

## Faith and Belief (RE) Overview – Roundswell Community Primary Academy

The Academy's RE curriculum is based on *Discovery RE* (Jan Lever Educational Consultancy and Training Ltd. 2013), which is a set of detailed medium-term plans for RE from Years F1/2 to Year 6. It adopts an enquiry-based approach to teaching and learning. Christianity is taught in every year group, developing the learning in a progressive way. Hinduism, Islam, Judaism and Sikhism are also covered. This document is based on *Discovery RE's* Introduction and Overview.

*Discovery RE* was written in response to the report 'Curriculum Framework for Religious Education in England' (The Religious Education Council of England and Wales - 2013), which breaks down the aims of RE into 3 strands:

- A. Know about and understand a range of religions and worldviews, so that they can:
- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
  - identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
  - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
  - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
  - appreciate and appraise varied dimensions of religion or a worldview
- C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
  - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
  - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

The document states that these 3 strands are designed to ensure that RE contributes to education by '*provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human*' so that they can '*learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ*' and ultimately '*participate positively in our society with its diverse religions and worldviews*'.

The belief behind *Discovery RE*, and one of the main reasons why the Academy adopted it as the basis to its own RE Curriculum, is that, using an enquiry-based model well, children's critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced. This approach takes very seriously the philosophy that children are free to make their

own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

The planning model used in *Discovery RE* and the Academy's adapted curriculum is aligned to that recommended in most agreed syllabi, i.e. a planning process focusing on an enquiry. Each enquiry within Academy's RE curriculum demands the equivalent of approximately 10 lessons, and as such can be taught over a term. Each enquiry has a learning objective which shows the learning over the enquiry and SMSC (Spiritual, Moral, Social and Cultural) development opportunities are included throughout.

## The enquiry based approach

Each enquiry (or unit) is based on one or two impersonal questions, that require pupils to give an answer or answers that weighs up evidence and reaches a conclusion based on that evidence. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Each enquiry requires pupils to use their critical thinking skills to answer this impersonal question, while also requiring personal reflection on their own thoughts and feelings. Teachers should make a choice whether to address either one or both of the questions in each enquiry.

The enquiry questions occur in positions and a different order in the Academy's adapted RE curriculum than in *Discovery RE*, and has been linked to each termly topic. The link may not be obvious at first glance, so it is important for teachers to ensure they understand why each topic has been placed in a certain term, and ask for support from the RE Leader or Curriculum Leader if needed. PPA teachers who have been asked to cover RE as a 'stand-alone' topic are also expected to understand and take into account the links to topic, which may require support from the class teacher to understand the topic itself.

Resources and planning ideas for each enquiry can be found in *Discovery RE*, but as stated above, teachers should **not** follow *Discovery RE* exclusively without linking the enquiry questions to the topic.

### Step 1 – Engagement and Bridge (approximately 1-2 lessons)

The engagement lesson is the way in which pupils can connect with the human experience underpinning the key question. The Academy has also provided key vocabulary which is explored, in order to ensure that this human experience is fully understood by all children. Teachers then help children to make a link, or 'bridge' between the human experience and the world of religion (which may be very much outside of their experience). Children may record in RE books as part of the Investigation step, but the exploration and learning is more important, and teachers' planning and lesson evaluations can act as evidence of pupils' learning.

### Step 2 – Investigation (approximately 5-6 lessons)

In this step, the teacher guides the children through the enquiry, studying the factual base about the religion, carefully selected to assist their thinking about the key question and vocabulary. It is important in this step to try not to cover too much. More important than this is depth, and that the children embed their knowledge of the particular religion, and how it relates to the human experience and the Non-Core Curriculum topic. Children may record in RE books as part of the Investigation step, but the exploration and learning is more important, and teachers' planning and lesson evaluations can act as evidence of pupils' learning.

### Step 3 – Evaluation (approximately 1 lesson)

This lesson draws together the children's learning and their conclusions about the key question of that enquiry. This is an assessment task which the teacher can plan and develop by using the Learning Objectives from each enquiry. This should usually be recorded in pupils' RE books, but teachers' planning and lesson evaluations can also act as evidence of pupils' learning.

### Step 4 – Expression (approximately 1 lesson)

Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting point/beliefs, etc. Children may record in RE books as part of the Expression step, but the expression of learning in a way that suits the enquiry as decided by

individual teachers is more important, and teachers' planning and lesson evaluations can act as evidence of pupils' learning.

