



SUPER 6

- I can say what Christians can learn from Genesis
- I can say what I find confusing about the Christian creation story
- I can talk about how Christians might decide what is 'right' and 'wrong'
- I can create my own questions about the Christian creation story
- I can say how I think the universe began
- I can say how the Christian creation story might influence people's behaviour

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The Christian **Bible** has two main sections – the **Old Testament**, and the **New Testament**



Each section is made up of smaller parts called books



I can use common words and phrases relating to religious education

Bible		The Christian holy book; it has two parts, the Old Testament, and the New Testament
Old Testament	1 st	The first part of the Bible; it explains God's relationship with people before Jesus (who Christians believe is the son of God) came to Earth
Genesis		The first book of the Old Testament; it tells us how Christians believe God created the Earth

Genesis is the first book in the Old Testament. It tells the story of how God created everything, including the first humans. It also tells us about the lives of some of these first humans, including the story of Noah's Ark



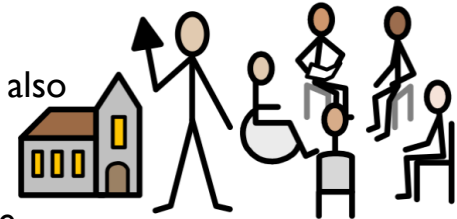
Questions to ask at home!

- What do we do at home to look after the world?
- Why do we do this?
- Do we have any beliefs about how the world was created?

Questions to think about in class!

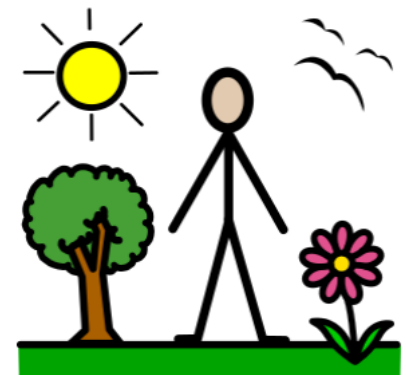
- Do you feel it is important to look after the world? Why do you think this?
- Is it right to look after the world?
- What would happen if we didn't care about the world?
- Is there anything you find strange about this Bible story? How would a Christian answer this question?
- What might a non-religious person believe about how the world was created?
- Do you think Christians are more likely to look after the world than non-religious people? Why or why not?
- Do you know what any other religions believe about how the world was created?

According to the Bible, God is the creator of the whole world; this is also in the Creed (the beliefs of the Christian church) used by many Christian congregations around the world



In Genesis, God gives the first humans the responsibility to look after the world He has created:

"Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground."





SUPER 6





- I can recount the key parts of the Christmas story
- I can explain why Jesus was given gold, frankincense and myrrh
- I can describe some differences and similarities between different versions of the Christmas story
- I can describe how Christians celebrate Christmas
- I can explain why Christians celebrate Christmas
- I can suggest ways the Christmas story might be different if it happened in modern times

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Christians believe in the **Trinity**; this is the complete relationship between **God** (the Father), **Jesus** (his son) and the **Holy Spirit**



I can use common words and phrases relating to religious education

magi wise men		Visitors from Eastern lands who travelled to find a king because they had seen a star
gold		This present symbolised kingship on Earth
frankincense		This incense was a symbol of holiness
myrrh		This embalming oil was a symbol of death

Mary was a young Jewish woman whom God chose to be the mother of his son, Jesus, and he sent his angel, Gabriel, to ask this of her



Mary agreed (this is called her 'Fiat') and Jesus was born in Bethlehem

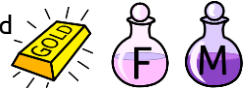
This is the Christian concept of **incarnation**: God becoming man or literally being "made flesh"



The star in the sky symbolises Jesus' importance and how he could be a light for other nations



The gifts show that Jesus was a type of both king and God, and would die



Questions to ask at home!

- If we celebrate Christmas, what gifts do we like to give and receive?
- Have we ever received anything which had a lot of significance?
- If we don't celebrate Christmas, do we ever give gifts to each other and what significance might they have?

Questions to think about in class!

- What do you feel about the gifts Jesus was given? Are they the sorts of gifts you would give a baby today?
- What gifts can you consider which may have a deeper symbolism or meaning which is relevant to life today?
- Is it OK to celebrate Christmas if you are not Christian?
- If you celebrate at Christmas, what do you do?
- If your teacher asked them, would your parents think that you are a gift?
- Can you think of any other occasions that people give and receive gifts?
- Do you think it is better to give a gift, or receive one? Why?
- Is it right to have a two-week holiday for a Christian religious festival when we don't do the same for other religions?



Tradition says that there were three wise men (or kings); this is not actually specified in the Bible account, and is probably the number chosen because of the giving of three gifts



Some people believe it is more likely that, in view of their long journey and of Herod's command that all children under two years of age be killed, that the magi arrived when the baby Jesus had already become a young child



The Roman occupation of Israel at the time meant that the Magi looked for Jesus in King Herod's palace



SUPER 6

- I can recount some key stories about the life of Jesus
- I can say why Jesus chose to be friends with outcasts
- I can create and ask my own questions about Jesus
- I can explain which behaviours I think are 'right' and 'wrong'
- I can say how Jesus' teachings might affect the behaviour of modern Christians
- I can say how I think Jesus might treat outcasts in the modern world if he were around today

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Christians believe Jesus was fully human and fully God, therefore sinless (unable to do wrong)

This would impact on how he would behave towards people around him who were perhaps not liked, outcasts, or law-breakers

I can use common words and phrases relating to religious education

incarnation		The Christian belief in God becoming human, or literally being 'made flesh'
forgiveness		When you forgive someone, you decide not to blame or punish them for a wrong thing they may have done
acceptance		Thinking that someone or something is good enough
disciples		Special friends or followers



Christians believe that Jesus is very clear in the Bible that people need to forgive each other for any wrongdoing



Questions to ask at home!

- Who might we help or be friendly towards whom society does not treat well (e.g. homeless people)?
- What could we do to show friendship to people that we either don't know very well or whom we are not naturally drawn to be friendly towards?



People were sometimes cross with Jesus when he became friends with unpopular people



Questions to think about in class!

- How do you feel about the types of people Jesus befriended?
- Can you think of a situation where you might find it difficult to be a friend and how you might overcome this?
- What do you think about Jesus' example to Christians?
- Has anyone ever tried to stop you being friends with someone?
- Do you think religious people are more likely than non-religious people to help others?
- Is there anything that you find confusing about this story? What and why?
- Is it right or wrong to try and be everyone's friend?
- Are Christians they only people who help others in the modern world?



Today, Christians have to choose whether to follow Jesus' example of being a friend (or neighbour) to everyone, even if that person is not popular or an outcast, or if befriending them may cause them (the Christian) to lose social standing





SUPER 6




- I can recount some of the key points of the Easter story
- I can describe my own feelings about the Easter story
- I can describe why Christians believe Jesus was a special person
- I can explain how important people are treated in modern times
- I can explain why Palm Sunday is important to modern Christians
- I can describe how Easter is celebrated in modern Britain

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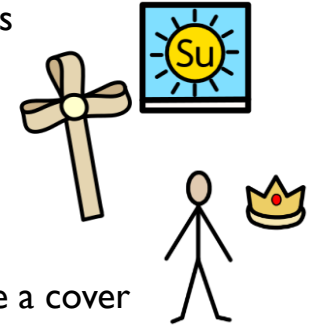
Jesus was Jewish
Jewish people at the time lived in the area which is now Israel
They believed that God would send them a Messiah to free them from Roman occupation
Some people believed that Jesus was this Messiah, others did not



I can use common words and phrases relating to religious education

salvation		The saving of mankind from permanent separation from God by the death and resurrection of Jesus
Palm Sunday		When Jesus rode into Jerusalem; the people waved palm branches to greet and honour him; some modern Christians make crosses of palm leaves on Palm Sunday
disciples		A special friend or follower

Jesus lived for approximately 33 years and the events of "Holy Week" (the week leading up to his death and resurrection) start for Christians on "Palm Sunday" when Jesus rode into Jerusalem



Questions to ask at home!

- Whom do we "honour" or respect that we would be excited to meet? Why?
- Has anyone in our family met a famous person? What happened when they did?

Questions to think about in class!

