

Uplands Junior Academy Subject Overview

Religious Study

Intent: *The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.*

	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>Unit: L2.1 What do Christians learn from the creation story? [Creation]</p> <p>Key Vocabulary: Creation, Christians, Jews, 'stewards'/'caretakers', Creator, hymns, nature, Genesis, Adam & Eve, sins, 'the Fall'.</p> <p>Knowledge:</p> <p>Make sense of belief: Place the concepts of God and Creation on a timeline of the Bible's 'big story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world.</p> <p>Understand the impact: Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing</p>	<p>Unit: L2.3 What is the 'Trinity' and why is it important for Christians? [God/Incarnation]</p> <p>Key Vocabulary: Cleansing, refreshing, baptism, 'Gospel', Jesus, 'Trinity', 'God the Father', 'God the Son', 'God the Holy Spirit', Creator, Saviour, prayer, symbolism.</p> <p>Knowledge:</p> <p>Make sense of belief: Recognise what a 'Gospel' is and give an example of the kinds of stories it contains. Offer suggestions about what texts about baptism and Trinity mean Give examples of what these texts mean to some Christians today.</p> <p>Understand the impact: Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism</p>	<p>Unit: U2.1 What does it mean for Christians to believe that God is holy and loving? [God]</p> <p>Key Vocabulary: divine being, God, Bible texts, holy, worship, holiness, cathedrals, forgiving, justice, mercy.</p> <p>Knowledge:</p> <p>Make sense of belief: Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p>Understand the impact: Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed. Show how Christians put their beliefs into practice in worship.</p>	<p>Unit: U2.2 Creation and science: conflicting or complementary? [Creation]</p> <p>Key Vocabulary: Genesis, God, creation, scientific, evolution, universe, conflict, complementary, awe, Creator.</p> <p>Knowledge:</p> <p>Make sense of belief: Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>Understand the impact: Make clear connections between Genesis 1 and Christian belief about God as Creator.</p>

	<p>God's creation is; care for the Earth – some specific ways). Describe how and why Christians might pray to God, say sorry and ask for forgiveness.</p> <p>Make connections: Ask questions and suggest answers about what might be important in the Creation story for Christians and for non- Christians living today.</p> <p>Prior Knowledge: Unit 1:1 What do Christians believe God is like? Unit 1.4 What is the 'good news' Christians believe Jesus brings? (Cross reference with Uplands Infants planning. Recap and teach any main points which are not covered by infants.)</p>	<p>and prayer, for example) and in the way they live.</p> <p>Make connections: Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.</p> <p>Prior Knowledge: N/A</p>	<p>Make connections: Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p> <p>Prior Knowledge: N/A</p>	<p>Show understanding of why many Christians find science and faith go together.</p> <p>Make connections: Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.</p> <p>Prior Knowledge: Relies on children having completed previous work using genres from a range of text types (e.g. newspaper, poem, prayer) and being able to match these to the possible author or audience.</p>
Autumn 2	<p>Unit: L2.2 What is it like for someone to follow God? [People of God]</p> <p>Key Vocabulary: Bible, Old Testament, New Testament, chapters, verses, obedience, Noah, Flood, commands, covenant, promises, rainbow, evil, trusting.</p>	<p>Unit: 1.6 Who is a Muslim and how do they live? (double unit)</p> <p>Key Vocabulary: Muslims, Allah, Islam, 'Tawid', Iman, Shahadah, adhan, messenger, Prophet Muhammad, fairness, justice, Abu Bakr, revelation, Holy Qur'an, Five Pillars, 'ibadah', worship, prayer, respect, celebration, self-control.</p>	<p>Unit: U2.7 Why do Hindus try to be good? [Karma/dharma/samsara/moksha]</p> <p>Key Vocabulary: Brahman, Ultimate Reality, eternal, Hinduism, diverse, dharma, karma, samsara, moksha, life, death, rebirth, reincarnations, moral duty, ashramas, ahimsa, satya, justice, injustice, non-religious.</p>	<p>Unit: U2.10 What matters most to Humanists and Christians?</p> <p>Key Vocabulary: Christian, sinful, 'Fall', non-religious, Humanists, 'divine being', honest, truth, moral, fairness, freedom, honesty, kindness, peace, Jesus, followers, values.</p>

