

Teachings and wisdom							
	FS2	1	2	3	4	5	6
Learning Journey	What does it mean to be Hindu, Muslim, Christian or Jewish? Places of worship, sacred text and defining characteristics of Christianity, Hinduism, Judaism and Islam to develop a broad understanding of four major world religions.	What makes a religion special? Places of worship, sacred text and defining characteristics of Christianity and Hinduism.	What makes a religion special? Places of worship, sacred text and defining characteristics of Islam and Judaism.	What can we learn from religious stories?	How did religions begin? Judaism, Christianity, Hinduism and Islam	What do sacred texts say about the origins of life? Islam, Christianity, Judaism and Hinduism.	How do beliefs about death shape the way people live their lives? Islam and Judaism
<p><b>End point:</b> what will children <b>know</b>, be <b>able</b> to do and <b>understand</b> by the end of this cycle? Which source will they analyse to apply their learning?</p>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Talk about the experience of a Hindu person during the festival of Diwali</li> <li>- Name the Hindu place of worship</li> <li>- Talk about the ways in which Diwali is celebrated</li> <li>- Tell the story of Rama and Sita</li> <li>- Name some artefacts related to Hinduism including the sacred text</li> <li>- Talk about the experience of a Jewish person during Hanukkah celebrations</li> <li>- Name the Jewish place of worship</li> <li>- Talk about the ways in which Hanukkah is celebrated</li> <li>- Name some artefacts related to Judaism including the sacred text</li> <li>- Talk about the experience of a Christian person during Harvest and Christmas celebrations</li> <li>- Name the Christian place of worship</li> <li>- Talk about the ways in which Harvest and Christmas are celebrated</li> <li>- Name some artefacts related to Christianity including the sacred text</li> </ul>	<p><b>Children will know:</b></p> <p>Christianity</p> <ul style="list-style-type: none"> <li>• Christians believe in one God (same as Islam and Judaism)</li> <li>• Bible is the sacred text, which has two parts, the Old and New Testament</li> <li>• The cross is the symbol of Christianity</li> <li>• Christians might go to a chapel, church or cathedral to pray or worship</li> <li>• That Jesus is God's son</li> <li>• Christians believe Jesus was sent to us as God's son so they can say sorry and be forgiven</li> <li>• That Sunday is the day of rest and a special day for Christians</li> </ul> <p>Hinduism</p> <ul style="list-style-type: none"> <li>• Hindus believe in many gods and the main god is called Brahma</li> <li>• The Vedas is a collection of texts that are sacred to Hindus</li> <li>• Hindus go to the mandir to pray and worship, or have a shrine at home</li> <li>• Hindus believe in the cycle of life, birth and rebirth, and that how you are reborn depends on how you live your life</li> <li>• Each day of the week is dedicated to a different god</li> </ul> <p><b>Children will understand:</b> By visiting a church, understand that a church is a sacred place to a Christian.</p> <p><b>Children will be able to:</b> Identify similarities and differences between Hinduism and Christianity. Pose their own questions to a Hindu and Christian.</p>	<p><b>Children will know:</b></p> <p>Islam</p> <ul style="list-style-type: none"> <li>• Muslims believe in one God – Allah (same as Christianity and Judaism)</li> <li>• Qur'an is the sacred text which is handled with respect (hand washing). Do not put on the floor.</li> <li>• The crescent moon and star is the symbol of Islam. No pictures of people or animal are represented (the same as Judaism)</li> <li>• Muslims might go to a mosque</li> <li>• Muhammed (PBUH) is the final prophet and told by Allah how Muslims should live their life</li> <li>• Friday is a special day for Muslims</li> </ul> <p>Judaism</p> <ul style="list-style-type: none"> <li>• Jews believe in one God (same as Christianity and Islam)</li> <li>• The Torah is the sacred text and is never touched – use a <i>yad</i></li> <li>• The Star of David is the symbol of Judaism. No pictures of people or animals are represented (the same as Islam).</li> <li>• Jews might go to a synagogue</li> <li>• God has made a special promise to look after them.</li> <li>• Saturday is the Sabbath for Jews</li> </ul> <p><b>Children will understand:</b> By visiting a mosque, understand that a mosque is a sacred place to a Muslim.</p> <p><b>Children will be able to:</b> Identify similarities and differences between Islam, Judaism, Hinduism and Christianity.</p>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• That Christianity, Hinduism, Judaism and Islam have special stories that are told in order to learn important messages from.