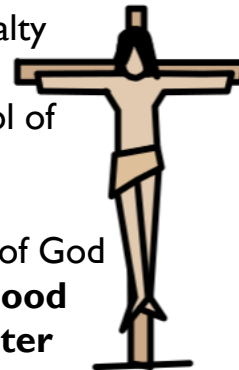
- What do you feel about the way Jesus was treated?
- Is there anybody special that you would be really excited to see, that you would line the street for and cheer for?
- Would non-believers have been excited to see Jesus?
- Would everyone in Jerusalem have been excited to see Jesus?
- If Jesus (or another very important person, such as the King) was coming to Basildon, would you want to go and see them?
- Should only Christians have a holiday at Easter?
- Do you celebrate at Easter? What do you do?
- Should we eat chocolate Jesuses instead of eggs?



It was traditional to place a cover across the path of someone deemed worthy of honour, especially royalty

Palm leaves were a Jewish symbol of triumph and victory

Christians believe that Jesus is the Son of God
They believe he was put to death on **Good Friday** and rose from the dead on **Easter Sunday**



We now have lots of modern traditions that did not happen during the time of Jesus



SUPER 6

- I can say how Jewish people celebrate Shabbat
- I can say how I like to spend my rest time
- I can compare my rest time to that of other people
- I can give reasons for my answers to questions
- I can describe what the Shabbat meal is like
- I can describe special meals in my family

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I can use common words and phrases relating to religious education

Shabbat / Sabbath		A day of rest from sunset on Friday, to sunset on Saturday
Kippah		Skull cap; some Jewish men wear them at all times, others only when they are praying
Tanakh		Jewish holy books; there are three parts: the Torah, Nevi'im, and Ketuvim

Questions to ask at home!

- Is it easy to have family time?
- What can our whole family do together?
- Do we have a set time together every week?
- If we don't, do we want to?
- How special are the activities we do together?



Shabbat dinners usually include bread, fish, soup, meat and/or poultry, side dishes, and dessert

Questions to think about in class!

- Why might it be a good idea to have a day away from work or school?
- What other things could we think about on this day?
- What do Jewish people thank God for on Shabbat?
- Do you think that everything (shops, museums, etc.) should close for one day a week? Why or why not?
- Should only religious people have days off work?
- What would happen if we didn't have weekends off school?



A challah bread is often the centerpiece of the meal – it is made with eggs and honey so it is richer than regular bread

The Tanakh have core Jewish beliefs and stories in them



One story is the creation story where God creates the world in six days

He rests on the seventh day – Shabbat (or Sabbath)



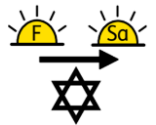
The Jewish week starts on a Sunday, so Saturday is the seventh day



Moses was an important Jewish prophet and leader

He introduced ten laws (called commandments)

One law was to 'honour the Sabbath'



The main requirement of Shabbat is no work is completed from sunset on Friday to sunset on Saturday

Shabbat is celebrated at home and in the synagogue



The start of Shabbat is marked with a special meal and ceremony in the home.



Some Jewish people will wear a Kippah as a sign of respect for God





SUPER 6

- I can say how Rosh Hashanah brings people together
- I can describe what happens on Yom Kippur
- I can describe how Yom Kippur can help Jewish people across the whole year
- I can reflect on my own behaviour and mistakes I have made
- I can choose ways to solve disagreements with people
- I can imagine or describe what it is like to take part in a festival

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Rosh Hashanah and Yom Kippur are two of the most important festivals in the Jewish calendar



I can use common words and phrases relating to religious education

Rosh Hashanah		Jewish New Year
Yom Kippur		The Day of Atonement; the holiest day of the year in the Jewish calendar
Shofar		A ram's horn made into a musical instrument and used in Jewish religious ceremonies
Challah bread		Special bread used at this time; it can be made with eggs and honey so it is richer than regular bread

Rosh Hashanah is also known as the Head of the Year

Rosh Hashanah is celebrated on the first and second days of the seventh month, Tishri, and is the Jewish New Year festival.

Rosh Hashanah has several meanings to Jewish people, including:

- Remembering the anniversary of creation (also known as the birthday of the universe)
- Being called the day of judgement and the day of remembrance by rabbis (Jewish teachers)
- Being a day of prayer where Jewish people ask for help in the year ahead and remember the power of God

Questions to ask at home!

- Why is it good to reflect on the good and bad parts of our lives?
- What actions can we take to make amends with people?
- How do we solve small arguments?

Questions to think about in class!

- Why is it a good idea to sort out arguments?
- Is it a good idea to have a set date to remember to sort out arguments?
- What impact would it have on your life if you did this?
- Can non-religious people use these Jewish teachings to help them in their daily lives?
- Do you think Jewish people only solve arguments on this day, or do they try and solve problems on other days?

Yom Kippur is also known as the Day of Atonement

'Atonement' means to make amends after you have done something wrong

Yom Kippur is 10 days after Rosh Hashanah

Some Jewish people will fast on this day – they will not eat any food and pray

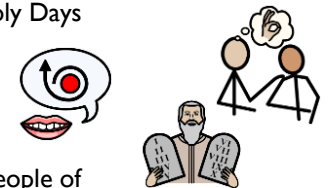
The 10 days from Rosh Hashanah to Yom Kippur are called the High Holy Days

They are days of repentance for Jewish people

'Repentance' means to say sorry for something you have done wrong

Yom Kippur remembers the day that Moses asked God to forgive the people of Israel for their sins

On Yom Kippur, the holiest day of the year, Jewish people believe that God assesses a person's behaviour over the last year





SUPER 6

- I can recount some key details from some of Jesus' parables
- I can explain why Jesus told parables
- I can explain what Christians can learn from Jesus' stories
- I can give examples of how Christian beliefs may affect people's behaviour in modern times
- I can give examples of modern parables and the messages they try and teach us
- I can explain how I think we should treat other people and give reasons for my beliefs

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During his time on Earth, Christians believe that Jesus travelled around teaching people about God



I can use a wide vocabulary of everyday religious terms

Samaritan		A person from Samaria, a region near where Jesus was teaching
Levite		A legal expert who would have known that the law at the time required him to help an injured man
Pharisee		A strictly orthodox Jew who closely followed the rules and scriptures
parable		Stories that Jesus told to explain his ideas in a way his listeners would understand

Long before Jesus, Moses (a Jewish teacher) had given the Jewish people the 10 Commandments



Christians believe Jesus summed these up into just two commandments



“Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.’ The second is this: ‘Love your neighbour as yourself.’ There is no commandment greater than these.”

Questions to ask at home!

- How do we feel about extending our circle of kindness to include people that we may not normally choose to interact with?
- Can we try to be even kinder to everybody in our household? What impact do we think this may have?

In the time of Jesus, many Jewish people did not like Samaritans; they believed they were unclean



Some Jewish people would not even walk in Samaria and travel around it, even if their journey would be a lot longer

Questions to think about in class!

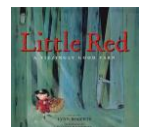
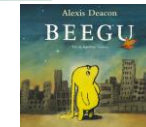
- Are there some people that you find it easier to be kind to than others?
- How can you increase how kind you are to people you either don't know very well, or don't like very much?
- What impact might this have on your life and your community?
- Is a religious person more likely to be nicer to others than a non-religious person?
- If more people were religious, would the world be a nicer place?
- If less people were religious, would the world be a nicer place?
- Is it OK to treat people differently if they believe different things to you?
- After learning about this story, what questions would you ask a Christian about Jesus?
- What would happen if we made a law that said you MUST help other people in trouble?
- Why do you think the people did not help the wounded man?

Jewish law said that people should help injured people, so the fact that the Levite and Pharisee did not in Jesus' story would make his listeners think



Can you think of any modern stories that might teach you about behaviours that are right or wrong?

Do you think Jesus' parables are still relevant today?



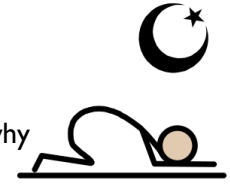


SUPER 6

- I can describe how Muslims pray
- I know why Muslims pray every day
- I can describe how praying impacts a Muslim's daily life and helps them
- I can compare Islamic prayer rituals to those of other religions
- I can describe key routines in my life and how these make me feel
- I can compare the daily routine of a Muslim child and a non-Muslim child

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In this unit, you will learn about how some Muslims worship Allah; you will mostly focus on how and why they pray to Allah



Not all Muslims are the same!