	<p>Knowledge:</p> <p>Make sense of belief: Make clear links between the story of Noah and the idea of covenant.</p> <p>Understand the impact: Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>Make connections: Make links between the story of Noah and how we live in school and the wider world.</p> <p>Prior Knowledge: Unit 1:10 What does it mean to belong to a faith community? (Cross reference with Uplands Infants planning, recap and teach any main points which are not covered by infants.)</p>	<p>Knowledge:</p> <p>Make sense of belief: Recognise the words of the Shahadah and that it is very important for Muslims. Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean. Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</p> <p>Understand the impact: Give examples of how Muslims use the Shahadah to show what matters to them. Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan). Give examples of how Muslims put their beliefs about prayer into action.</p> <p>Make connections: Think, talk about and ask questions about Muslim beliefs and ways of living. Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>	<p>Knowledge:</p> <p>Make sense of belief: Identify and explain Hindu beliefs, e.g. <i>dharma</i>, <i>karma</i>, <i>samsara</i>, <i>moksha</i>, using technical terms accurately. Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara</i>, <i>moksha</i>, etc.</p> <p>Understand the impact: Make clear connections between Hindu beliefs about <i>dharma</i>, <i>karma</i>, <i>samsara</i> and <i>moksha</i> and ways in which Hindus live. Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharma</i>, <i>karma</i>, <i>moksha</i>, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways.</p> <p>Make connections: Make connections between Hindu beliefs studied (e.g. <i>karma</i> and <i>dharma</i>), and explain how and why they are important to Hindus. Reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world, recognising different points of view.</p>	<p>Knowledge:</p> <p>Make sense of belief: Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist). Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God').</p> <p>Understand the impact: Make clear connections between Christian and Humanist ideas about being good and how people live. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p> <p>Make connections: Raise important questions and suggest answers about how and why people should be good. Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</p> <p>Prior Knowledge: N/A</p>
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		Prior Knowledge: Many children are demographically of the Muslim faith, so have some life experience to draw on.	Prior Knowledge: Children have studied Hinduism in-depth at KS1.	
Spring 1	Unit: 1.7 Who is Jewish and how do they live? (God/Torah/the People) (double unit) Key Vocabulary: Jewish, mezuzah, challah, kosher, chanukiah, kippah, Shema, Shabbat, festivals, Shabbat, celebrate, creation, Tenakh, Sukkot, sukkah, Chanukah, menorah, reflection, thanksgiving, praise, remembrance. Knowledge: Make sense of belief: Recognise the words of the Shema as a Jewish prayer. Retell simply some stories used in Jewish celebrations (e.g. Chanukah). Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. Understand the impact: Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah).	Unit: L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah] Key Vocabulary: Ibadah, 'Five Pillars', fasting, Ramadan, Eid-ul-Fitr, 'Islam', Muslim', 'Surah', 'Qur'an', worshipping, submitting, rak'ah, subhah beads, 'Night of Power', Allah, harmony. Knowledge: Make sense of belief: Identify some beliefs about God in Islam, expressed in Surah 1. Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshipping; how Muslims submit to God). Understand the impact: Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in	Unit: U2.3 Why do Christians believe that Jesus is the Messiah? [Incarnation] Key Vocabulary: 'incarnation', Christian, Jesus as God, Trinity, sin, 'The Fall', saviour, 'Messiah', Christmas, non-religious. Knowledge: Make sense of belief: Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Understand the impact: Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.	Unit: U2.11 Why do some people believe in God and some people not? Key Vocabulary: Christians, Jews, Muslims, global, census, 'theist', 'agnostic', 'atheist', Father, Spirit, Son, religious, non-religious, Creator, prayer, worship, communal, justice. Knowledge: Make sense of belief: Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs. Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from. Give examples of reasons why people do or do not believe in God. Understand the impact: Make clear connections between what people believe about God and the impact of this belief on how they live. Give evidence and examples to show how Christians sometimes disagree