### Religious Coverage

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year One</b>	Christianity	Judaism	Christianity
<b>Year Two</b>	Islam	Christianity	Christianity
<b>Year Three</b>	Christianity	Hinduism	Sikhism
<b>Year Four</b>	Christianity	Judaism	Christianity
<b>Year Five</b>	Sikhism	Christianity	Hinduism
<b>Year Six</b>	Islam	Islam	Christianity

Year Group	Topic, including suggested links	Enquiry Question(s) linked to topic	Key Vocabulary – related to one or both enquiry questions	Main religion of enquiry and suggestion for stories from religious texts/online resources	Learning Objectives
Year One	<p><b>Claws, Paws, Wings and Fins</b></p> <p>Topic links: Taking care of the environment which Christians believe God created.</p>	<p>Does God want Christians to look after the World?</p>	<p>nature environment religious festivals care respect proud</p>	<p>Christianity</p> <ul style="list-style-type: none"> <li>Creation story (Genesis 1)</li> </ul>	<p><b>F1.1</b> <u>Be able to retell a story from a religious text</u>  <b>F1.2</b> Be able to explain how religious beliefs can influence attitudes to nature and the environment  <b>F1.4</b> Be able to describe some aspects of the Christian Faith</p>
	<p><b>We Are What We Eat</b></p> <p>Topic links: Jewish celebratory food as a link to God</p>	<p>Is Shabbat important to Jewish children? and/or Does celebrating Chanukah make Jewish children feel closer to God?</p>	<p>Sabbath rest laws customs challah Kiddush Cup latkes sufganiyot religious celebration commitment symbol(s) Jewish Judaism belonging identity menorah/chanukiah</p>	<p>Judaism</p> <ul style="list-style-type: none"> <li>Story of Judas Maccabee</li> </ul>	<p><b>F1.1</b> <u>Be able to retell a story from a religious text</u>  <b>F1.3</b> <u>Be able to talk about religious festivals and their importance</u>  <b>F 1.5</b> Be able to describe some aspects of the Jewish Faith  <b>F 1.6</b> <u>Be able to reflect on the importance of religious practice to a sense of belonging</u></p>
	<p><b>Plunder, Parrots and Planks</b></p> <p>Topic links: Travel, different types of welcomes</p>	<p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p>	<p>celebrity special royalty triumphant welcomed belonging behaving</p>	<p>Christianity</p> <ul style="list-style-type: none"> <li>Jesus' Triumphal Entry into Jerusalem (Matthew 21-22)</li> </ul>	<p><b>F1.1</b> <u>Be able to retell a story from a religious text</u>  <b>F 1.7</b> Be able to explain why Jesus is special to Christians  <b>F 1.8</b> <u>Be able to explain how religious beliefs can influence our relationships with others</u></p>