I can use a wide vocabulary of everyday religious terms

Allah		Muslim name for God; some Muslims believe it is disrespectful to make images of Allah
Qur'an		A Muslim holy book considered to be the word of Allah; it is written in Arabic
salah		Daily prayers
mosque		A place of worship for Muslims
Mecca		A holy city in Saudi Arabia; it is sometimes called Makkah



This picture shows the prayer hall at Cambridge Central Mosque, UK

There are different groups and beliefs within Islam – these groups may pray in different ways

Sunni Muslims may pray five times per day

Shi'a Muslims may pray three times a day

Many Muslims will pray in the early morning and before they go to sleep

Questions to ask at home!

- How do we as a family remember important times and people? What might happen if we forgot them? How do we take breaks during the day for reflection?

Questions to think about in class!

- Why might it be important to have some routines each day?
- How do you remember important things?
- Why is it important to remember people who are important to us and check in with them regularly?
- Do only religious people need routines?
- Do only religious people need time to reflect on their day?
- Should we change the school day so that we have regular reflection or mindfulness time? Why or why not?
- How does your perception of the world change when you are carrying out a mindfulness activity? Do you think this would be different or made more powerful if you were religious or if you were praying?

Many Muslims use prayer to say 'thank you' to **Allah**

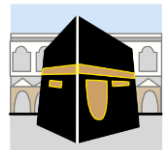
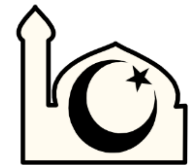
Some Muslims will build their lives around their worship of Allah, and have prayers as part of their daily routine

Some Muslims will go to **salah** (worship or prayers) at their local **mosque** so they can feel part of the community

Salah can be a symbol of equality; Muslims will all face towards **Mecca** and pray side-by-side

Muslims need to make sure they have somewhere clean to pray, so they will have a prayer mat and compass nearby if needed

Shia Muslims may sometimes pray on something earth-like, possibly a clay tablet





SUPER 6

- I can recount the key points of the Passover story
- I can say how the key people in the story showed courage
- I can identify times in my life I have been (or will be) brave
- I can say what the parts of the Seder meal represent and why they are important
- I can describe how Jewish people celebrate Passover today
- I can describe some key events from history that I commemorate

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In this unit, you will learn about the story of Passover and how Jewish people commemorate it today



The Jews were captive in Egypt when **Moses** became their leader, he was inspired to lead the people out of slavery and would lead them to a 'promised land'

However, their exit from Egypt was not straightforward as the **Pharaoh** (Egyptian leader) refused to let them go

The Jewish scriptures say that 10 plagues were sent upon the Egyptians one at a time until they were finally able to leave

The last plague saw the **Angel of Death** killing the firstborn of every Egyptian family including the Pharaoh



However, the angel 'passed over' the Jewish houses, hence the name **Passover**

Pesach (Passover) commemorations include a Seder meal – a meal with symbolic foods that remember key parts of the story and the relevant accompanying emotions



Every seder meal has traditional ingredients

Chazeret: Bitter herbs that represent the bitterness of slavery

Z'roa: A lamb bone that represents the lamb that was brought to the temple and sacrificed before the Jews left Egypt

Karpas: Celery stalks or parsley are dipped in salty water to represent the spring harvest and the tears of the Israelites when they were slaves

Maror: Bitter herbs which are sometimes made from horseradish to represent the suffering of the slaves

Charoset: A sweet brown paste made of fruit and nuts to represent the mortar the Israelites used when building structures in Egypt

Beitzah: A hard boiled egg as a symbol of mourning; this is to remember the destruction of the Temple in Jerusalem, but it also has another meaning because food usually becomes soft when cooked, but eggs become harder, so the egg is a symbol of the Jews' determination to keep their faith

I can use a wide vocabulary of everyday religious terms

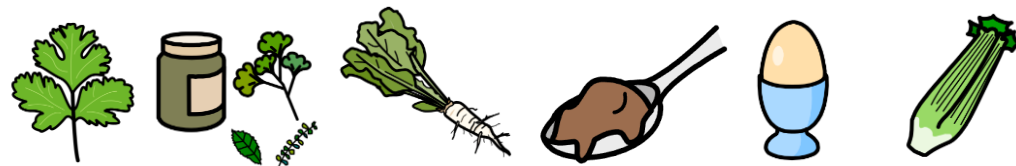
covenant		Special relationship based on mutual promises
Pesach		The festival of Passover
seder meal		A meal that commemorates the events of the Exodus

Questions to ask at home!

- Do we have celebration meals?
- Why is it important to remember things that happened in the past?

Questions to think about in class!

- Who do you have a special friendship with?
- What do you expect to get from this friendship?
- What do you give to this friendship?
- How does this friendship make you feel?
- What other relationships do you have in your life?
- How can you show courage in my life?
- Have you ever been in a situation where you had to be brave?
- How do you feel about the fact that the belief that God promised them the land is causing problems today?
- Do you think it is strange that events that happened thousands of years ago are still affecting the world today?
- Do you think that religions should cause arguments between people?



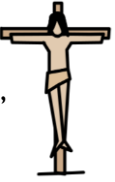


SUPER 6

- I can recount the main events of Good Friday and Easter Sunday
- I can explain what Christians are remembering when they celebrate Easter
- I can say what Christians may learn from the Easter story
- I can explain the impact the Easter story may have on the behaviour of Christians
- I can think of examples from everyday life where people make sacrifices for other people
- I can think of situations in my life where I may have to make sacrifices for other people

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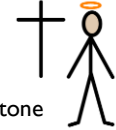
In this unit, you will learn about the events of Easter Sunday, Jesus' resurrection, and the effects this has on Christians today



I can use a wide vocabulary of everyday religious terms

resurrection		Rising from the dead; coming back to life
salvation		The saving of mankind from permanent separation from God by the death and resurrection of Jesus
disciples		Special friends and followers of Jesus
New Testament		The second part of the Bible which follows the birth of Jesus; it talks about his life and the times after he ascended to heaven

Christians believe that Jesus was put to death on a cross and remember this event on **Good Friday**



They believe that after he died, he was put into a tomb with a stone rolled across the doorway

On **Easter Sunday**, visitors to the tomb (one being **Mary Magdalene** who was a follower of Jesus) found it empty



Mary then saw Jesus in the gardens surrounding the tomb, demonstrating to her that he had risen from the dead



The disciples (Jesus' friends and followers) wrote about these events and their importance in the later books of the **New Testament**



Questions to ask at home!

- Do we know about or celebrate Easter? If so, what does it mean to the people we live with?
- Has becoming a parent / carer meant that you have had to make sacrifices for your children?

Questions to think about in class!

- What do you think about this belief – can you understand why it might be important to Christians?
- Can you imagine how it would feel to be loved by somebody so much that they would do anything to save you?
- Knowing about why Christians celebrate Easter, do you think that sharing chocolate and other gifts is appropriate?
- Is the Easter story a sad story or a happy one? Why do you think this?
- Can you think of any situations in the modern world where people sacrifice themselves for others?
- Have you ever given something up to help someone else?
- What can a Christian learn from this story about Jesus?
- Do you think that Jesus has set a good example for others in this story?
- Can you think of a situation where you have put the needs of others above your own?

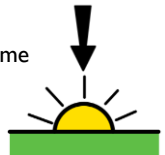
Why was Jesus crucified?

Jesus was crucified because this was the law at the time. Because of the Roman occupation, Jews were not allowed to put a man to death, but they said he had blasphemed (spoken things against God's rules) which was against their law, so the Romans agreed to kill him



Why was Jesus' body taken off the cross?

Jesus' body had to be removed from the cross at sundown because of Old Testament Law in Deuteronomy which says anybody put to death for a crime should not stay there all night



What can Christians learn from this story?

Christians believe that this story shows that God as Jesus could overcome even death

The Bible says that injuries that were sustained on the cross were still visible in Jesus after he had risen

To Christians, the resurrection means that Jesus not only defeated death for himself, but that he defeated it for everybody, as a fellow human being. They also believe Jesus/God loved them enough to be hurt and die for them in the first place



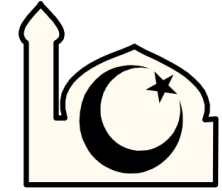


SUPER 6

- I can describe how Muslims worship and pray in a mosque
- I can explain some of the rules for going in a mosque
- I can describe places that are special to me
- I can identify places where I have to behave in a special way
- I can explain why a mosque is important to a Muslim community
- I can describe some of the key features of a mosque

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The **mosque** is the Islamic place of worship and is the centre of the Muslim community.