</li> <li>• The names and message in</li> <li>• The Crying Camel (Islam) – no matter how big or small an animal, they are all important to God and need to be cared for</li> <li>• The Lost Sheep (Christianity) – God's will is to bring all sinners home to Him.</li> <li>• The Story of Esther (Judaism)- to always do the right thing, and use the influence you possess to help others.</li> <li>• The Focus of Arjuna? (Hinduism) – think only of the task at hand</li> </ul> <p><b>Children will understand:</b></p> <ul style="list-style-type: none"> <li>• That story telling is an important part of religion.</li> <li>• That it is the message of the story that is the most important.</li> <li>• That religious people try to change their behaviour according to the stories and teachings of their religion.</li> </ul> <p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify similarities and differences between the religious stories they learn about.</li> </ul>	<p><b>Children will know:</b></p> <p>Hinduism</p> <ul style="list-style-type: none"> <li>• Hinduism developed from the religion people brought with them to India about 1500BCE. Its beliefs are based on the Vedas, a collection of hymns that scholars completed by about 800BCE.</li> <li>• Christianity began with Jesus being born into a Jewish family. The religion was spread by Jesus (Christ's) disciples.</li> </ul> <p>Islam</p> <ul style="list-style-type: none"> <li>• Started in 610CE when God revealed himself to Muhammad (PBUH), who (with his followers) spread the teachings of Islam throughout the Arabian peninsula.</li> </ul> <p>Judaism</p> <ul style="list-style-type: none"> <li>• God revealed himself to Abraham when he promise to make Jews sacred people and give them a land to make their home.</li> </ul> <p><b>Children will understand:</b></p> <ul style="list-style-type: none"> <li>• That the origins of the Abrahamic religions have similarities in time and event.</li> <li>• That the origins of Hinduism are unique.</li> </ul> <p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify similarities and differences in the origins of the four religions.</li> <li>• Plot, on a map, the locations that each religion originated.</li> </ul>	<p><b>Children will know:</b></p> <p>That creation stories explain how life was made by God.</p> <p><b>Islam</b></p> <p>That God made every aspect of Earth, the sun, moon, stars and angels to dwell in the universe, made it rain to bring forth vegetation, and sent angels to Earth to bring 7 handfuls of soil, all of different colours, from which Allah could mould man. Allah then breathed life into it and it immediately sprang to life.</p> <p><b>Judeo-Christian</b></p> <p>That the creation story for Judaism and Christianity is the same because the Story of Genesis is the first book in both the Torah and the Bible. What happened on each of the seven days, including that on the sixth day, God made all other animals, including humans and gave them mental ability, the power of speech and the responsibility to look after the animals on Earth.</p> <p>Hinduism.</p> <p>That a cobra floated in nothingness with Vishnu asleep in its coils. Vishnu was awoken by the sound of 'om' and, as Vishnu woke, a lotus flower grew from his navel in which Brahma sat. Vishnu commanded Brahma to create the world. Brahma split the lotus flower into three- the heavens, the Earth and the sky.</p> <p><b>Children will understand:</b></p> <p>That in Islam, only Allah has the supreme ability to create life, which is why it is disrespectful to depict living things in any form.</p> <ul style="list-style-type: none"> <li>• That the Hindu and Abrahamic creation stories are <i>ex nihilo</i> (out of nothing)- World is brought into</li> </ul>	<p><b>Children will know:</b></p> <p>Islam- A person's 'ākhirah (afterlife) lies in heaven or hell on the basis of the weight of their good or bad deeds when compared with each other.</p> <p>Judaism- Saducees; don't believe in life after death, God only gave us this life – God's Kingdom on Earth – which we need to look after. Pharisees; believe in resurrection of the body after death and in angels Life after death is not a prominent theme in Jewish scripture.</p> <p><b>Children will understand:</b></p> <p>That Muslims try to live their life in a way to ensure their 'ākhirah is in heaven.</p> <p>Useful information and visuals <a href="#">here</a>.</p> <p><b>Children will be able to:</b></p> <p>Use quotes from scripture, sacred texts and a source of authority to demonstrate where religious beliefs come from.</p>

			Pose their own questions to a Jew and a Muslim.			existence by speech, dream, breath or pure thought of a creation. • Creation springs from within the creator. <b>Children will be able to:</b> Identify the similarities and differences between the creation stories of the Abrahamic religions and Hinduism.		