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Year Two	<p><b>Superheroes</b></p> <p>Topic links: Good works of and inspiration for modern-day superheroes</p>	<p>Does praying at regular intervals every day help a Muslim in his/her everyday life? and/or Does completing Hajj make a person a better Muslim?</p>	<p>Muslim Islam prayer praying special belonging Qur'an Mosque Hajj Mecca/ Makkah commitment dedication pilgrimage</p>	<p>Islam</p> <ul style="list-style-type: none"> <li>• <a href="https://www.bbc.com/bit/eseize/clips/zsqvcdm">https://www.bbc.com/bit/eseize/clips/zsqvcdm</a></li> <li>• <a href="https://www.bbc.com/bit/eseize/clips/zk34wmn">https://www.bbc.com/bit/eseize/clips/zk34wmn</a></li> <li>• <a href="https://www.bbc.com/bit/eseize/clips/zqcd2hv">https://www.bbc.com/bit/eseize/clips/zqcd2hv</a></li> <li>• <a href="http://www.bbc.co.uk/religion/religions/islam/practices/fivepillars.shtml">http://www.bbc.co.uk/religion/religions/islam/practices/fivepillars.shtml</a></li> <li>• <a href="https://www.bbc.com/teach/class-clips-video/religious-studies-ks1-the-five-pillars-of-islam/zv84jhv">https://www.bbc.com/teach/class-clips-video/religious-studies-ks1-the-five-pillars-of-islam/zv84jhv</a></li> <li>• <a href="https://www.bbc.com/teach/class-clips-video/what-is-hajj/zndfcqt">https://www.bbc.com/teach/class-clips-video/what-is-hajj/zndfcqt</a></li> <li>• <a href="https://www.bbc.com/bit/eseize/clips/zx8n34j">https://www.bbc.com/bit/eseize/clips/zx8n34j</a></li> <li>• <a href="https://www.bbc.com/bit/eseize/clips/zpqvcdm">https://www.bbc.com/bit/eseize/clips/zpqvcdm</a></li> <li>• <a href="https://www.bbc.com/bit/eseize/clips/zbpkq6f">https://www.bbc.com/bit/eseize/clips/zbpkq6f</a></li> </ul>	<p><b>F2.1</b> Be able to explain some of the commitments demanded of people of faith  <b>F2.3</b> Be able to explain why people of faith follow their spiritual practices, such as prayer  <b>F2.5</b> Be able to explain how honouring spiritual commitments may foster a sense of belonging  <b>F2.6</b> Be able to describe some aspects of the Muslim Faith  <b>F2.7</b> Be able to compare aspects of Christianity, Judaism and Islam</p>
	<p><b>Were they hard times?</b></p> <p>Topic links: The lives of the poorest Victorians and Victorian philanthropists</p>	<p>What did Jesus teach? and/or Is it possible to be kind to everyone all the time?</p>	<p>religious stories religious traditions religious teachings believing behaving kindness achieve</p>	<p>Christianity</p> <ul style="list-style-type: none"> <li>• The Good Samaritan, Luke 10: 25-37</li> <li>• Mark 12: 28-31</li> <li>• Mark 2: 1-12</li> <li>• <a href="https://www.bbc.com/bit/eseize/clips/z3mgkqt">https://www.bbc.com/bit/eseize/clips/z3mgkqt</a></li> </ul>	<p><b>F2.2</b> Be able to explain how different faiths require different commitments  <b>F2.4</b> Be able to explore and reflect on the influences of faith and belief on relationships with others</p>
	<p><b>Mysteries of the Rainforest</b></p> <p>Topic links:</p>	<p>Why did God give Jesus to the world? and/or</p>	<p>give gift saving helping</p>	<p>Christianity</p> <ul style="list-style-type: none"> <li>• The Christmas Story</li> <li>• Mark 12: 28-31</li> </ul>	<p><b>F2.4</b> Be able to explore and reflect on the influences of faith and belief on relationships with others</p>

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	The mysteries of Christianity	Is it true that Jesus came back to life again?	important believing Advent important symbol express religious beliefs crucifixion resurrection truth	<ul style="list-style-type: none"> <li>• The Easter Story</li> <li>• Mark 16: 12-13</li> <li>• John 21: 1-14</li> <li>• <a href="https://www.bbc.com/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhqv47h">https://www.bbc.com/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhqv47h</a></li> <li>• <a href="https://www.bbc.com/teach/class-clips-video/religious-studies-ks2-easter/znkngwx">https://www.bbc.com/teach/class-clips-video/religious-studies-ks2-easter/znkngwx</a></li> </ul>	<b>F2.7</b> <u>Be able to compare aspects of Christianity, Judaism and Islam</u>

