	<p>I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.</p> <p>I can start to explain the Christian belief that Jesus was the Incarnation of God.</p> <p>I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p>	<p>I can describe some of the characteristics that make me ME even when I am playing different roles.</p> <p>I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives.</p> <p>I can express my understanding of how Brahman can/cannot be in everything.</p>	<p>I can give an example of someone with a strong sense of purpose for their life and give my opinions on this.</p> <p>I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p> <p>I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.</p>	<p>I can start to express my own views about life after death.</p> <p>I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives.</p> <p>I can express my own views about Hindu beliefs and whether they make sense to me or not.</p>	<p>I can show an understanding of why people show commitment in different ways.</p> <p>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.</p> <p>I can explain why I think some ways of showing commitment to God would be better than others for Christians.</p>
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## Year 6

What is the best way for a Muslim to show commitment to God?	How significant is it that Mary was Jesus' mother?	Is anything ever eternal?	Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Does belief in Akhirah (life after death) help Muslims lead good lives?	What is the best way for a Muslim to show commitment to God?
<p><b>Syllabus Questions</b> What does it mean to be a Muslim in Britain today?</p>	<p><b>Syllabus Questions</b> Why are festivals important?</p>	<p><b>Syllabus Questions</b> What difference does it make?</p>	<p><b>Syllabus Questions</b> If God is everywhere, why go to a place of worship? What matters most to Christians and Humanists? Why is the Bible important to Christians today?</p>	<p><b>Syllabus Questions</b> How should we care for others and the world? What can we learn from religions about right and wrong?</p>	<p><b>Syllabus Questions</b> What does it mean to be a Muslim in Britain today?</p>

## Overview

<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>We are learning to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians.</p> <p>We are learning to evaluate different Christmas traditions and celebrations in the light of their reference and relevance to Christian beliefs in Jesus.</p>	<p>We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this</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>We are learning to understand the Christian belief that Jesus fulfilled the Old Testament Covenant and created a 'New Covenant'</p> <p>We are learning to challenge stereotyping through understanding different Muslim interpretations of Jihad and</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>
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				<p>how this links to getting to Heaven.</p> <p>We are learning to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this.</p>	
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**Sticky Knowledge**

<p>Muslims follow the five pillars of Islam. These pillars include praying five times each day, giving money to charity, fasting during the month of Ramadan and going on a pilgrimage to Makkah. Although following the five pillars shows a Muslim's commitment to God, it is not always easy for them to do. It would be difficult to stop what you are doing five times each day in order to pray. What if they didn't have much money? They might not be able to afford to give money to charity. Muslims could get hungry during Ramadan, especially if they are children as they might not be able to concentrate in school without food. I expect knowing what they do is out of respect and duty to God is the most important thing.</p>	<p>It is significant to Christians that Mary was Jesus' mother because she was a virgin therefore could not have conceived in the natural way. By giving birth to Jesus it was clear that He was the Son of God, God in human form. This is called Incarnation. I think another reason Mary was chosen is because she was a strong believer in God and very loyal to God. She was also poor so it shows Jesus was on earth for everybody, not just rich people.</p>	<p>I am sure a part of why Christians lead a good life is because they think it is morally the right thing to do and they try to be like Jesus. I think the main reason Christians lead a good life and follow the Ten Commandments is because they want to have eternal life with God in Heaven when they die. So, the belief in life after death, eternal life, helps them to do their best to lead good lives.</p>	<p>It can be argued that Christianity is still a strong religion today because there are many Christian festivals celebrated across the world. There are Christian charities helping people around the world and the law reflects the Ten Commandments (stealing, murder). On the other hand, you could say that these festivals are simply celebrated because they have become traditional and people do not think of the Christian beliefs behind them. There are many charities helping people around the world. This is the right thing to do and makes no difference whether the charities are Christian charities or not because people would still want to help others. Would it still be against the law to steal and murder if there were no Ten Commandments?</p>	<p>Muslims believe that Islam is a way of life. They believe Allah is God and follow his rules as outlined in the Qur'an. They also follow the 5 pillars: belief in God, praying five times each day, giving money to charity, fasting during Ramadan and a pilgrimage to Hajj. All decisions they make in their lives should be based around these things. For example, they may decide not to spend much money on luxuries in order to give money to charity and to save for their pilgrimage to Makkah. They also make decisions about how to spend their day, making time for the five prayer times. By doing all of this, Muslims believe that when judgement day comes it will be clear that they have tried to lead a good life and they will therefore go to Heaven and not Hell. Jihad means struggle and this can be interpreted in different ways by Muslims. It can be interpreted as the struggle to lead a good Muslim life</p>	<p>Muslims follow the five pillars of Islam. These pillars include praying five times each day, giving money to charity, fasting during the month of Ramadan and going on a pilgrimage to Makkah. Although following the five pillars shows a Muslim's commitment to God, it is not always easy for them to do. It would be difficult to stop what you are doing five times each day in order to pray. What if they didn't have much money? They might not be able to afford to give money to charity. Muslims could get hungry during Ramadan, especially if they are children as they might not be able to concentrate in school without food. I expect knowing what they do is out of respect and duty to God is the most important thing.</p>
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				as this must be a very difficult thing to do considering they have to pray five times every day. It would also be really difficult not to eat during Ramadan so I can see how Muslims would struggle with these things. Some Muslims may interpret Jihad as meaning war and the struggle to defend Islam. It says in the Qur'an to defend Islam but do not begin the hostilities. If people are fighting Muslims then they must find it hard not to stick up for themselves especially when people are stereotyping and thinking that all Muslims are terrorists just because there are some Muslim terrorists.	
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**Sticky Vocabulary**

Commitment e.g. perseverance, patience, Sawm, Ramadan, Zakah, Charity, Makkah, Mecca, God, fasting, respect, duty.	Holy, Christmas, virgin, advent, God, Jesus, symbolism, incarnation, miracle, resurrection, celebrated, significance.	Oceans, celebrities, love, friendship, the world, water, dinosaurs, the truth, memories, mountains, the sun, planets, a skeleton, food, trees, sky, Stonehenge, Jesus, a photograph, Humanist, Christian, forever, Parable, Heaven,	Christian festivals - Mother's Day, Lent, Ash Wednesday, Easter, Shrove Tuesday, Advent, Christmas, Harvest, cross, Lent, resurrection, fish,	Right and wrong, afterlife, heaven, righteousness, Jihad, Allah, Greater Jihad, Lesser Jihad, Hajj, respect, Qur'an, pillar, Makkah, expression, culture, Akhira, Holy War,	Commitment e.g. perseverance, patience, Sawm, Ramadan, Zakah, Charity, Makkah, Mecca, God, fasting, respect, duty.
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**Skills**

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	I can explain the qualities needed in different people because of the important jobs they are chosen to do. I can make links between the Virgin Birth and Christian beliefs about Jesus	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	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	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	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
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<p>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.</p>	<p>(Incarnation). I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.</p>	<p>anything is ever eternal. I can reflect on my own beliefs about whether anything is eternal.</p>	<p>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>	<p>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> <p>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>	<p>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.</p>
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