I can use a wide vocabulary of everyday religious terms

mosque		An Islamic place of worship
Ummah		The Muslim community; it means 'nation' in Arabic
qibla wall		A wall in the Mosque that shows Muslims the direction in which they should pray
minbar		A pulpit in the mosque where the imam (leader of prayers) will stand to give sermons (speeches or lessons)
minaret		A type of tower attached to or near a mosque
dome		A semi-spherical roof, usually above the prayer hall

Muslims will often feel a sense of belonging at the mosque

Muslims will gather there to pray and give thanks to Allah

Before praying, Muslims will wash themselves



Muslims will pray together on the floor of the prayer room to show that all of them are equal in the eyes of Allah

Many mosques in countries where Muslims are not the majority are converted from other buildings



This mosque is in Chelmsford, Essex; it was opened in 1985



The **Sultan Ahmed Mosque** (also known as the **Blue Mosque**) is in Istanbul, Turkey; it was built between 1609 and 1617 and is still a functioning mosque today

Questions to ask at home!

- What special places do we have?
- How do we show respect to our special places?
- Do we expect other people to show respect to our special places and why?

Questions to think about in class!

- What places are special to you?
- How should people behave in holy buildings? Why is it important to be respectful in holy buildings?
- Are there any places you go where you have to behave in a special way?
- Should a non-religious person (or a person from a different religion) ever go inside a religious building?
- Why is it important for people to be treated equally? How could you show people that we are equal?
- If you visit a mosque and are not a Muslim, how should you behave?
- Do all religious buildings have to be specially built, or is it OK to convert a building?
- Would you want a religious building next to your house? Why or why not?
- Can you think of any religious buildings in the local area?

Purpose-built mosques are usually very recognizable from the outside; they usually have one or more of the following features:

- a large domed roof covering the main prayer hall;
- a tower called a **minaret** from which the Call to Prayer is made.

Inside the mosques there is usually a:

- a **minbar** (platform at the top of some stairs) for the imam (prayer leader) to stand on when he gives his sermon;

- a mihrab, an indentation in the **Qibla** wall which shows people the direction in which to pray.



SUPER 6

- I can describe why people travel to Mecca for Hajj
- I can explain what a pilgrimage is
- I can describe long journeys I have been on
- I can describe the key parts of the Hajj pilgrimage
- I can explain which people need to take part in Hajj
- I can create my own questions to ask about Hajj

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I can use a wide vocabulary of everyday religious terms

Mecca		A holy city in Saudi Arabia; sometimes called Makkah
Hajj		An annual Islamic pilgrimage to Mecca
ihram		A state of equality that includes wearing plain clothing whilst on pilgrimage
Qur'an		The Islamic holy book; some Muslims consider it to be the word of Allah
Muhammad		The final prophet of Islam; it can be considered disrespectful to display images of him
prophet		Someone who spreads the teachings of their religion after receiving divine inspiration

Questions to ask at home!

- What places are special to us?
- What family events do we celebrate?
- How much of our family history do we know and remember? Are there any events in our family's history where people had to go on a long journey?

Questions to think about in class!

- If you were going on a special journey why would it be important to be prepared?
- How could you show respect to someone or something important?
- Why is it important that everyone looks the same? How is it like wearing school uniform?
- Only Muslims are allowed to go to Mecca – how do you feel about this?
- Why might a non-religious person have to go on a long journey?
- If you have been on a journey, what rules did you have to follow?
- Do you think that your actions can show you are a better person than others?
- What questions would you ask to someone who has just returned from Hajj?
- Do you think it is strange that people might have to travel a long way to be part of a religion?

Mecca (also known as **Makkah**) is a holy city in Saudi Arabia



Hajj, the pilgrimage to Mecca in Saudi Arabia, is one of the “Five Pillars of Islam” on which the Sunni Muslim faith is built

Most Muslims believe that it is the duty of every adult Muslim who is able to, and can afford it, to complete Hajj at least once in their lifetime

Hajj commemorates (remembers and celebrates) some important events in Islamic history

Whilst they are on pilgrimage, Muslims will wear white clothes known as **ihram**; this symbolises equality, which is a key Islamic belief

They will not wear other displays of wealth such as watches and jewellery



The Kaaba is a stone building as the centre of Islam's most important mosque: the Masjid al-Haram in Mecca; the Kaaba is the qibla for Muslims: every Muslim will pray towards it



SUPER 6

- I can explain why Hindus celebrate Diwali
- I can recount the key parts of the story of Rama and Sita
- I can describe some of the ways Hindus may celebrate Diwali
- I can compare Diwali celebrations in the UK and India
- I can say how celebrating Diwali is similar and different to other religious festivals I have learnt about
- I can think of other stories where good has triumphed over evil, and compare these to the Diwali story

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In this unit, you will learn about the story and beliefs behind the Diwali festival; you will look at celebrations and the symbols used to remember the story

I can start using specialist vocabulary and religious terms

Diwali Diwali		One of the major religious festivals in Hinduism, Jainism and Sikhism
Ramayana		One of the holy books in Hinduism; it contains the story of Rama and Sita
rangoli		Decorative patterns; these are often use as decoration around the time of Diwali

Questions to ask at home!

- What family celebrations do we have?
- Is it important to celebrate together?
- When do we use fireworks to celebrate things?
- Does good always triumph over evil?

Questions to think about in class!

- Why is it important to remember the old stories?
- Why is it a good thing to have a family celebration?
- What special foods are present at special occasions?
- Have you ever heard fireworks at Diwali?
- Can you think of any other stories (religious and non-religious) where good has triumphed over evil?
- Do you think that this is a realistic story? Do you think this story is based on a real event?
- Does good always triumph over evil in the real world? Can you think of any examples of this?
- What moral values are shown in this story? What lessons for our daily lives can we learn from it?
- Why do you think Hindus remember the poor at Diwali?
- Should we only help those less fortunate at festival times?

Some parts of Hindu teachings are many thousands of years old

To learn about Diwali, you will also need to learn about the story of Rama and Sita

Diwali is an extremely popular Hindu festival which happens at the start of winter

In Northern India, Diwali celebrates the story of the Ramayana, which describes the events leading up to the return of Rama to his kingdom after fourteen years in exile



Other parts of India may celebrate different events

The story of Rama and Sita is a classic story of good defeating evil



The different parts of the festival can symbolize different things

The lighting of small lamps signals can represent moving from darkness to light, or from ignorance to knowledge



Rangoli patterns



Rangoli patterns are created during festival times using materials such as coloured rice, dry flour, coloured sand or flower petals; the purpose of rangoli is mainly to be decorative but is also thought to bring good luck



Leicester in the UK holds what are believed to be the biggest Diwali celebrations outside of India; the events take months to plan



There are 6,500 lights all along Belgrave and Melton Roads. There is a huge events programme collectively recognised as "Diwali Leicester"

Around 50 separate events are now spread across the city over a two-week period

These include music, dance and live performances in a variety of venues, all ending in a spectacular firework display



Diwali is the biggest and most important festival in India; it is celebrated over five days

- 1: People clean their homes and shop for gold items and kitchen utensils for good luck
- 2: People decorate their homes with clay lamps and create rangoli patterns on the floor
- 3: This is the main day of the festival; families gather together for prayers to Lakshmi, feasts and fireworks
- 4: This is the first day of the new year; people visit their friends and relatives
- 5: Brothers will visit their married sisters for a lavish meal



SUPER 6

- I can say how Muslims show respect to Allah
- I can say why the 99 names of Allah are important to Muslims
- I can say why some Muslims use calligraphy and calligrams in their art
- I can say if I think it is important to show respect to different religions and why
- I can describe how I can show respect to other people
- I can describe how I would feel if someone disrespected me or something important to me

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In this unit, you will look at some of the key beliefs about Allah and how important it is for Muslims to put Allah first in their lives



I can start using specialist vocabulary and religious terms

Qur'an		Islamic holy book; some people consider it to be the word of Allah
calligraphy		Beautiful writing
calligrams		Beautiful writing formed into pictures and patterns

Questions to ask at home!