<b>Vocabulary</b>	God Jesus Church Prayer Sabbath Cross  Brahma gods Vadas Prayer Mandir Shrine  Allah Qur'an Rehal Muhammad (PBUH) Mosque	Mecca Prayer Saudi Arabia Crescent Moon and star  God Torah Yad Synagogue Sabbath Star of David Prayer	God Jesus Church Prayer Sabbath Cross  Brahma gods Vadas Prayer Mandir Shrine	Allah Qur'an Rehal Muhammad (PBUH) Mosque Mecca Prayer Saudi Arabia Crescent Moon and star  God Torah Yad Synagogue Sabbath Star of David Prayer	Parable Moral Message Qur'an Torah Bible Old Testament New Testament Vedas Teaching	Abraham Muhammad (PBUH) Jesus Holy Spirit Arabian peninsula Indus Valley Pakistan	Bible Old Testament New Testament Torah Qur'an Vedas Creation Story Creator God Allah Brahman Vishnu Shiva	Moksha Samsara Brahman Atman Heaven Atonement Immortal Soul Hell Judgement Day Resurrection Reincarnation
Core questions	1. What does it mean to be a Hindu? 2. What does it mean to be a Jewish person? 3. What does it mean to be a Christian?	1. What are the special places of worship? 2. What are the sacred texts and symbols? 3. Who and what do they believe in? 4. What do churches and mandirs have in common?	1. What are the special places of worship? 2. What are the sacred texts and symbols? 3. Who and what do they believe in? 4. What do synagogues and mosques have in common?	1. What can we learn from The Crying Camel? (Islam) 2. What can we learn from The Lost Sheep? (Christianity) 3. What can we learn from The Story of Esther? (Judaism) 4. What can we learn from The Focus of Arjuna? (Hinduism)	1. What are the origins of Judaism? 2. How did Christianity develop from Judaism? 3. What are the origins of Islam? 4. Where did Hinduism come from?	1. What is the Judo-Christian creation story? 2. What are the similarities and differences between the Abrahamic creation stories? 3. What is the Hindu creation story? 4. What are the similarities and differences between creation stories?	1. What do Jews believe about what happens when you die? 2. What do Muslims believe about what happens when you die? 3. What are the similarities and differences between beliefs what happens when you die?	
<b>Source Analysis questions</b>	What is the source? What is in the source that you know about? Why might the source be useful? What other questions could we ask?	What is the source? What is in the source that you know about? Why might the source be useful? What other questions could we ask?	What is the source? What is in the source that you know about? Why might the source be useful? What other questions could we ask?	What is the source? What is in the source that you know about? <i>What human and physical features can you see?</i> Why might the source be useful? How does the source add to our understanding? <i>What extra information have you learnt from the source? What has the source proven to you?</i> What other questions could we ask?	What is the source? What do you know about the 'bigger picture' of the source? Why might the source be useful? What doesn't the source show us? How does the source add to our understanding? What other questions might we have?			

