

		<u>Term 5</u> news healing judge community important love	<u>Term 5</u> symbolic	Gospel Incarnation Genesis
		<u>Term 6</u> festival celebration impact	<u>Term 6</u> tradition culture practice significance communal ceremony	<u>Term 5</u> Gospel disciple fisher worship
				<u>Term 6</u> Diwali Eid Ramadan dharma humanism

Knowledge

Substantive Knowledge

Hinduism Term 1
What do Hindus believe Brahman is like?
Lesson 1
L.O To understand that Hindus worship the different roles of God (Brahman)
Vocabulary: Trimurti, Brahman

Monotheistic religion (belief in one ultimate reality)
Understand the concept of Trimurti: it is a way of worshiping Brahman (the ultimate reality by worshipping and thinking about Brahma (creator – the beginning of life), Vishnu (preserver – the sustaining of life), Shiva (destroyer – the end of life) – representing the cycle of life.

Lesson 2
LO: To know other deities in a means of understanding more about Brahman.
Vocabulary: aum, deities

Disciplinary Knowledge

Working as a theologian:
***Know how** to approach sources of authority from which people derive their beliefs.
***To interpret sources of authority**
Begin to explain what it means for a text/story to 'have authority' for a group of believers.
Begin to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories, e.g. salvation and incarnation, tawhid and creation, dharma and moksha.

Working as a social scientist:
***Know ways** in which context affects ways of living
***To analyse** data that shows ways in which context affects ways of living

Explain the creation story.
Identify key symbols of the aum (representing the atman) and the lotus flower.

Lesson 3

LO: To Know what an atman is.

Vocabulary: atman

Atman (the soul) – the bit of the ultimate reality in all living things
The goal is for the atman to break free from this cycle of life (moksha)
Human beings can achieve moksha through fulfilling their dharma (duty) - the actions (karma) they carry out help them do this; good action (karma) help humans fulfil their dharma (duty)

Lesson 4 LO: To understand the purpose of key symbols in the mandir.

Vocabulary: mandir

Identify the key symbols in the mandir and understand the purpose of them. How do they relate back to Brahman and the ultimate reality.

Lessons 5

LO: To know stories from the Ramayana.

Vocabulary: Ramayana

Know a story from the Ramayana, Bhagavad Gita, Mahabarata, e.g. the story of Rama and Sita in the Ramayana – a story about doing – or not doing – your duty (dharma),
Identify the key themes of the stories read and discussed.

Lesson 6

LO: To understand what Hindus believe Brahman is like.

Discuss and answer the big question.

Begin to describe the difference between ‘beliefs’ and ‘religions’
Begin to identify ways in which religious practices vary depending on geographic, social, and cultural context
Begin to make connections between beliefs and the decisions an individual makes about how to live their life
Begin to explain the importance of community within the religious/non-religious tradition studied
Begin to explain connections between religious beliefs and worship as a community in at least two belief traditions.

Working as a philosopher: Mahabarata – a story about doing your duty (dharma), even when it is challenging to do so; the ways in which this links with the idea of Brahman, the ultimate reality, and the cycle of life

***Know different** ways in which humans seek knowledge/wisdom

***To reason using evidence**

Begin to identify ways in which different people think about the world differently
Begin to understand and begin to explain that there is a difference between believing and knowing.
Begin to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief (e.g. that the world was created, that God exists).

Term 2 – LAS Islam

What does tawhid mean to Muslims?

***Lesson 1: To Know the belief of the oneness of God (tawhid) and its reflection in the shahadah (statements of faith) from Key Stage 1.**

Vocabulary: muslim-harmony, Tawhid-oneness of God, abd- servant Shariah-straight path

*Explain Allah's attributes in the Qur'an - God created the universe to be in harmony (Muslim); Allah has created human beings to be 'abd (servant) and khalifa (regent) to help him keep things in harmony; has set out a straight path (shariah) to help maintain this harmony and offered guidance (the natural world, the Qur'an and the prophets) to help humans follow this path

***Lesson 2: L.O To Understand the first of the 5 pillars**

Vocabulary: shahadah-belief

- 1. Shahadah (statement of belief): "There is no God but God, and Muhammad is his prophet"; expresses beliefs about God and the prophets.