- How can we treat other family members with respect?
- Do we believe in God?
- How do we show respect to people who aren't in our family or religion?

Questions to think about in class!

- Why is it important to treat people with respect?
- How would you feel if someone disrespected someone important to me?
- Should non-Muslims have to treat Allah's names with the same respect as Muslims do?
- How would you feel if people disrespected something you thought was special behind your back or to your face?
- Should we be forced to respect other people's religions, or is this something we should choose to do anyway?
- What should you do if you disrespect someone accidentally?

Although there are many different groups in Islam with different beliefs about certain things, they all agree that Allah is God

He is One God and is the most important part of their lives

Muslims always treat the name of Allah with respect

To disrespect Allah is deeply offensive to Muslims



Muslims do not draw Allah

They believe that Allah is perfect and therefore can never be drawn

Muslims have 99 names or attributes of Allah

These are mentioned in the Muslim holy book, the Qur'an



A bismillah from the 18th century

Muslims are not allowed to draw pictures representing God

Sometimes they use beautiful writing called calligraphy to show Allah respect

This beautiful writing can be used to form pictures; the picture relates to the words

These pictures are called calligrams

Artwork using calligraphy and calligrams is sometimes used to decorate mosques; sometimes people display it in their homes

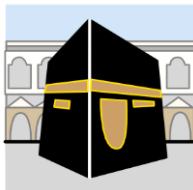


A bowl with Kufic calligraphy, 10th century

A page from a 14th century Qur'an

Did you know?

Islam began at a time where people had moved away from God and were worshipping idols in Mecca – Muhammad was very clear that this should not happen



Bismillah
In the name of God
One of the most important phrases in Islam



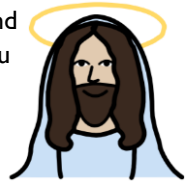


SUPER 6

- I can recount the key details of some key stories about Jesus' miracles
- I can explain what Christians can learn from the stories of Jesus' miracles
- I can explain the difference between believing something and knowing something
- I can explain why different people may interpret the same events in different ways
- I can think about if events can have more than one explanation and give reasons why
- I can decide if I think a religious source is reliable or not and give reasons for my answer

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You will investigate two miracles of Jesus where healing took place and evaluate whether you think they were miracles or if there could be another explanation



I can start using specialist vocabulary and religious terms

incarnation		The Christian belief in God becoming human, or literally being 'made flesh'
disciples		Special friends or followers of Jesus
miracles		An amazing event that cannot be explained by natural or scientific laws, so is usually attributed to an act of God
Pharisee		A strictly orthodox Jew who closely followed the scriptures
baths		A building near the temple where people could become clean; there were often beggars there who asked for money to help them with their diseases

Christians believe in **incarnation** – they believe that Jesus (who is part of God) became a man and lived on Earth amongst people



As part of his preaching, which is described in the **New Testament**, Jesus performed many acts which Christians believe are **miracles**



The two included in this unit are based on healing; other stories include Jesus creating food and drink

In one story, Jesus uses saliva to heal a man who was born blind



The people at the time believed that if parents did wrong (sinned) then children could be born with afflictions, hence the **disciples** asking about this in the story

In Jesus' time, saliva was thought to possess medicinal qualities, but it was not believed by the people of Jesus' day to cure a man who had been born blind, so people thought it was a miracle



In another story, Jesus heals a paralysed man using the faith of the man's friends

Believing or knowing?

Christians **believe** that Jesus performed miracles
Is this the same as truly **knowing** something?
Is their belief in miracles supported by evidence?



Could there have been another explanation for the events in the stories?

How can we be sure the events happened in the way they were described in the Bible?



What do you think?

Some Christians believe that miracles have happened after the time of Jesus – some people who have made miracles happen have been called saints



Questions to ask at home!

- What do we feel about miracles?
- Can they be explained in any other way?
- Do we think they ever happen today?
- Has anything ever happened to you that you can't explain?

Questions to think about in class!

- How do you feel about miracles both then and now?
- Can you think of any modern-day occurrences which could be described as, or which you believe to be, miraculous?
- Has anything ever happened to you that can't be explained?
- Would some of our modern technology seem miraculous to someone from 2000 years ago?
- If Jesus came to earth in modern times, what miracles could he perform? Would the acts in these stories still be considered miraculous?
- Do you believe these miracles happened? Can you think of any other possible explanations?
- Do you think religious and non-religious people can interpret the same event in different ways?
- Do you think the Bible is a reliable source? Why or why not?
- What is the difference between believing something is true and knowing something is true? How can we tell the difference?
- What do these miracles teach us about how Christians believe the poor and sick should be treated?



SUPER 6

- I can name the four Christian Gospels and describe what they tell us about
- I can say what happens in the communion ceremony
- I can say what Christians are remembering during the communion ceremony
- I can say what Christians believe happened on the key days of Holy Week
- I can describe some key beliefs about the communion ceremony and how these can be different for different Christians
- I can explain why Good Friday is called 'good'

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I can start using specialist vocabulary and religious terms

incarnation		The Christian belief in God becoming human, or literally being 'made flesh'
disciples		Special friends or followers of Jesus
resurrection		Coming back to life after dying
crucifixion		Being executed by being nailed to a cross
salvation		The belief that Jesus' death and resurrection saved humans and allowed them to live with God forever
communion		The sharing of specially blessed bread and wine which Christians believe becomes or represents the body and blood of Jesus; Christians remember the Last Supper. Jesus' death and resurrection when they take part in communion

You will learn about the Christian concept of **salvation** and what the Gospels say about Holy Week.



The Gospels are books on the New Testament that tell us about Jesus' life; there are four and they are called Matthew, Mark, Luke and John

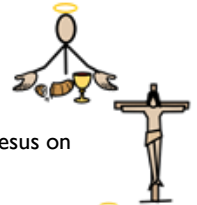


Historians believe they were written many years after Jesus' death

All four of the Gospels tell the story of Holy Week

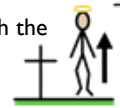
The day before Good Friday is called 'Maundy Thursday' and is the day he ate a 'Last Supper' with his friends

The passing of the cup of wine and breaking of bread at this supper is commemorated in the Christian sacrament (religious ceremony) of **communion**



Good Friday is the day when Christians commemorate the death of Jesus on the cross

Christians believe his death on Good Friday was necessary to bring forth the resurrection on Easter Sunday



Questions to ask at home!

- Do we know anything about the Christian belief commemorated at Easter?
- What do we do to celebrate Easter, if anything?

Questions to think about in class!

- Can you consider a belief where somebody comes back to life from the dead and which therefore makes their death a 'good' thing? How do you feel about this?
- Do you think it is OK to celebrate Easter with chocolate and other things if you are not Christian?
- Should only people of a certain religion take part in religious celebrations?
- Is it OK for shops to be making money from a religious festival? Why or why not?
- Is there anything that you think is unusual about the Easter story?
- What is 'transubstantiation'?
- Do you think it matters that different Christians believe different things about communion?
- Can you think of any other events that might be considered 'bad' at the time, but turned out to be 'good' in the long run?
- How do you decide what is 'good' or 'bad'? How do Christians decide what is 'good' or 'bad'?
- Do all religions think the same thing about 'good' or 'bad' events?

What do Christians believe?

The word gospel means 'good news' as Christians believe Jesus' **incarnation** (God becoming man) is good news for all people
Christians believe that Jesus went willingly to his death because he trusted God as his father

They believe in eternal life with God because of Jesus rising from the dead
Christians believe that it was God's plan that Jesus was to suffer death in this way to show that people can be forgiven and have a fresh start; Jesus forgave the thief and bystanders at his crucifixion

Many Christians will go regularly to church to share in communion in memory of the death and resurrection of Christ

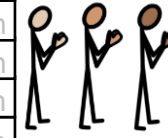
Christians who do not attend more regularly may go to the Easter services on Maundy Thursday, Good Friday and Easter Sunday



SUPER 6

- I can describe why the River Ganges is important to Hindus
- I can describe some of the ceremonies that take place at or near the river
- I can describe the similarities and differences between pilgrimages from other religions
- I can explain how Hindus who are not in India may celebrate the Ganges
- I can explain why the River Ganges is the way it is
- I can describe how I think the Ganges should be and explain why I think this

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A pilgrimage is a special religious journey
Many Hindus will make a pilgrimage to the **Ganges**

I can start using specialist vocabulary and religious terms

Ganges		The River Ganges is a sacred (holy) river for Hindus; it is in India
Puranas		Ancient Hindu scriptures (holy writings)
samsara		The cycle of life, death and reincarnation
moksha		Liberation (freedom) from the cycle of life and death; this is the ultimate goal of Hindus

The River Ganges is considered to be sacred and spiritually pure for Hindus



Because of the purifying nature of the river, Hindus believe that any rituals performed on the banks of the Ganges or in its water will wash away impurity



The Puranas (ancient Hindu scriptures) say that taking a dip in the sacred river 'bestows heavenly blessings'



Many Hindus believe that bathing here will help them spiritually



It is also a place where the dead are cremated – many Hindus believe that this will help them in their next life



Questions to ask at home!