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Year Three	<p><b>Active Planet</b></p> <p>Topic links: Can survival in certain situations be considered a miracle?</p>	<p>Could Jesus really heal people? Were these miracles or is there some other explanation?</p>	<p>miracle heal/healed expectations nature truth power interpretation meaningful</p>	<p>Christianity</p> <ul style="list-style-type: none"> <li>• John 9: 1-12</li> <li>• Mark 2: 1-12</li> </ul>	<p><b>F3.1</b> Be able to retell a miracle story and reflect on its meaning  <b>F3.2</b> Be able to reflect on religious symbolism in Christianity, Hinduism and Sikhism  <b>F3.8</b> Be able to argue coherently for and against the truth of miracles  <b>F3.4</b> Be able to explain how beliefs affect ways of life</p>
	<p><b>Explorers and Adventurers</b></p> <p>Topic links: Pilgrimage, journeys to sacred places as acts of devotion</p>	<p>Would visiting the River Ganges feel special to a non-Hindu?</p>	<p>significant/significance appreciation pilgrimage Kumbh Mela bathing offerings funeral rituals holy Brahman Karma community</p>	<p>Hinduism</p> <ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/pogrammes/p02n5tks">https://www.bbc.co.uk/pogrammes/p02n5tks</a></li> </ul>	<p><b>F3.6</b> Be able to describe the significance of the River Ganges for Hindus  <b>F3.5</b> Be able to show some understanding of the Hindu belief that there is one God with many aspects  <b>F3.3</b> Be able to explain how Sikhs and Hindus express their commitment to God  <b>F3.4</b> Be able to explain how beliefs affect ways of life</p>
	<p><b>The Rise of the Robots</b></p> <p>Topic links: Sharing of technology, whether robots are conscious and/or religious.</p>	<p>Do Sikhs think it is important to share?</p>	<p>sharing community festivals Baisakhi/ Vaisakhi Gurdwara Langar Seva Diwali Khalsa</p>	<p>Sikhism</p> <ul style="list-style-type: none"> <li>• <a href="http://www.bbc.co.uk/schools/religion/sikhism/">http://www.bbc.co.uk/schools/religion/sikhism/</a></li> <li>• <a href="https://www.sikhnet.com/stories/audio/guru-nanak-and-boulder">https://www.sikhnet.com/stories/audio/guru-nanak-and-boulder</a></li> <li>• <a href="http://www.sikhiwiki.org/index.php/Duni_Chand">http://www.sikhiwiki.org/index.php/Duni_Chand</a></li> <li>• <a href="https://www.bbc.com/bit/size/clips/zvx6yrd">https://www.bbc.com/bit/size/clips/zvx6yrd</a></li> <li>• <a href="http://www.bbc.co.uk/schools/religion/sikhism/baisakhi.shtml">http://www.bbc.co.uk/schools/religion/sikhism/baisakhi.shtml</a></li> <li>• <a href="https://www.bbc.co.uk/pogrammes/p0114lhb">https://www.bbc.co.uk/pogrammes/p0114lhb</a></li> </ul>	<p><b>F3.7</b> Be able to describe the significance of the Khalsa for Sikhs  <b>F3.3</b> Be able to explain how Sikhs and Hindus express their commitment to God  <b>F3.4</b> Be able to explain how beliefs affect ways of life</p>



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				<ul style="list-style-type: none"> <li>• <a href="http://www.bbc.co.uk/religion/religions/sikhism/holydays/diwali.shtml">http://www.bbc.co.uk/religion/religions/sikhism/holydays/diwali.shtml</a></li> </ul>	

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Year Four	<p><b>In the News</b></p> <p>Topic links: Thinking about how the Nativity story would have been reported today.</p>	<p>What is the most significant part of the nativity story for Christians today?</p>	<p>significant symbols/symbolism/symbolising Christingle</p>	<p>Christianity</p> <ul style="list-style-type: none"> <li>• Luke 1: 26-35</li> <li>• Matthew 1: 18-23</li> <li>• Luke 2: 1-20</li> <li>• Matthew 2: 1-12</li> </ul>	<p><b>F4.1</b> <u>Be able to show some understanding of the special relationship between people of faith and their God</u>  <b>F4.2</b> Be able to identify religious symbolism in Christianity and Judaism  <b>F4.3</b> <u>Be able to understand the connection between believing and behaving</u></p>
	<p><b>Stargazers</b></p> <p>Topic links: Tensions between science and religion, roles in religion and science. Famous Jewish astronauts.</p>	<p>How important is it for Jewish people to do what God asks them to do?</p>	<p>Passover Pesach Kashrut Kosher dietary rules forbidden Seder charoset hazeret</p>	<p>Judaism</p> <ul style="list-style-type: none"> <li>• <a href="https://www.bbc.com/bit/eseize/clips/zqwmv4">https://www.bbc.com/bit/eseize/clips/zqwmv4</a></li> <li>• <a href="https://www.bbc.com/bit/eseize/clips/zhmpvcw">https://www.bbc.com/bit/eseize/clips/zhmpvcw</a></li> <li>• <a href="http://www.bbc.co.uk/learningzone/clips/shopping-for-pesach/6598.html">http://www.bbc.co.uk/learningzone/clips/shopping-for-pesach/6598.html</a></li> <li>• <a href="https://www.bbc.com/bit/eseize/clips/zmq6sbk">https://www.bbc.com/bit/eseize/clips/zmq6sbk</a></li> </ul>	<p><b>F4.5</b> <u>Be able to explain ways in which Jews show their commitment to God</u>  <b>F4.6</b> Be able to explain the origins of Passover  <b>F4.7</b> Be able to explain the significance of keeping kashrut (food laws)  <b>F4.3</b> <u>Be able to understand the connection between believing and behaving</u></p>
	<p><b>Democracy</b></p> <p>Topic links: Moving forward after the outcome of a democratic vote.</p>	<p>Is forgiveness always possible?</p>	<p>forgive/forgiveness/forgiveness reconcile/reconciliation enemies</p>	<p>Christianity</p> <ul style="list-style-type: none"> <li>• The Lord’s Prayer</li> <li>• Love for enemies, Luke 6:27-36</li> <li>• Teaching about anger Matthew 5:21-26</li> <li>• Forgive 70x7 Matthew 18:21-22</li> <li>• Teaching about revenge Matthew 5:38-42</li> <li>• The unforgiving servant Matthew 18:21-35</li> <li>• The criminal next to Jesus Luke 23:39-43</li> </ul>	<p><b>F4.4</b> <u>Be able to show some understanding of Christian teachings on forgiveness</u>  <b>F4.8</b> Be able to explain how the death and resurrection of Jesus exemplifies the Christian commitment to love your enemies  <b>F4.3</b> <u>Be able to understand the connection between believing and behaving</u></p>