Religion, family and community							
	FS2	1	2	3	4	5	6
Learning Journey	What is a wedding? How do different families celebrate? How do people celebrate in different countries?	How do Christians and Hindus celebrate as a family?	How do Jews and Muslims celebrate as a family?	Where, how and why do people pray in Sheffield?	How did the Church of England begin?	Are there any expectations of a person following a religion or belief? Islam and Christianity	What contributions do religions make to local life in Sheffield? Islam and Christianity
<p><b>End point:</b> what will children <b>know</b>, be <b>able</b> to do and <b>understand</b> by the end of this cycle? Which source will they analyse to apply their learning?</p>	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Talk about the experience of a Hindu person during the festival of Basant Panchami.</li> <li>- Name the Hindu place of worship.</li> <li>- Talk about the ways in which Basant Panchami is celebrated.</li> <li>- Name some artefacts related to Hinduism including the sacred text.</li> <li>- Talk about the experience of a Muslim person during Ramadan and Eid-al-Fitr</li> <li>- Name the Muslim place of worship</li> <li>- Talk about the ways in which Ramadan is observed</li> <li>- Talk about some of the ways Muslims celebrate the end of Ramadan at Eid.</li> <li>- Make links and comparisons to some of the other festivals and religions we have learnt about.</li> <li>- Name some artefacts related to Islam including the sacred text</li> <li>- Talk about the experience of a Christian person during Easter celebrations.</li> <li>- Name the Christian place of worship</li> <li>- Talk about the ways in which Easter is celebrated.</li> <li>- Name some artefacts related to Christianity including the sacred text.</li> <li>- Talk about how weddings are celebrated in each of the four religions.</li> <li>- Recognise that different cultures and religions have different ways of celebrating and acknowledging a special time or event.</li> </ul>	<p><b>Children will know:</b></p> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>• Christians believe in one God (same as Islam and Judaism)</li> <li>• Bible is the sacred text, which has two parts, the Old and New Testament</li> <li>• The cross is the symbol of Christianity</li> <li>• Christians might go to a chapel, church or cathedral to pray or worship</li> <li>• That Jesus is God's son</li> <li>• That Sunday is the day of rest and a special day for Christians</li> </ul> <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>• Hindus believe in many gods</li> <li>• Hindus may go to Temple to pray, but are likely to have a shrine in their home as well.</li> <li>• Sacred text- Bhagavad Gita</li> <li>• Each day of the week is devoted to a different Hindu god</li> </ul> <p><b>Children will understand:</b></p> <p>That a new baby, a marriage, growing up and the death of a loved one are important moments in a family's life.</p> <p>Christianity- Christening, wedding, confirmation and funeral (burial or cremation). Hinduism- Jatakarma (honey in child's mouth and whispering the name of God into their ear), upanayana (males only), wedding and funeral (scattering ashes over water).</p> <p><b>Children will be able to:</b></p> <p>Compare and contrast the Hindu and Christian celebrations and ceremonies they learn about.</p>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• That the Muslim ceremony to welcome a new baby is called the Aqiqah, which is held on the 7<sup>th</sup> day after the baby's birth.</li> <li>• That at the moment a Muslim baby is born, many Muslims speak the words of the Adhan (call to prayer) in the ear of the baby.</li> <li>• Jews may be buried or cremated, but Muslims will only ever be buried.</li> <li>• Marriage is very important in Muslim and Jewish communities and belief around family. The ceremonies include loved ones, special promised and words, outfits and parties.</li> <li>• The Jewish ceremonies of Bar and Bat Mitzvah is a coming of age ceremony which marks a Jewish boy or girl becoming a Jewish adult.</li> <li>• They will recite parts of the Torah and show they are now responsible for their own actions.</li> </ul> <p><b>Children will understand:</b></p> <ul style="list-style-type: none"> <li>• That the arrival of a new baby is a special moment in a Jewish and Muslim family.</li> <li>• There is no one ceremony to mark Muslims becoming an adult. Once they are teenagers, they are considered able to take part in the same rituals as adults (e.g. daily prayers).