Understand Shahadah as one of the five pillars.

Lesson 3-L.O To know the important role the mosque has in Muslim life.

Vocabulary: mosque

- Look at how the mosque is a community hub – organise a visit

Lesson 4 L.O To know key features of a mosque.

Vocabulary: Qur'an, ibadah, iman

Create a model or a paper folding model. Know the key parts of the mosque

The masjid (mosque) as a 'place of prostration' – the role of the mosque in Muslim belief and practice; key features (e.g. qibla, minaret, minbar, prayer mats, facilities for wudu); ways in which mosques engage with the local community

Lesson 5 L.O To know the connection between iman (faith) and ibadah (worship).

Vocabulary: Salat

2. Salat (prayer five times a day): incorporates the Shahadah, involves all Muslims praying together in harmony look at how all Muslims pray together at the same time in harmony – spreading harmony through the world.

Lesson 6 To understand the connection between the tawhid and its reflection in the shahadah.

Vocabulary: Sawm,

Sawm (fasting during the month of Ramadan): during this month, Muslims do not eat or drink during the hours of sunlight; the fast as a way to remind Muslims of their commitment to the one God and as a way of helping them experience what it is like go without, which is what life is like every day for some people in the world – this should prompt them to try to address this disharmony and bring about more harmony in the world

Understanding Christianity Term 3 (Incarnation)

What is the Trinity?

Lesson 1

LO: To know the difference between a 'Gospel' and a letter.

Vocabulary: gospel, humanity

Introduce the idea of a 'Gospel' — a life-story or biography of the life and teaching of Jesus. Tell pupils this story from one of the four Gospels, Matthew Chapter 3. Ask what they think is going on (or use a video clip — for example, 'The Miracle Maker'). Ask for suggestions about the meaning of details: the water, the voice, the dove. At the very start of Jesus' public life, it pictures the Trinity: the voice of God announces Jesus as the Son of God and the Holy Spirit is present in the form of a dove. Christians believe that one important thing the story teaches is that Jesus is not just a good man, but God, come to Earth to rescue humanity. Ask pupils to list clues they can find in the story for this message.

Is belief in something important?

Lesson 2

LO: To understand what texts about baptism and the Trinity might mean.

Vocabulary: baptism, Trinity

Look carefully at two paintings of the Baptism (for example, by Verrocchio and Daniel Bonnell). Discuss similarities and differences between how the different painters show God. Christians believe God is three in one, Father, Son and Holy Spirit. Ask pupils to list the evidence for this belief in the pictures. Ask the class to make their own pictures of the baptism of Jesus which include symbols for the voice of God and the Holy Spirit.

Lesson 3

Term 4: What is the Trinity? (Digging Deeper)

Lesson 1:

LO: To understand John 1 as part of a 'Gospel'.

Vocabulary: Gospel, Genesis, Incarnation

With the important words from Genesis displayed, turn to John's Gospel. Ask the class to listen as you read John 1:1–14 to them. Let the words wash over the class. Re-read, ask the class if they can spot any of the important words from Genesis — hands up when they hear one. What do they think this passage is about? Return to your Bible, turn to Matthew and then Luke, can they find the birth of Jesus? Why is it almost the first thing both Matthew and Luke mentions? Talk about why Matthew and Luke seem to think Jesus' birth is the most important thing to start with. Ask why the class think John does not mention this. Someone might say that John *does* talk about Jesus' birth when the Word becomes flesh. See if pupils can connect the text with the concepts of Incarnation and Trinity.

Lesson 2:

LO: To know suggestions for what texts about God might mean.