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				<ul style="list-style-type: none"> <li>• Jesus on the cross Luke 23:34</li> <li>• Jesus overturns the traders' tables in the Temple Mark 11:15-17</li> </ul>	

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Year Five	<p><b>Urban Pioneers</b></p> <p>Topic links: The length street artists go to in order to be creative..</p>	<p>How far would a Sikh go for his/her religion?</p>	<p>commitment to what extent sacrifice earnestly serve Langar temple Gurdwara Guru Granth Sahib Khalsa Kesh Kara Kanga Kaccha Kirpan</p>	<p>Sikhism</p> <ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/pogrammes/p010xjz1">https://www.bbc.co.uk/pogrammes/p010xjz1</a></li> <li>• <a href="https://www.bbc.co.uk/pogrammes/p02j4ykc">https://www.bbc.co.uk/pogrammes/p02j4ykc</a></li> <li>• <a href="https://www.bbc.co.uk/pogrammes/p010xx1m">https://www.bbc.co.uk/pogrammes/p010xx1m</a></li> </ul>	<p><b>F5.1</b> Be able to explain how people can show commitment  <b>F5.2</b> <u>Be able to explain how religious commitment impacts on the way people live</u>  <b>F5.3</b> Be able to explain the significance of religious symbols  <b>F5.5</b> <u>Be able to suggest ways religious beliefs influence decisions</u></p>
	<p><b>Time Machine: AD900</b></p> <p>Topic links: Different ways that Christian show commitment, different things happening in the world in AD900</p>	<p>What is the best way for a Christian to show commitment to God?</p>	<p>commitment believing behaving worshipping Eucharist Holy Communion forbearance faithfulness</p>	<p>Christianity</p> <ul style="list-style-type: none"> <li>• Exodus 20: 2-17</li> <li>• Galatians 5: 14, 22-26</li> <li>• <a href="https://www.bbc.com/bit/size/clips/zwcd2hv">https://www.bbc.com/bit/size/clips/zwcd2hv</a></li> <li>•</li> </ul>	<p><b>F5.4</b> Be able to reflect on the importance of religious texts  <b>F5.1</b> Be able to explain how people can show commitment  <b>F5.2</b> <u>Be able to explain how religious commitment impacts on the way people live</u></p>
	<p><b>Different Pasts, Shared Futures</b></p> <p>Topic links: What is the essence of religion? Can it be taken with you wherever you go? How far should people adhere to their religious practices in a new culture?</p>	<p>Hindus believe Brahman to be everywhere and in everything. How can this be so?</p>	<p>essence unique Brahman Atman create preserve destroy tri-murti Brahma Vishnu Shiva symbolism Aum</p>	<p>Hinduism</p> <ul style="list-style-type: none"> <li>• <a href="https://www.spiritualeducation.org/library/story/svetaketu">https://www.spiritualeducation.org/library/story/svetaketu</a></li> </ul>	<p><b>F5.7</b> <u>Be able to reflect on religious practices in different cultural contexts</u>  <b>F5.8</b> <u>Be able to reflect on and compare aspects of Christianity, Sikhism and Hinduism</u>  <b>F5.6</b> Be able to explain how religion has influenced migration</p>