	<p>Make links between Jewish ideas of God found in the stories and how people live. Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).</p> <p>Make connections: Talk about what they think is good about reflecting, thanking, praising, and remembering for Jewish people, giving a good reason for their ideas. Give a good reason for their ideas about whether reflecting, thanking, praising, and remembering have something to say to them too.</p> <p>Prior Knowledge: N/A</p>	<p>which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque).</p> <p>Make connections: Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</p> <p>Prior Knowledge: Unit 1.7 Who is Jewish and how do they live? (God/Torah/the People) (Interweave content as this is not covered by infants.)</p>	<p>Make connections: Weigh up how far the idea of Jesus as the ‘Messiah’ – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people’s lives, giving good reasons for their answers.</p> <p>Prior Knowledge: Read the ‘big story’ of the Bible in the guidance notes p.139 as background for this unit.</p>	<p>about what God is like (e.g. some differences in interpreting Genesis).</p> <p>Make connections: Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging. Consider and weigh up different views on theism, agnosticism, and atheism, expressing insights of their own about why people believe in God or not. Make connections between belief and behaviour in their own lives, in the light of their learning.</p> <p>Prior Knowledge: Unit U2.2 Creation and science: conflicting or contemporary? (Year 6 Autumn 1)</p>
Spring 2	<p>Unit: L2.10 How do festivals and family life show what matters to Jews? [God/Torah/the People]</p> <p>Key Vocabulary: Judaism, festivals, Shabbat, symbols, rituals, ‘Rosh Hashannah’, Yom Kippur, shofar, tashich, ‘Day of atonement’, fasting, forgiveness, repentance, deliverance, pesach/Passover, Exodus, slavery,</p>	<p>Unit: L2.5 Why do Christians call the day Jesus died ‘Good Friday’? [Salvation]</p> <p>Key Vocabulary: Christians, sin, love, obedience, Mary, ‘Holy Week’, ‘Palm Sunday’, ‘Good Friday’, ‘Easter Sunday’, Jerusalem, ‘rose’, ‘salvation’, ‘saving’, ‘good news’.</p>	<p>Unit: L2.12 How and why do people try to make the world a better place?</p> <p>Key Vocabulary: Global, traditions, guidance, ‘Ten Commandments’, ‘Golden Rule’, Humanists, inspire, reflect, love, forgiveness, honesty, kindness, generosity, service.</p>	<p>Unit: U2.5 What do Christians believe Jesus did to ‘save’ people? [Salvation]</p> <p>Key Vocabulary: Holy Week, Gospels, Jesus, sacrifice, price he paid, sins, resurrection, communion, Lord’s Supper, Passover, salvation, ceremony, ‘Salvation’, martyr, commemoration.</p>

	<p>freedom, Ten Commandments, Siddur.</p> <p>Knowledge:</p> <p>Make sense of belief: Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people. Offer informed suggestions about the meaning of the Exodus story for Jews today.</p> <p>Understand the impact: Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals). Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities.</p> <p>Make connections: Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives,</p>	<p>Knowledge:</p> <p>Make sense of belief: Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. Offer informed suggestions about what the events of Holy Week mean to Christians. Give examples of what Christians say about the importance of the events of Holy Week.</p> <p>Understand the impact: Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. Describe how Christians show their beliefs about Jesus in worship in different ways.</p> <p>Make connections: Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</p> <p>Prior Knowledge: Unit 1.5 Why does Easter matter to Christians? (Cross reference with Uplands Infants planning, recap and</p>	<p>Knowledge:</p> <p>Make sense of belief: Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). Make links between religious beliefs and teachings and why people try to live and make the world a better place.</p> <p>Understand the impact: Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>tikkun olam</i> and the charity Tzedek). Describe some examples of how people try to live (e.g. individuals and organisations). Identify some differences in how people put their beliefs into action.</p> <p>Make connections: Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better. Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas. Express their own ideas about the best ways to make the world a better place, making links with religious</p>	<p>Knowledge:</p> <p>Make sense of belief: 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.</p> <p>Understand the impact: 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.</p> <p>Make connections: 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> <p>Prior Knowledge: Unit L2.5 Why do Christians call the day Jesus died 'Good Friday'? (Yr 4 Spring 2)</p>
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	<p>and giving good reasons for their ideas.</p> <p>Prior Knowledge: Builds on Unit 1.6 Who is Muslim and how do they live? (Interweave content as this is not covered by infants.)</p>	<p>teach any main points which are not covered by infants.)</p>	<p>ideas studied, giving good reasons for their views.</p> <p>Prior Knowledge: Make connections with earlier learning: What have they already learned about how believers try to live? Why do believers want to follow the commands and teachings of their traditions?</p>	
Summer 1	<p>Unit: L2.4 What kind of world did Jesus want? [Gospel]</p> <p>Vocabulary: Jesus, disciples, 'good news', 'fisher of people', 'Gospel', 'good news', healing, leper, Good Samaritan', 'followers', churches, baptism, wedding, funeral.</p> <p>Knowledge:</p> <p>Make sense of belief: Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian.</p>	<p>Unit: L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God]</p> <p>Key Vocabulary: Jesus, resurrection, 'kingdom', heaven, disciples, 'Holy Spirit', Pentecost, 'Kingdom of God', Trinity, 'Lord's Prayer'.</p> <p>Knowledge:</p> <p>Make sense of belief: Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth. Offer informed suggestions about what the events of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to some Christians now.</p> <p>Understand the impact:</p>	<p>Unit: U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel]</p> <p>Key Vocabulary: Commandments, Christians, commands, Sermon, healing, miracle, prayer, praise, confession, peace, Justice, persecuted, Illness, healing, Peacemaker, generosity, volunteering, charities, non-religious.</p> <p>Knowledge:</p> <p>Make sense of belief: Identify features of Gospel texts (for example, teachings, parable, narrative). Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts.</p>	<p>Unit: U2.6 For Christians, what kind of king was Jesus? [Kingdom of God]</p> <p>Key Vocabulary: hunger, poverty, violence, temptation, wilderness, heaven, parables, commandments, vineyard, prophets, chief priests, Christians, kingdom, justice, non-religious, fairness.</p> <p>Knowledge:</p> <p>Make sense of belief: Explain connections between biblical texts and the concept of the kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p> <p>Understand the impact:</p>