</li> </ul> <p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe the Aqiqah as a thanks to Allah and to share a special meal together. The baby's head is shaved, as described in the Qu'ran. Shaving the baby's head shows that the baby belongs to Allah, and after it is shaved, the baby's name is called out. The hair that has been shaved in weighed and that weight in silver is donated to charity, which is an important part of Islam. There isn't a special commitment</li> </ul>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• People of religion may also pray in special places of worship and that prayer may be guided by a religious leader.</li> <li>• Christian- Church, vicar, priest</li> <li>• Hinduism- temple, Swamis</li> <li>• Islam- mosque, Imam</li> <li>• Judaism- synagogue, rabbi</li> <li>• In Islam, prayer should happen at 5 specific points in the day.</li> </ul> <p><b>Children will understand:</b></p> <ul style="list-style-type: none"> <li>• Prayer can happen anywhere at any time. It is a very personal, private conversation with God to ask for forgiveness, guidance and help.</li> </ul> <p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Compare Jewish, Hindu, Christian and Islamic prayer.</li> </ul>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• That Christianity is formed of Catholic and Church of England.</li> <li>• That Henry VIII created the Church of England and broke away from Catholic Rome in 1534.</li> <li>• That Henry VIII wanted to divorce his wife, which was not allowed in Catholic Christianity.</li> </ul> <p><b>Children will understand:</b></p> <ul style="list-style-type: none"> <li>• That the creation of the Church of England was a momentous moment in English history.</li> </ul> <p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast Catholicism and Church of England teachings and practice.</li> </ul>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• The 5 Pillars of Islam are:</li> <li>• <b>Shahadah:</b> sincerely reciting the Muslim profession of faith</li> <li>• <b>Salat:</b> performing ritual prayers in the proper way five times each day</li> <li>• <b>Zakat:</b> paying an alms (or charity) tax to benefit the poor and the needy</li> <li>• <b>Sawm:</b> fasting during the month of Ramadan</li> <li>• <b>Hajj:</b> pilgrimage to Mecca</li> <li>• Il-ul-Fitr is a celebration at the end of Ramadan and means 'breaking the fast'.</li> <li>• Hajj- a gathering of Muslims from all over the world, who take part in an act of worship.</li> <li>• The 10 Christian commandments were given to Moses on Mount Sinai by God as a set of rules to live by.</li> <li>• The story of Moses and the 10 Commandments is in the Old Testament of the Christian Bible.</li> <li>• Examples of British laws which uphold the 10 commandments, and which of the commandments are not upheld by law.</li> </ul> <p><b>Children will understand:</b></p> <ul style="list-style-type: none"> <li>• How the 5 pillars affect the choices and way of life of a Muslim person, and how they manifest in day-to-day life.</li> <li>• How to show respect and empathy for people who are fasting during Ramadan.</li> <li>• That Britain is a broadly Christian society, but that there are many other religions. They will understand ways that British society reflects Christian values, but that Christianity is not part of British law.</li> <li>• That the British Values of tolerance and respect value</li> </ul>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• The top 5 religions, beliefs and none in Sheffield and their defining features (place of worship, God/s, sacred text, holy day, place of worship, religious leader).</li> <li>• The proportion of the population of Sheffield who follow each religion and those of no faith.</li> <li>• The Emaan Trust work in Sheffield as a Muslim charitable organisation to support the Muslim community and to educate the wider Sheffield community about Islam.</li> <li>• The Goldigger Charity in Sheffield works with young people to promote and develop their positive wellbeing and help them to fulfil their full potential.</li> </ul> <p><b>Children will understand:</b></p> <ul style="list-style-type: none"> <li>• That charities can have religious values, but help people of any faith and those of none.</li> </ul> <p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify similarity between the religious values and the values and actions of the charity.</li> <li>• Give examples of how Christian Aid and Muslim Hands have helped in recent crises, including helping those of faith and those of none.</li> </ul>