- Is there a special place our family would like to go? Why?
- How would we prepare for a special journey?

Questions to think about in class!

- Is there a special place that you would like to visit one day?
- How would you pack for a special journey to a faraway place?
- How would you feel if you went there?
- Have you ever taken a risk to do something that might be dangerous but also is important to you?
- How is this pilgrimage similar or different to the Hajj that Muslims have to do? (think about your year 2 learning)
- Why do you think people want to bathe in the river even though it may not be clean or safe?
- The Ganges is one of the most polluted rivers in the world – would you bathe in it?
- Why do you think people are willing to bathe in the Ganges even though it is polluted? Do you think it always used to be this way?
- Cleaning the Ganges would cost a lot of money and stop a lot of industries using it – is cleaning it the right thing to do?
- Do you think cleaning the Ganges would give good karma for a Hindu?
- Would you bathe in the Ganges if it were clean?



In reality, the Ganges is not a clean river

Untreated sewage, industrial waste, remnants of bodies from funeral pyres and animal carcasses can all be found in the river



Hinduism started in India
The River Ganges is in India





SUPER 6

- I can describe the ways that Sikhs show their faith
- I can describe the lessons learnt from key Sikh stories
- I can say if Sikh teachings and beliefs are similar to other religions I have learnt about
- I can decide if sharing makes the world a better place or not
- I can talk about different ways people can help the less fortunate
- I can decide if being part of a religion can influence someone's actions

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There are many different Sikh festivals

The gurdwara is often a key part of the celebrations



I can start using specialist vocabulary and religious terms

Vaisakhi		A festival commemorating the Khalsa; it is also a spring harvest festival in parts of India
gurdwara		A Sikh place of worship
Diwali		A festival commemorating the release of the sixth guru
Guru Granth Sahib		The main Sikh holy book
langar		A free meal given to all who come to the gurdwara; it is usually vegetarian so everyone can eat it

Sikhs are proud to visibly show commitment to their faith – this can be done in many ways including:

- Joining the Khalsa (a group of initiated Sikhs) through the Amrit Ceremony;
- Wearing the 5 K's;
- Worshipping in the Gurdwara;
- Reading and respecting the Guru Granth Sahib;
- Serving the community through the langar meal and other areas of sewa (service)



The 5 Ks are:
Kara – a steel bracelet
Kanga – a wooden comb
Kaccha (also spelt, Kachh, Kachera) - cotton underwear
Kirpan – steel sword
Kesh – uncut hair

Questions to ask at home!

- What examples of sharing do you practice at home? Why is this a good thing to do? What else could you do?
- Are there any issues you think you would want to protest about or stand up to?

Questions to think about in class!

- What do you think about sharing? Do you share? Could you share more?
- Why is it good to help people in need?
- Why is it important to stand up against things that are wrong? What would you protest about?
- Do you think religious people are more likely to help those less fortunate? Why or why not?
- Are any of these lessons similar to ones from other religions you have studied?
- How is Sikh Diwali different or similar to Hindu Diwali? Why do you think this is?
- Why do you think the festival is celebrated in different ways around the world?



Diwali is celebrated differently around the world, but lights are often a key part of celebrations

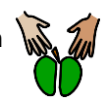


A Sikh procession in Birmingham, England



A langar meal from a gurdwara in Glasgow, Scotland

Sharing is a key part of Sikh beliefs and practice





SUPER 6

- I can recount the key events of the story of Abraham
- I can say the key lessons that people can learn from the story of Abraham
- I can explain why the ten commandments were important to Jewish people in the time of Moses
- I can say how modern Jewish people interpret the ten commandments
- I can say if I think rules are important
- I can decide if rules should always be followed and explain my reasoning

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The focus of this unit is how Jewish people commemorate key people and stories, and why these stories are relevant today

I can use specialist vocabulary and religious terms

synagogue		A place where Jewish people go to worship
rabbi		A Jewish teacher – a respected person in the community who leads the worship

- Questions to ask at home!
- What rules do we have as a family?
 - Why are they important?
 - What responsibilities does each person have?

- Questions to think about in class!
- Why is it important to have rules?
 - What would happen if we had no school rules?
 - How might rules protect you?
 - Which rules do you think are the most important? Why?
 - Why do you think some Jewish people have interpreted the rules in different ways?
 - Can you think of any examples in your life when people have interpreted the rules in different ways?
 - How many rules do you think is a sensible amount to have?
 - Is ten too little? Is 613 too much?
 - Do any other religions or cultures have food rules? Are these similar or different? Why do you think this is?
 - Do these rules tell Jewish people if they should help those less fortunate than themselves?
 - Do these rules help Jewish people make moral judgements about if things are right and wrong?
 - How would following a strict set of rules make a difference to your daily life?
 - Are there any things that you do in your life than a strict, Orthodox Jewish person could not do?
 - Should rules always be followed?
 - What would happen if you disagreed with a law or a rule?
 - How are rules and laws enforced?
 - Should we always follow the rules even if the rules are wrong?
 - Who can decide if rules are wrong?

One key story from Judaism (and other religions) is the story of **Abraham**

In the story, God told Abraham to sacrifice his son, Isaac God was testing Abraham to see how Abraham would respond

Traditionally, Abraham is considered to be the first Jew He made a **covenant** (agreement) with God

What lessons can people learn about God and their relationship with God from this story?

Are these lessons relevant today?

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2	—
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In KS1, you learnt about Moses and the ten commandments Jewish people believe that these rules came from God Over the years, these have been adapted into 613 rules (or laws) called the **mitzvot**



Some Jewish people will follow these rules more closely than others – why do you think this is?



Did you know?
Abraham is mentioned in the Hebrew Bible, the Christian Bible and the Qur'an
Islam, Christianity and Judaism are known as Abrahamic religions





SUPER 6

- I can recount the key parts of the Buddha's life story
- I can say what Buddhists can learn from the Buddha's life story
- I can describe what Buddhists think about key moral issues
- I can explain why Buddhists try not to be materialistic
- I can explain if I agree or disagree with religious ideas and say why
- I can think about what I believe the meaning of life is

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The focus of this unit is the story of the Buddha

You will consider the choices he made and the outcomes of his actions

You will think about these from the viewpoint of a Buddhist and your own viewpoint

I can use specialist vocabulary and religious terms

Siddhattha Gautama		A prince who would become known as the Buddha
Buddha		An enlightened one
enlightenment		Understanding the true nature of existence



The story of the Buddha follows a rich, but unfulfilled, prince through a journey where he discovers the meaning of life and what it means to be human

Questions to ask at home!

- How can we take steps to be happier?
- What is the purpose of our lives?
- How could being rich cause problems?

Questions to think about in class!

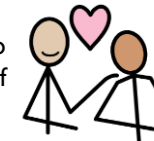
- What does the story of the Buddha tell you?
- Why wasn't the rich prince happy?
- What sort of things can't be bought?
- Who is precious to you?
- What do you think is the meaning of life?
- How would a Buddhist decide what is precious or not? Would the teachings of Buddha help them?
- Would a non-religious person benefit from studying Buddha's teachings? Why or why not?
- Do you think that the world should be more equal? Is it fair that some people have a lot more than others?
- Can you think of any ways to make our school fairer? Our town? Our country? Our world?
- Do you think that a Buddhist is the best person to ask if you want to make something fair?
- Have you ever been happy? How do you know you were happy? What was it that made you happy?
- Do you think adults are happier than children? Why or why not?