	<p>Understand the impact: Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.</p> <p>Make connections: Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p> <p>Prior Knowledge: N/A</p>	<p>Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now. Describe how Christians show their beliefs about the Holy Spirit in worship.</p> <p>Make connections: Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.</p> <p>Prior Knowledge: Unit: L2.5 Why do Christians call the day Jesus died 'Good Friday'? (Yr 4 Spring 2)</p>	<p>Understand the impact: Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p> <p>Make connections: Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives. Articulate their own responses to the issues studied, recognising different points of view.</p> <p>Prior Knowledge: N/A</p>	<p>Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice. Show how Christians put their beliefs into practice in different ways.</p> <p>Make connections: Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today. Articulate their own responses to the idea of the importance of love and service in the world today.</p> <p>Prior Knowledge: N/A</p>
Summer 2	<p>Unit: U2.9 Why is the Torah so important to Jewish people? [God/Torah]</p> <p>Key Vocabulary: Jews, global, diversity, community, 'the Shema', command, soul, Orthodox, Judaism, almighty, siddur, Sefer Torah, synagogue, TeNaKh, Nevi'im, Ketuvim, creation, Rosh Hashanah, Shabbat, Ten Commandments, kosher food, Progressive Judaism, ritual, tradition.</p>	<p>Unit: U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/Iman/Ibadah]</p> <p>Key Vocabulary: Islam, ibadah, Tawhid, imam, Muslims, Sunni, Shi'a, Sufi, Five Pillars, Shahadah, salat, sawm, zakah, Hajj, Eid-ul-Adha, sacrifice, Qur'an, prophet, Sunnah, Hadith, sadaqah, mosque/masjid</p> <p>Knowledge:</p>	<p>Unit: L2.11 How and why do people mark the significant events of life? (C,M,J,NR)</p> <p>Key Vocabulary: Ceremonies, responsibility, promises, commitments, symbolism, non-religious, civil, spiritual.</p> <p>Knowledge:</p> <p>Make sense of belief:</p>	<p>Unit: U2.12 How does faith help people when life gets hard?</p> <p>Key Vocabulary: life, death, suffering, gratitude, religions, prayer, community, celebrate, religious, scriptures, traditions, bereaved, afterlife, bereavement, Christianity, Hinduism, rebirth, Brahman, secular/non-religious, liturgies, meditation.</p> <p>Knowledge:</p>

	<p>Knowledge:</p> <p>Make sense of belief: Identify and explain Jewish beliefs about God. Give examples of some texts that say what God is like and explain how Jewish people interpret them.</p> <p>Understand the impact: Make clear connections between Jewish beliefs about the Torah and how they use and treat it. Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws). Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice).</p> <p>Make connections: Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today. Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.</p> <p>Prior Knowledge:</p>	<p>Make sense of belief: Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. <i>Tawhid</i>; Muhammad as the Messenger, Qur'an as the message). Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; <i>Hajj</i> practices follow example of the Prophet).</p> <p>Understand the impact: Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways.</p> <p>Make connections: Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Leicestershire 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> <p>Prior Knowledge:</p>	<p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.</p> <p>Understand the impact: Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals). Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism).</p> <p>Make connections: Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones. Make links between ideas of love, commitment and promises in religious and non-religious ceremonies.</p>	<p>Make sense of belief: Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life. Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences.</p> <p>Understand the impact: Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement). Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives.</p> <p>Make connections: Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these. Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.</p> <p>Prior Knowledge: N/A</p>
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