			<p>ceremony, as babies are considered to be born Muslim.</p> <ul style="list-style-type: none"> <li>Describe the ceremonies of brit milah (for boys) and simchat bat (for girls) as a ceremony of special words and the giving of a name, which takes place 8 days after the baby was born.</li> </ul>			<p>every religion, belief and none equally.</p> <p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>Give examples of how Muslim people follow and uphold the five pillars, and why they are important in the Islamic faith.</li> <li>Give examples of which Christian 10 Commandments are mirrored in British Law.</li> </ul>	
Vocabulary	<p>Hindu Temple Basant Panchami Muslim Ramadan Eid-al-Fitr Mosque Qu'ran</p>	<p>Hindu Ceremony Temple Celebration Shrine Wedding Christian Funeral Church Chapel Cathedral Bible Bhagavad Gita God Jesus</p>	<p>Allah Ceremony God Celebration Aqiqah Ritual Adhan Symbol/symbolise Torah Qu'ran</p>	<p>Prayer Church Mosque Temple Synagogue Message Symbolise Vicar Priest Rabbi Imam Swamis</p>	<p>Catholic Monarch Rome Church of England Divorce Monastery Monk</p>	<p>Shahada Salat Zakat Sawm Hajj Commandment</p>	<p>Charity Aid Vulnerable Proportion</p>
Core questions	<ol style="list-style-type: none"> <li>What does it mean to be a Hindu?</li> <li>What does it mean to be Muslim?</li> <li>What does it mean to be a Christian?</li> <li>How are Weddings celebrated in each of the four religions?</li> </ol>	<ol style="list-style-type: none"> <li>How do people celebrate a new baby?</li> <li>What happens when you grow up?</li> <li>What happens when you get married?</li> <li>How do you say goodbye to a loved one?</li> </ol>	<ol style="list-style-type: none"> <li>How do people celebrate a new baby?</li> <li>What happens when you grow up?</li> <li>What happens when you get married?</li> <li>How do you say goodbye to a loved one?</li> </ol>	<ol style="list-style-type: none"> <li>Where are the places of worship in Sheffield?</li> <li>Do all places of worship look the same? <i>Worship can happen anywhere?</i></li> <li>What can prayer look like for Hindu, Jewish, Muslim and Christian believer?</li> <li>Why do people pray?</li> </ol>	<ol style="list-style-type: none"> <li>What came before the Church of England?</li> <li>Why was the Church of England established?</li> <li>What are the differences between before and after 1534?</li> </ol>	<ol style="list-style-type: none"> <li>What are the expectations of a Muslim (Five Pillars of Islam)?</li> <li>To what extent is Britain a Christian society? <i>How does British Law enshrine the Ten Commandments?</i></li> </ol>	<ol style="list-style-type: none"> <li>What do people in Sheffield believe?</li> <li>What impact has the Muslim community had on Sheffield?</li> <li>Who are the Gold Diggers?</li> <li>How do religions help in a time of crisis?</li> </ol>
Source Analysis questions	<p>What is the source? What is in the source that you know about? Why might the source be useful? What other questions could we ask?</p>	<p>What is the source? What is in the source that you know about? Why might the source be useful? What other questions could we ask?</p>		<p>What is the source? What is in the source that you know about? <i>What human and physical features can you see?</i> Why might the source be useful? How does the source add to our understanding? <i>What extra information have you learnt from the source? What has the source proven to you?</i> What other questions could we ask?</p>		<p>What is the source? What do you know about the 'bigger picture' of the source? Why might the source be useful? What doesn't the source show us? How does the source add to our understanding? What other questions might we have?</p>	

Beliefs in action in the world							
	FS2	1	2	3	4	5	6
Learning Journey	How do Hindus, Jews, Christians and Muslims celebrate?	How do Christians and Hindus celebrate around the world?	How do Jews and Muslims celebrate around the world?	What can we learn from great leaders and inspiring examples in today's world? Gandhi (Hinduism), Malala Yousafzi (Islam), Pope Francis (Christianity) and Jesus (Judaism)	How do people express their religion on pilgrimages? Muslims and Christians	What do different religions think about life after death? Christianity, Hinduism and Humanist	How do religions and beliefs respond to the importance of the environment? Judaism, Christianity, Hinduism and Islam