Siddhattha Gautama was a prince who would inherit a kingdom and become a ruler
He was born in Lumbini, which is now in Nepal
India was a Hindu country
Siddhattha's struggles with the meaning of life are still relevant today
His teachings spelt out how each individual could minimise suffering



Understanding the key teachings of the Buddha help Buddhists approach life via the middle way
Attachment to things leads to suffering so Buddhists try not to be materialistic
Buddhist teachings focus on living the right way, harming no living thing and being mindful of others and circumstances around you



Did you know?

The Buddha's teachings include:

The Three marks of existence / universal truths

The Noble Eightfold Path

You will learn more about these in later units

The Four Noble Truths

The Five Precepts



SUPER 6

- I can talk about some key events from the life of Muhammad
- I know how Islam began
- I can say what the 5 pillars of Islam are
- I can say why different groups in Islam started after Muhammad died
- I can explain why Muslims respect Muhammad and why he is important to them
- I can compare Muhammad to important people from other religions

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The focus of this unit is the life of Muhammad

You will learn about the key events of his life and how Islam began

You will also learn about the instructions he left for Muslims to follow after he died



I can use specialist vocabulary and religious terms

Muhammad		The final prophet of Islam; it can be considered disrespectful to make or show images of him
prophet		Someone who spreads the teachings of their religion after receiving divine inspiration
Qur'an		Muslims believe that the Qur'an is the direct word of Allah that was revealed to Muhammad over a period of 20 years

Questions to ask at home!

- What does it take to make a good leader?
- How do we all have roles of leadership in the family?
- What can we learn from each other and what areas could we develop?
- How could we help each other with this?

Questions to think about in class!

- What makes someone special to others?
- What characteristics would make a good leader?
- What sort of person would make a good leader today?
- Do you have any leadership qualities?
- Who do you look up to? why?
- Do other religions have important people?
- Do non-religious people have people they follow and respect?
- Are these always the same people?
- Have you ever disagreed with someone about who should be in charge? How did you solve this problem?
- How do people in our country choose who should be in charge?
- What might have happened if people used democracy after Muhammad died?
- Do you think that following the Five Pillars would make a Muslim a better person? Why or why not?
- What does it mean to be a good (or become a better) person?
- Would a non-religious person have a different view about what being a good person means than a religious person?
- Think about your previous learning – how are the rules for Muslims similar or different to other religions you have studied?

Muhammad is treated with such respect that whenever Muslims say or write his name, they include a blessing “peace be upon him” which is usually shortened to “pbuh” when written.

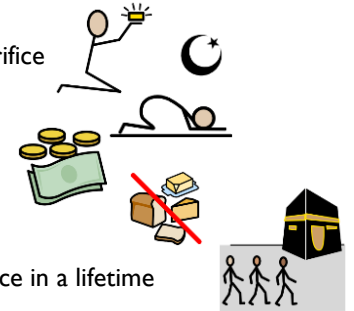


Many parts of Muslim belief come from key moments in a Muhammad's life, including the five pillars of Sunni Islam



The five pillars are:

1. Shahadah, from the word 'shahid' meaning sacrifice
2. Salat - prayer, several times a day
3. Zakat - Giving 2.5% annual savings to charity
4. Fasting – sawm.
5. Hajj – Pilgrimage to Makkah in Saudi Arabia once in a lifetime



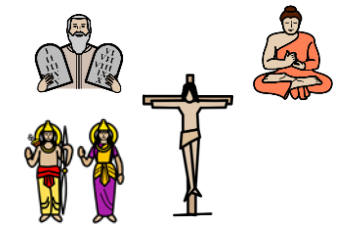
Shia Muslims have the ten obligatory acts which include the above pillars

Why is Muhammad still important today?

Muslims respect Muhammad because they believe he was the last of the prophets chosen by Allah

How was Muhammad similar to other religious figures you have learnt about? How was he different?

His part in helping the Qur'an be revealed makes him especially important



Different groups in Islam disagreed on who should follow Muhammad after his death

Muhammad's name is held in high regard and he is seen as a role model which Muslims aspire to

Many Muslims believe it is disrespectful to make images of Muhammad



SUPER 6

- I can describe what happened when Jesus visited the temple in Jerusalem
- I can explain why Jesus' actions in the temple were unusual
- I can explain what Christians believe about forgiveness
- I can explain what I think forgiveness means and compare my ideas to that of a Christian
- I can explain if I think if forgiveness should always be given or not and why I think this
- I can think of times I have forgiven others or been forgiven by others

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The focus of this unit is how Jesus' life, death and resurrection can impact on a Christian's understanding of forgiveness



I can use specialist vocabulary and religious terms

incarnation		The Christian belief in God becoming human, or literally being 'made flesh'
Gospel		The first four books of the New Testament about Jesus' life, ministry, death, and the early church; the Gospels are Matthew, Mark, Luke and John
disciples		Special friends or followers of Jesus
Lamb of God		A name given to Jesus because he sacrificed himself and animals were often sacrificed during this time

Christians believe that Jesus is the son of God, who came to Earth in order to save humans from their sins (**incarnation**)



His death and resurrection opened up the way back to God and restored humanity's relationship with him

This is the Christian concept of **salvation**



Jesus forgave many people in his lifetime as an example to his followers



He was "without sin" as the incarnate Son of God, so could not do something wrong



He is usually depicted in the Gospels as kind and loving



The actions in the Temple are a stark contrast to this

Jesus taught his disciples "the Lord's Prayer"



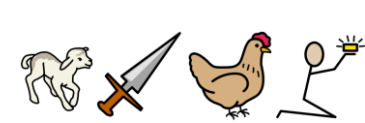
It explicitly asks God to grant the speaker forgiveness as they forgive others who have hurt them

Questions to ask at home!

- What do we think about forgiveness? Is it something we try to do at home?
- Is it easy or difficult?
- Does loving somebody make it easier or more difficult to forgive them if they hurt us?

Questions to think about in class!

- How do you feel about forgiving people?
- Is it something you find easy to do or do I find it difficult?
- Is it easier to forgive some actions than others?
- Do you think some people deserve forgiveness and some don't?
- What might you need to be forgiven for?
- Is there anything that should not be forgiven?
- What would happen if you did lots of terrible things and then asked for forgiveness as you were dying? Should it be granted?
- Have you ever been forgiven for anything you did?
- Have you ever forgiven someone for something they did?
- Why do you think Jesus was angry in the temple? How do you think the people he was angry at felt?
- After Jesus left, do you think that people went back to selling animals in the temple? How would Jesus' followers have felt about this?
- The Gospels are believed to have been written many years after Jesus' life – how accurate do you think these would be?
- What would a world with no forgiveness be like? Would you want to live in this world?
- Do you think a Christian is more likely to forgive someone than a non-religious person?
- Have you learnt about any other religions that talk about forgiveness?



Why were there animals in the temple?

In the time of Jesus, people might choose to sacrifice an animal to God to show their devotion. Some animals were being sold in the temple for people to do this.

What do Christians believe?

Jesus has the power to forgive sins because he is the son of God. Jesus died and was resurrected. Christians believe that Jesus choosing to go to his death is atoning for all wrongdoing in the world and they (Christians) are also forgiven of any sins.





SUPER 6

- I can describe the key parts of the Eightfold Path
- I can say how being a Buddhist affects people's daily life
- I can explain if I think following a set of teachings makes someone a better person
- I can describe the type of world I would like to live in
- I can explain Buddhist views about the nature of suffering and existence
- I can explain why looking after the environment is important to Buddhists

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The focus of this unit is some of the Buddha's teachings: the Three Marks of Existence and the Noble Eightfold Path



I can use specialist vocabulary and religious terms

aukkha		Suffering in life that is present all the time
anicca		The belief that nothing lasts, everything changes
anatta		The belief that there is no 'self'

Questions to ask at home!

- What could we put more effort into?
- Could we use kind speech a little more? What impact would this have in our homes and lives?

Questions to think about in class!

