

Autumn Term	Spring Term	Summer Term
Where we learn about different religious beliefs from around the world to build a sense of identity and belonging.		
<p>Key Question: Why do Hindus try to be good? (AGREED SYLLABUS, PAGE 83)</p>	<p>Key Question: What do Christians believe Jesus did to 'save' people? (AGREED SYLLABUS, PAGE 79)</p>	<p>Key Question: What does it mean to be a Muslim in Britain today? (AGREED SYLLABUS, PAGE 82)</p>
<p>Outcomes:</p> <ul style="list-style-type: none"> Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately. Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live. Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways. Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus. Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. <p>Objectives: Recall prior learning about Brahman (God, Ultimate Reality) and atman (eternal self) remind children that Hinduism is very diverse and so there is hardly anything that we can say 'all Hindu's believe' although the ideas of <i>dharma, karma, samsara and moksha</i> are commonly held.</p> <p>Lesson 1: The Man in the Well</p> <ul style="list-style-type: none"> Explore the Hindu story from the Mahabharata, the man in the well in a creative way; this story presents one picture of the way the world is for a Hindu worldview. This story is a warning to Hindus that they should pay attention to finding the way to escape the cycle of life, death and rebirth. <p>Lesson 2: Karma</p> <ul style="list-style-type: none"> Explore Hindu ideas of karma – the law of cause and effect, and how actions bring good or bad karma. Connect this with Hindu beliefs about samsara – the cycle of life death and rebirth travelled by the atman through various reincarnations, to achieve moksha (release from the cycle of samsara, and union with Brahman). Find out how and why the game of 'snakes and ladders' links with Hindu ideas of karma and moksha. Reflect on how these beliefs offer reasons why a Hindu might try to be good – to gain good karma and a better reincarnation, and ultimately release from samsara. <p>Lesson 3: Moksha</p> <ul style="list-style-type: none"> Hindus might describe life as a journey towards moksha; Hindu life is also part of a journey through 	<p>Outcomes:</p> <ul style="list-style-type: none"> Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus' death was a sacrifice. Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice in different ways. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. Articulate their own responses to the idea of sacrifice, recognising different points of view. <p>Objectives: Lesson 1: Holy Week</p> <ul style="list-style-type: none"> Explore what happened in Holy Week (Mark 14–15) Give pupils short extracts or pictures (e.g. Last Supper, Garden of Gethsemane, Judas' betrayal and arrest, trial, Peter's denial, Pilate, crucifixion, death, burial, resurrection), ask them to decide how they would portray this scene in art, or do a freeze frame. Hand out some examples of artwork of these scenes (see jesus-story.net/index.htm) and see what differences there are with their ideas; talk about why the artists presented the way they did. How have they communicated the events? Get pupils to order the extracts. Talk about their responses: key moments, feelings, surprises, puzzles? How would they sum up the meaning of the story? <p>Lesson 2: Sacrifice</p> <ul style="list-style-type: none"> Explore the Christian belief that Jesus's death was a sacrifice – a price he paid to save people from their sins and bring them back to God. Christians think of this in different ways, e.g. people deserve punishment for their sins but Jesus was punished in the place of everyone – he was a substitute; Jesus took everyone's sins as he died, lifting the burden from the believer; Jesus' example guides the lost back to God. How might Christians respond to the idea that Jesus sacrificed his life for their sake? Remember that Christians believe Jesus' death was not the end. <p>Lesson 3: Communion/Lord's Prayer</p> <ul style="list-style-type: none"> Christians remember Jesus' death and resurrection throughout the year, particularly through the celebration of communion/the Lord's Supper. Find out about how different Christian churches celebrate communion. Talk about what symbols are, and then 	<p>Outcomes:</p> <ul style="list-style-type: none"> Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an. Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways. Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Stoke-on-Trent today. Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims. Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. <p>Objectives: Lesson 1: Muslim Groups</p> <ul style="list-style-type: none"> Set the context, using the information in the 2011 census (see Guidance p.146). Ask pupils how many Muslims they think there are in Britain and in your local area. Talk about the fact that there are different Muslim groups. The largest group (globally and locally) are Sunni; the next major group are called Shi'a; some Muslims are Sufi. Find out how many Sunni/Shi'a/Sufi mosques there are in your area. <p>Lesson 2: Five Pillars</p> <ul style="list-style-type: none"> Give an overview of the Five Pillars as expressions of ibadah (worship and belief in action). Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakah (almsgiving) and Hajj (pilgrimage): what happens, where, when, why? Explore how these Pillars affect the lives of Muslims, moment by moment, daily, annually, in a lifetime. <ul style="list-style-type: none"> Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (ummah). Investigate how they are practised by Muslims in different parts of Britain today. <p>Lesson 3: Eid-ul-Adha</p>