Vocabulary: phrase, meaning

Display these phrases from John 1. Pupils choose one of these phrases, and design and make their 'Christmas according to John' Christmas card without sheep or donkeys!
In the beginning was the Word/The light keeps shining in the dark/The true light was coming into the world/The Word became a human being and lived here with us/We saw his true glory.

Considering meaning of words in sources of authority.

Lesson 3:

LO: To understand what the texts studied mean to some Christians.

Vocabulary: Christmas, carols

LO: To know what these texts mean to some Christians today.

Vocabulary: prayer, blessing, grace

THE GRACE: 2 CORINTHIANS 13:14

Note that this text comes from a letter (see Essential Information).

This is a different kind of prayer; it is not addressed to God but offers a 'blessing' to people. It is usually called 'The Grace', and often recited in Protestant churches. To start a discussion, ask pupils some 'either/or' questions: do they think it is complicated or simple, peaceful or energetic, close to their own ideas or far away, up to date or out of date, natural or supernatural? Imagine saying something encouraging together as your class at the end of each day: ask pupils to talk about whether they can see any good things about that. Ask them to draft some ideas for a class 'grace'. Ask them how Christians might feel about 'The Grace', and why.

[Exploring spiritual practices of prayer.](#)

Lesson 4

LO: To know how Christians show their beliefs about God the Trinity through Baptism.

Vocabulary: baptism, community

BAPTISM

Ask pupils to guess what Christians always say when they baptise a baby, or a grown-up: clue — the prayer includes the Trinity. Christians are baptised with water in the name of God the Father, Son and Holy Spirit, to join the Christian community. Teach pupils about baptising babies and adults in the Christian Church today. Use film or video (see Resources): a good enquiry strategy would be to show short clips of two baptisms (a baby and an adult) with the sound turned down, on a loop. Ask pupils in pairs to create a simple commentary, then listen to the real commentary, comparing notes.

Lesson 5

LO: To know how Christians show their beliefs about God the Trinity through Baptism.

Vocabulary: symbol, verse

Some Christians like to have wall plaques or fridge magnets or posters to remind themselves of key verses — including 'the Grace'. (Look at www.thechristiangiftcompany.co.uk/ for the kind of thing some Christians use.) Ask pupils to think about the best way to help Christians remember the blessing, and where they would most need to be reminded of it. Ask them to design (and make?) an artefact as if for sale to Christians, expressing the ideas (but not necessarily the full words) of the Grace. What symbols, colours or images might work well to help

Use some words from Christmas carols and songs to explore with the class what John means. Play them samples, and ask: did this writer use John's words? For example:

- From 'O Little Town of Bethlehem': 'In your dark streets shineth the everlasting light'.
- From 'Silent Night': 'Son of God, Love's pure light'.
- From 'Once in Royal David's City': 'He came down to earth from heaven, who is God and Lord of all'.
- From the Calypso Carol: 'Mary cradling the babe she bore: the Prince of Glory is his name'.
- From 'Shine, Jesus, Shine': 'Send forth your word Lord, and let there be light.'

Lesson 4:

LO: To understand how Christians show their beliefs about God the Trinity in the way they live.

Vocabulary: minister, believer

Interview a minister about Incarnation and Holy Spirit: Prepare questions for a visiting Christian (or email a minister, or use RE:ONLINE's 'email a believer' facility).

[A growing appreciation of the different ways people demonstrate their beliefs.](#)

Lesson 5:

LO: To understand links between the texts and teachings about God in the bible.

Vocabulary: abolished

Christmas revisited: Return to the learning from the first chapter of John's Gospel and the cards pupils made. Talk about how far their learning has deepened their understanding about what Christmas is really about for Christians. Ask pupils if they can imagine Christmas being abolished or made illegal. What would they miss? What extra things would Christians miss, and why?

Christians remember? Decide as a class which of their designs express the idea of Trinity most effectively.

Lesson 6

LO: To understand what God in Christianity is like.