End point: what will children know, be able to do and understand by the end of this cycle? Which source will they analyse to apply their learning?	<p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Talk about the experience of a Muslim person during Eid</li> <li>- Name the Muslim place of worship</li> <li>- Talk about the ways in which Eid is celebrated</li> <li>- Name some artefacts related to Islam including the sacred text</li> <li>- Talk about the experience of a Jewish person during Passover celebrations</li> <li>- Name the Jewish place of worship</li> <li>- Talk about the ways in which Passover is celebrated</li> <li>- Name some artefacts related to Judaism, including the sacred text</li> <li>- Talk about the experience of a Muslim person during Eid</li> <li>- Name the Muslim place of worship</li> <li>- Talk about the ways in which Eid is celebrated</li> <li>- Name some artefacts related to Islam including the sacred text</li> <li>-Talk about Hajj as a special journey to Mecca, which is a very special place to Muslims.</li> <li>-Retrieve what they know about Islam, and apply their understanding of Hajj to being a Muslim</li> <li>-Give examples of how Muslims may prepare for Hajj, including the clothes they will wear.</li> <li>-Give an example of an activity undertaken on Hajj.</li> </ul>	<p><b>Children will know:</b></p> <p>The Christian story of Easter. That Easter is a celebration of rebirth and resurrection, marked with the giving of eggs as a symbol of new life.</p> <p>Diwali is a Hindu festival of light that celebrates light over dark and good over evil.</p> <p><b>Children will understand:</b></p> <p>That eggs are symbols to represent new life and rebirth, and the candles and lights of Diwali represent good over evil.</p> <p><b>Children will be able to:</b></p> <p>Retell the Christian story of Easter as Jesus's crucifixion and resurrection, which is celebrated as new life in the seasons of spring.</p>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• Hanukkah is the Jewish festival of light, celebrating one of the greatest miracles in Jewish history. It marks when, 2500 years ago, a Syrian king tried to make Jews worship Greek gods and bow to statues, but this was forbidden by the Ten Commandments. A temple was taken away from the Jews. A group of Jews objected and took back the temple for the Jews, and celebrated by lighting a special lamp. Miraculously, it burnt for 8 days. To remember this miracle, one candle a day is lit to mark the 8-day festival. Dreidels are played with and latkes are eaten.</li> <li>• Eid-al_fitr is a celebration across the world for all Muslims to mark the end of Ramadan (a month of fasting and reflection on what it means to be a Muslim). It starts when the first sight of the new moon is seen in the sky. Muslims wear their best clothes and decorate their homes. There are special services in Mosques and special food is eaten.</li> </ul> <p><b>Children will understand:</b></p> <ul style="list-style-type: none"> <li>• The significance of the 8 candles to represent the 8 day festival of Hanukkah.</li> </ul> <p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast Hanukkah to Eid-al-Fitr, as well as to festivals and celebrations that are special to themselves.</li> </ul>	<p><b>Children will know:</b></p> <p>Gandhi was Hindu Mala Yousafzi is Muslim Pope Francis is Christian (Catholic) Jesus was the son of Christian God</p> <p><b>Children will understand:</b></p> <p>That people of faith often take inspiration from significant people who have led by example.</p> <p><b>Children will be able to:</b></p> <p>Describe an example of trailblazing actions of Ghandi, Malala, Pope Francis and Jesus, and what this has inspired others to do.</p>	<p><b>Children will know:</b></p> <p>That a pilgrimage is a special journey of significance. That pilgrimages can be both religious and non-religious, but all are to a special place of significance.</p> <p>Examples of pilgrimages: Christianity- Holy Island Islam- Hajj Hinduism- River Ganges in the festival of Kumbh Mela Judaism- Jerusalem for Passover, Shavout and Sukkat</p> <p><b>Children will understand:</b></p> <p>The role of pilgrimage as a milestone or momentous moment in a person's life. That a religious pilgrimage is a sacred journey for reflection and prayer.</p> <p><b>Children will be able to:</b></p> <p>Plot the locations of the places of pilgrimage they learn about on the world map using an atlas. Compare and contrast the pilgrimages they learn about.</p>	<p><b>Children will know:</b></p> <p>Christianity- Christians reject the idea that a human soul can leave one physical body at the point of death and be reborn into a new physical body in this same world (reincarnation). Christians also reject the concept of disembodied existence - the soul moving on without a body. Christians do however accept resurrection: living after death in a glorified physical form. An individual will be given a renewed spiritual body. Christians believe the faithful go to heaven. Those that believe in God and have followed his rules.</p> <p>Hinduism- Hindus believe in reincarnation. The amount of good deeds, following you dharma that you perform, the more good karma you build up in your atman during your life, the better your rebirth. The better karma in your atman, the better life form you will be reborn into. Eventually, you will reach Moksha and be released from Samsara to be at one with Brahman.