End of Upper Key Stage 2

Outcomes:

Making Sense of Beliefs

- Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions
- Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts
- Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority

Understanding the impact

- Make clear connections between what people believe and how they live, individually and in communities
- Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures

Making connections

- Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)
- Reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently.
- Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

Cross Curricular Links:

Autumn: PE - Dance around the world

Spring:

Summer:

<p>different stages (ashramas), each with different duties. Look at the different dharma/duties Hindus have at the four ashramas: student, householder, retired person, renouncer. How does the dharma for these stages help Hindus to be good? Compare with the duty's pupils have now, and ones they think they will have at later stages of life.</p> <p>Lesson 4: Hindu Life</p> <ul style="list-style-type: none"> Consider some Hindu values and how they make a difference to Hindu life, individually and in community, e.g. ahimsa (non-violence) and satya (truthfulness). Connect these with ideas of atman/karma (all living beings have an eternal self/atman and so deserve to be treated well; learning the truth and speaking truthfully are ways of worshiping God). <p>Lesson 5: World-wide community</p> <ul style="list-style-type: none"> Find out about some ways in which Hindus make a difference in the world-wide community. How does a Hindu way of life guide them in how they live? E.g. Mahatma Gandhi, Pandurang Shastri Athavale. 	<p>explore the symbolism of the bread and wine, linking with the Passover celebration (see Unit L2.10) but also connecting with sacrifice – representing Jesus' body and blood.</p> <p>Lesson 4: Martyrs</p> <ul style="list-style-type: none"> Some Christians follow Jesus' example even to the point of dying. Talk about what a martyr is and show images of the commemoration of twentieth-century martyrs at Westminster Abbey (bit.ly/2lrOQCP). Find out a bit about these people. Talk about what kinds of things people are prepared to die for. How much are pupils prepared to sacrifice for something they believe in? What would they sacrifice and for what? Find a good cause that would be worth putting some effort into supporting. www.givingwhatwecan.org/ indicate charities that make a big impact; www.toilettwinning.org is another worthwhile cause. What would your class be prepared to do to bring health and life to others in need? Connect this with a Christian understanding of Jesus' sacrifice bringing salvation. <p>Lesson 5: Charter</p> <ul style="list-style-type: none"> Ask pupils to draft a short charter for the school, local community or the world (if they can get that far) to explain how far the idea of sacrifice is good and necessary for making the world a better place. They should make links with Christian ideas and Jesus' teachings. It is perfectly fine for them to say that sacrifice is not good, but they must offer good reasons and alternatives that will make the world a better place. 	<ul style="list-style-type: none"> Find out about the festival of Eid-ul-Adha, at the end of Hajj, celebrated to recall Ibrahim's faith being tested when he was asked to sacrifice Ismail. <p>Lesson 4: Holy Qur'an</p> <ul style="list-style-type: none"> Consider the significance of the Holy Qur'an for Muslims as the final revealed word of God: how it was revealed to the Prophet Muhammad by the Angel Jibril. Find out about people who memorise the Qur'an and why (hafiz, hafiza). Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah (model practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad). <p>Lesson 5: Holy Qur'an</p> <ul style="list-style-type: none"> Reflect on what forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur'an for Muslims. Explore how Muslims put the words of the Qur'an and the words and actions of the Prophet Muhammad into practice, and what difference they make to the lives of Muslims, e.g. giving of sadaqah (voluntary charity); respect for guests, teachers, elders and the wise; refraining from gossip; being truthful and trustworthy.
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Hindu Dharma Karma Samsara Moksha Mahabharata Values Community 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Holy Week Sacrifice Last Supper Garden of Gethsemane Betrayal Pilate Crucifixion Death Burial Resurrection Communion Lord Prayer 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Census Muslim Shia Sufi Sunni Mosque Shahadah Salat Sawm Zakah Hajj
<p>Resources/Artefacts:</p> <ul style="list-style-type: none"> UNIT U2.7 Hinduism Resource Box 	<p>Resources/Artefacts:</p> <ul style="list-style-type: none"> UNIT U2.5 Hinduism Resource Box 	<p>Resources/Artefacts:</p> <ul style="list-style-type: none"> UNIT U2.8 Hinduism Resource Box