Vocabulary: baptism, prayer, Trinity, God

Linking thinking: Ask pupils to write the three words baptism, prayer and Trinity in circles at the edges of a large piece of paper, and draw lines to connect them, writing as many connections as they can between the Bible stories and texts they have looked at, Christian ideas about God, their work on water and their learning about baptism.

Terms 5-6 – disciplinary ‘working as a social scientist retrieving knowledge from above

Term 5

Understanding Christianity: Gospel What kind of world did Jesus want?

Lesson 1:

LO: To know where Gospel sits within the timeline of the Bible’s ‘big story’.

Vocabulary: Gospel, disciple, symbolic

Pupils quickly sketch their three favourite possessions. Underneath, list in order the things they tend to do on a regular weekday. Share the start of the story of the calling of the first disciples (Matthew 4:18–19). Pupils pick out what Jesus asks Peter and Andrew to do. Explain that by following Jesus, Peter and Andrew would be giving up a lot. Remind pupils of their sketches and lists - how would they feel if asked to give up so much? Pupils imagine giving up so much by symbolically getting rid of their possessions and daily routines (for example, rubbing sketches and lists out/giving them to the teacher/screwing the paper up). Pupils take on role of Peter or Andrew and decide what they might have thought on hearing Jesus’ words - write thoughts on fish shapes/thought bubbles.

Lesson 2:

LO: To understand what links the calling of the first disciples and how Christians today try to follow Jesus.

Vocabulary: news, fisher

Finish the story (Matthew 4:20–22). What did James and John leave behind? Although they have given some things up, what special new job have the disciples gained once they follow Jesus? Ask pupils to think what Jesus might have meant by ‘fisher of people’. Together, create images of what a ‘fisher of people’ might do. Tell pupils that this is part of a ‘Gospel’, which means ‘good news’, and tells the story of the life and teaching of Jesus. It’s a kind of biography, and the writers made choices about what to include — they don’t tell everything he ever said and did. Ask pupils why they think Matthew included this story in his Gospel. Why not just give a

list of qualities Jesus was looking for in a disciple — entry qualifications? Explain that following Jesus and being fishers of people are actions that Jesus wanted people to do, which is why many Christians today still try to do them.

[Who should I look up to?](#)

Lesson 3:

LO: To know what Jesus' actions towards the leper might mean for a Christian.

Vocabulary: healing, judge,

Discuss why we don't come to school when ill — we need to get better, we don't want to infect others. Would they want to be near, or touch, someone who was infectious? Look at the Leprosy Mission website (www.leprosymission.org.uk/) and give a quick rundown of what leprosy is, explaining how lepers were viewed in biblical times. Read the story of Jesus healing a leper (Mark 1:40–44). Ask pupils to show amazement on their faces every single time Jesus says or does something shocking. Hold 'community of enquiry'-style discussion in response to 'Why did Jesus touch and heal the leper?' Ensure discussion touches on the importance of showing love to all. Jesus taught his followers not to judge people by what they looked like or what others thought of them. Everyone, even outcasts and needy people, were important to him.

[What type of person do I want to be?](#)

Lesson 4:

LO: To know the links between Bible texts and the concept of 'Gospel' (good news).

Vocabulary: community, worship, important

Explore how far Christians are making the kind of world that Jesus wanted. Look at some signs from a church noticeboard or website showing what is happening in the community. List a range of these activities and ask pupils to decide which are the most important and why. There will obviously be lots of answers, as toddler groups are very important for young families, shelters very important for the homeless, and so on. Get pupils to offer reasons to say which are more important: worship services or caring for the elderly; celebrating a wedding, a baptism or a funeral; reading the Bible or giving to charity. Using the list of activities, ask which ones a church leader (in any Christian church) might be involved in; for example, leading worship services, visiting ill people, meeting parents of a baby being christened, arranging a special harvest service, preaching, talking to people about Jesus, helping with the community's fundraising and so on. Ask pupils to imagine a day (or a week) in the life of a church minister; use blank daily timetables. As a class, fill the first in with activities a church leader might be doing today and the second with activities she/he might do on a Sunday.