Year Six	<p><b>War and Peace</b></p> <p>Topic links: ‘Good lives’, questioning how far pupils would go for something they believe in, Jihad, and challenging stereotypes.</p>	<p>Does belief in Akhira help Muslims lead good lives?</p>	<p>good reward consequence Heaven/Hell right/wrong Akhira 8 doors of heaven Jannah Jihad Ummah community peaceful conflict Palestine/Israel Arab/Israeli terrorism stereotype/stereotyping</p>	<p>Islam</p> <ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/programmes/p010xb84">https://www.bbc.co.uk/programmes/p010xb84</a></li> <li>• <a href="https://www.bbc.co.uk/programmes/p01110cm4">https://www.bbc.co.uk/programmes/p01110cm4</a></li> <li>• <a href="https://www.bbc.com/bit/size/clips/zwvq6sg">https://www.bbc.com/bit/size/clips/zwvq6sg</a></li> <li>• <a href="https://en.wikipedia.org/wiki/Jannah">https://en.wikipedia.org/wiki/Jannah</a></li> <li>• <a href="https://www.bbc.co.uk/programmes/p011123h">https://www.bbc.co.uk/programmes/p011123h</a></li> <li>• <a href="https://www.bbc.com/bit/size/clips/zv4s34j">https://www.bbc.com/bit/size/clips/zv4s34j</a></li> <li>• <a href="https://www.bbc.co.uk/programmes/p00xc83y">https://www.bbc.co.uk/programmes/p00xc83y</a></li> </ul>	<p><b>F6.2</b> Be able to explain some religious perspectives on eternity</p> <p><b>F6.5</b> Be able to explain how the Muslim belief in Akhira influences the way they live their lives</p> <p><b>F6.6</b> Know about different Muslim interpretations of Jihad and use knowledge to challenge stereotyping</p> <p><b>F6.7</b> Be able to show an understanding of how Jihad relates to going to Heaven</p>
	<p><b>People Power</b></p> <p>Topic links: Commitment to causes that are important to you can be shown in different ways.</p>	<p>What is the best way for a Muslim to show commitment to God?</p>	<p>commitment believing behaving Qur’an 5 pillars Zakah Sawm Ramadan fasting Hajj</p>	<p>Islam</p> <ul style="list-style-type: none"> <li>• <a href="https://www.bbc.com/teach/class-clips-video/prayer-in-islam/zjndxyc">https://www.bbc.com/teach/class-clips-video/prayer-in-islam/zjndxyc</a></li> <li>• <a href="http://www.islamic-relief.org.uk">www.islamic-relief.org.uk</a></li> <li>• <a href="https://www.bbc.com/bit/size/clips/z9vq6sg">https://www.bbc.com/bit/size/clips/z9vq6sg</a></li> <li>• <a href="https://www.bbc.com/bit/size/clips/z7rxn39">https://www.bbc.com/bit/size/clips/z7rxn39</a></li> <li>• <a href="https://www.bbc.com/bit/size/clips/zmkpvcw">https://www.bbc.com/bit/size/clips/zmkpvcw</a></li> </ul>	<p><b>F6.4</b> Be able to explain and evaluate the ways Muslims can show commitment to God</p> <p><b>F6.1</b> Be able to explain and compare aspects of some major world religions</p>
	<p><b>What Price Progress?</b></p> <p>Topic links: Thinking about whether a virgin birth or an</p>	<p>How significant was it that Mary was Jesus’ mother?</p>	<p>chosen/selected depictions symbolism/symbolise pure/purity virgin</p>	<p>Christianity</p> <ul style="list-style-type: none"> <li>• Luke 1:26-38</li> <li>• Mary’s song Luke 1:47-55</li> <li>• Matthew 1:18-25</li> </ul>	<p><b>F6.3</b> Be able to analyse and evaluate the significance of the Christian belief in the Virgin Birth</p>

	unmarried mother would be an issue today. Opinions on whether this is 'progress'.		blessed servant disgrace conceived incarnation	<ul style="list-style-type: none"><li>John 1:14</li></ul>	<b>F6.1</b> <u>Be able to explain and compare aspects of some major world religions</u>
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