</p> <p><b>Children will understand:</b></p> <p>That Christians welcome God into their hearts and ask for his forgiveness, and that this enables them to live their life following God's rules. That Hindus live their life in a way to build good karma in order to be reborn in a higher life form and eventually try to reach Moshka.</p> <p><b>Children will be able to:</b></p> <p>Use quotes from scripture, sacred texts and a source of authority to demonstrate where religious beliefs come from.</p>	<p><b>Children will know</b></p> <p>That Hajj is one of the five pillars of Islam (retrieval). How Hajj is being affected by the rising temperatures caused by the climate emergency. That the Jewish festival of Tu B'Shevat is used as an opportunity to teach children in Judaism about their planet. That Christian Aid is a charity who helps vulnerable people around the world, Christian or not, and are focusing their efforts on limiting the impact of the climate emergency on the most vulnerable. Where Mecca and Israel are on the world map, and which continent they are in.</p> <p><b>Children will understand</b></p> <p>The significance of to not be able to undertake Hajj. That religious beliefs influence the actions of people and the choices they make. That tree planting is one small way in which to combat the climate emergency because of tree's ability to absorb carbon dioxide, which is the main contributor to the warming of our planet.</p> <p><b>Children will be able to</b></p> <p>Compare and contrast how the Abrahamic religions are responding to the climate emergency through charitable acts. Compare and contrast their own views, opinions and beliefs with those of the Abrahamic religions.</p>

Vocabulary	Ramadan Eid-al-Fitr Muslim Islam Imam Mosque Synagogue Rabbi Passover Hajj	Easter Diwali Symbolise Represent Symbol	Syria God Object Miracle Eid-al-Fitr Ramadan Hanukkah	Trailblazer Significant Inspire Ghandi Malala Yousafzi Pope Francis Jesus	Pilgrimage Significant Hajj Holy Island River Ganges Sacred Jerusalem Sacred	Reborn Resurrection Reincarnation Christian Hindu Karma Moksha Scripture	Hajj Tu B'Shevat Mecca Abrahamic Charitable
Core questions	<ol style="list-style-type: none"> <li>1. What does it mean to be Muslim?</li> <li>2. What does it mean to be a Jewish person?</li> <li>3. What is Hajj and what does it mean for Muslims?</li> </ol>	<ol style="list-style-type: none"> <li>1. Why is Easter such a special time for Christians?</li> <li>2. Why is Diwali such a special time for Hindus?</li> </ol>	<ol style="list-style-type: none"> <li>1. Why is Hanukkah such a special time for Jews?</li> <li>2. Why is Eid-al-Fitr such a special time for Muslims?</li> </ol>	<ol style="list-style-type: none"> <li>1. What can we learn from Gandhi's life lessons?</li> <li>2. What can we learn from Malala Yousafzi's fight for equality?</li> <li>3. What can we learn from Pope Francis's environmental campaign?</li> <li>4. What can we learn from Jesus's examples?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is Haj and why is it important?</li> <li>2. Why is Holy Island a special place to many Christians?</li> <li>3. When and why do many Jews go to Jerusalem?</li> <li>4. What makes the River Ganges such a special place for Hindus?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the Hindu circle of life?</li> <li>2. What do the Christians believe about life after death?</li> <li>3. What is a Humanist life cycle?</li> </ol>	<ol style="list-style-type: none"> <li>1. What do the Abrahamic sacred texts say about the environment?</li> <li>2. How are religions responding to the climate emergency?</li> </ol>
Source Analysis questions	<p>What is the source?  What is in the source that you know about?  Why might the source be useful?  What other questions could we ask?</p>	<p>What is the source?  What is in the source that you know about?  Why might the source be useful?  What other questions could we ask?</p>	<p>What is the source?  What is in the source that you know about? <i>What human and physical features can you see?</i>  Why might the source be useful?  How does the source add to our understanding? <i>What extra information have you learnt from the source? What has the source proven to you?</i>  What other questions could we ask?</p>	<p>What is the source?  What do you know about the 'bigger picture' of the source?  Why might the source be useful?  What doesn't the source show us?  How does the source add to our understanding?  What other questions might we have?</p>			