Lesson 5:

LO: To know examples of how Christians try to show love to all.

Vocabulary: love

Explain that some church leaders feel they need to go beyond these daily routines in order to show love towards, and look after, people that others do not seem to be taking care of. Take one example from the news (for example, Keith Hebden fasting or John Sentamu cutting up his dog collar — see Resources). Put ten or so clues around the classroom: for example, pictures, quotes and facts about the situation. Pupils take on role of effective detectives to find out what happened in the situation and why the vicar acted in the way that she/ he did. In the class debrief after this activity, ask pupils to see if they can make a link with one of the stories of Jesus they have studied in this unit and at other times.

Lesson 6:

LO: To understand the links between the stories and the importance of love, and life in the world today.

Vocabulary: action, society

Ask pupils to describe what kind of world they would like to see. They might work in pairs or small groups with a picture of a globe — in half of it they write the way the world is, and in the other, the way they would like it to be. They should explain why they want the world like this, and collect some ideas as to actions people would need to take to make the world like this. What actions are they willing to take to bring this kind of world about? Jesus' message is one of love (love *from* God inspiring love *for* God and for others). How important is love in the pupils' ideas about a better world and the steps to get there? Ask pupils to describe what sort of world they think Jesus wanted: a world where all members of society are loved, a world where people follow Jesus and his example, and a world where followers spread the word so that others who want to follow Jesus are all included. Compare similarities and differences with their answers to the first task. Ask them to weigh up how far they think acting like Jesus would bring about a better world.

Term 6: Celebrations

Why do we celebrate?

Lesson 1:

LO: To understand different ways in which we celebrate.

Vocabulary: celebrate, significance, remember

Consider different ways in which we celebrate – birthdays, events of national significance (e.g. royal weddings), sporting events (e.g. the football World Cup, the Olympics), key religious festivals, the birth of a new baby, the celebration of the life of someone who has just died, etc. • Make connections between celebrations that are happy and celebrations that help us remember events, including sad events (e.g. the One Love concert in Manchester after the bombings, Remembrance Sunday).

By experiencing wonder and joy through learning about celebrations.

Lesson 2:

LO: To know how Hindus in the UK and India celebrate Diwali.

Vocabulary: dharma, festival, impact

Diwali – the story of Rama and Sita in the Ramayana (a story about what happens when you fulfil your dharma [duty] and when you do not fulfil your dharma); association with the deity, Lakshmi (represents wealth and good fortune); key practices associated with the festival, e.g. lighting diya lamps (to help guide Lakshmi into the family home); cleaning the home; wearing new clothes; exchanging gifts; firework displays; examples of Diwali in the UK (e.g. Leicester) and elsewhere in the world – its impact on the environment.

Lesson 3:

LO: To know how Muslims in the UK and Pakistan celebrate Eid.

Vocabulary: sawm, zakat

Eid ul-Fitr – marks the end of the month of Ramadan and the fast (sawm); it celebrates the end of the fast and also gives thanks to God for giving those who have fasted the strength and self-control to get through the month; key practices, e.g. giving zakat (charity), celebratory meals, new clothes, etc.; examples of Eid ul-Fitr in the UK and elsewhere in the world.

Lesson 4:

LO: To understand the importance of communal events for Christians.

Vocabulary: communal, tradition

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).

[How do I treat others to build a community?](#)

Lesson 5:

LO: To know some celebrations from non-religious world views.

Vocabulary: humanism, ceremony

Humanism: naming ceremonies and funerals (celebrating someone's life) – see

[Humanist ceremonies » Understanding Humanism](#)

Lesson 6:

LO: To understand why we celebrate.

Children to answer the big question.

Concepts

God

Duty

Sources of Authority

ASSESSMENT

KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This 'distance travelled' from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.