- What do you think would make the world a better place?
- How could you use Right Speech? What Right Actions could you do?
- How do you feel about changes in life?
- Are the Buddha's teachings only useful for Buddhists – could a non-religious person learn something from them?
- Are the Buddha's teachings similar to any other religions or beliefs you have learnt about?
- Do you think mindfulness is similar to Right Concentration?
- Do you think it is OK to use the Eightfold Path if you are not a Buddhist?
- Buddhists often have to adapt their beliefs and practices to the society they live in. Do you think this is something that they should have to do, or should religions never change no matter where they are?
- Do you think that the Eightfold Path makes Buddhists more likely to be good people?
- Do you think it would be possible to follow the Eightfold Path and be a bad person? Why or why not?
- Do you think that our school values are similar to the Eightfold Path?
- Do you think that harming the environment is compatible with the Eightfold Path? What does this tell you about Buddhists treat the world? Is it actually possible to live in a Western society without harming the environment?
- How would following the Eightfold Path affect a Buddhist's daily life?
- How would following the Eightfold Part affect how a Buddhist helps those who are less fortunate?

The Three Marks of Existence (or universal truths)

- Dukkha – suffering is everywhere all the time
- Anicca - the belief that nothing lasts, everything changes
- Anatta - the belief that there is no 'self'

Noble Eightfold Path

- Right Viewpoint – You should look at life in the right way; be positive
- Right Thought - You should think about others, not just yourself
- Right Speech – You should talk to people properly, with respect
- Right Action – You should act in a way that does not hurt people e.g. no stealing
- Right Living – Your job must help, not harm other people or animals
- Right Effort - You should do the best that you can
- Right Awareness - You should be sensitive to the needs of others
- Right Concentration - You should focus your mind on what needs to be done - especially solving problems; concentrate by using meditation

Wherever Buddhists live they will need to apply the teachings to the society they live in; some people can find talking about death difficult whereas it is a part of life for Buddhists



London Buddhist Centre in Chiswick, London



SUPER 6

- I can explain why the Qur'an is important to Muslims
- I can explain how Muslims show respect for the Qur'an
- I can explain how Muslim beliefs and practices affect their daily lives in Britain today
- I can explain some of the lessons that Muslims can learn from the Qur'an
- I can explain the differences between the Qur'an and the hadith
- I can explain why some objects are treated with great respect

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You will learn how the Qur'an was produced; how it is used; and how it is respected



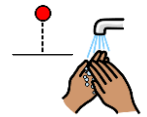
I can use specialist vocabulary and religious terms

Qur'an		Muslim holy book
hadith		Record of the words and Muhammad; the hadith are reports about what Muhammad said and did
sunnah		The traditions and practices of Muhammad that are a path for other Muslims to follow
rehal		A stand that is often used for the Qur'an

The Qur'an is the word of Allah in the original chosen language, Arabic, and was revealed to the prophet Muhammad over a 20-year period

As this book contains Allah's words it is treated with great respect:

- When used it is on a stand, so it is not on the floor (which might be dirty)
- When not used it is wrapped in a clean cloth
- When not being read it should be the highest book in the room
- Muslims always wash their hands before touching the Qur'an



The Qur'an includes specific instructions for Muslims to follow – this along with the example of Muhammad's life give Muslims a path to follow – this is called sunnah



There are key teachings on how to worship, how to treat each other, things to avoid and how to look after the environment created by Allah

Many Muslims will learn Arabic in order to read the Qur'an in the language Allah chose to reveal his words in

Translations into other languages are available but some believe the meanings can be misinterpreted if translated

- Questions to ask at home!**
- What stories hold meaning for us?
 - Why is it important to respect the past and keep the key stories alive for this and future generations?

- Questions to think about in class!**
- Why are old history books held in great respect?
 - What can we learn from stories?
 - Which stories do you like?
 - What message can be found in your favourite stories?
 - Are there any other religions that treat a book with great respect? How are their practices similar or different to Muslims?
 - The Qur'an was written a very long time ago – do you think that the ideas in it are relevant to modern life?
 - Do you have any special things in your house that you have to treat with the utmost respect?
 - Why do you think people will interpret the Qur'an in different ways?
 - Do you think that the teachings of equality are relevant today?
 - How could we make our society more equal?



Many mosques will have ornate versions of the Qur'an

Bradford Grand Mosque in Bradford, England



SUPER 6

- I can explain how Jewish people show commitment to God
- I explain how Jewish people show respect to God and other people
- I can describe how I show respect to other people
- I can explain what the Jewish faith says about the environment
- I can compare Jewish beliefs about the environment to those of other religions
- I can say if I think religions are a force for good or not in the world and explain why

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In this unit, you will look at how the scriptures inspire Jews to help others and perform good deeds



These deeds are ways of thanking God for all he has done, as well as reaching out to those in need



I can use specialist vocabulary and religious terms in appropriate ways

Tanakh		Jewish holy books; there are three parts: the Torah, Nevi'im, and Ketuvim
Torah		The books of the law; Genesis, Exodus, Leviticus, Numbers and Deuteronomy
mitzvah (s.) mitzvot (pl.)		Good deeds and helping others

The **Tanakh** is made up of the **Torah** (Law), **Nevi'im** (Prophets), **Ketuvim** (Writings)



It is written in **Hebrew** עִבְרִית

The first five books are the **Torah**: Genesis, Exodus, Leviticus, Numbers and Deuteronomy



Jewish belief is that the Torah was given to Moses by God

The teachings of the Torah influence all Jewish life as Jews are required to follow the 613 mitzvot (commandments or laws), which were expanded from the original 10 Commandments given to Moses

The mitzvot contain instructions on worship as well as for many areas of daily life

Questions to ask at home!

- What could we do to help each other?
- What could we do to help others including family members, friends, neighbours and those far away?

Questions to think about in class!

- What am you committed to now?
- Is there anything you were committed to that you are not anymore?
- What will you be committed to in the future?
- What do you feel about the way we use the environment?
- What could you do to help the environment?
- What could you do to help others?
- Why do you think that many religions want people to look after the environment?
- Given what you know about the world, do you think that if people were more religious, we would protect the environment more?
- Do you think that religious leaders should talk about the environment more?
- How could religious people help or influence non-religious people to look after the environment more? Should they try and do this?
- How do these ceremonies help Jewish people in their daily lives?
- Do you think that a religion that focusses on good deeds would bring peace or conflict to the world?
- Do you think that Jewish people who look after the environment would be proud that they do so?
- Do you think the environmental aspects of Jewish belief will become more important in the 21st Century?

Mitzvah Day is the UK's largest faith-led day of social action



It takes place in November each year

Most activities happen in the UK, but over 55,000 people worldwide usually take part



People of all faiths take part, not just Jewish people



People volunteer their skills and time and build long-standing friendships whilst helping others



Tu BiShvat is a Jewish holiday that is now used in Israel to celebrate ways to help the environment
Many people plant trees on this day



Tu Bishvat, 1945



SUPER 6

- I can describe what Christians believe about the Gospels
- I know when the Gospels were written and how this might be different to what Christians believe
- I can describe if I think a text is a reliable source of information or not and give reasons for my answer
- I can explain what I think 'truth' is and give reasons for my thoughts
- I can explain if I think it matters if a story is completely true
- I can describe why people might choose to believe something that may not be true

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In this unit, you will investigate if a sacred text has to be 'true' to help a believer understand their religion

I can use specialist vocabulary and religious terms in appropriate ways

Gospels		The word 'gospel' means 'good news'; these are four books of the New Testament that describe Jesus' life, ministry and death
Gospel 'writers'		The Gospels are supposedly written by Matthew, Mark, Luke and John – four of Jesus' disciples
disciples		Jesus' special friends and followers
truth		Real facts about a situation; a fact or belief that is true

Questions to ask at home!

- Are there any other things we think of as "true" for us that other people may not believe in?
- Does it matter?

Questions to think about in class!

- What do you believe about Christmas? Do you need to believe the story is true to celebrate at Christmas time if you want to?
- Are there other stories you have learnt about that may or may not be true? Does it matter if it is true, or is it more important that you understand the message in the story?
- Do you think it is OK to celebrate Christmas if you do not believe the story is true?
- Does it really matter if a story is true if we can learn a lesson from it?
- How do you think Christians might feel about seeing lots of secular celebrations?
- What is the meaning of Christmas for you?
- Think about what you know about Jesus, do you think he would approve or disapprove of how we celebrate Christmas today? Why or why not?
- Why do you think having a part of God living on Earth is an important belief for Christians?
- Many people believe that the Gospels were written a long time after Jesus' death and were not written by the disciples of Jesus – does it matter if they are not fully accurate versions of events?
- Do you think the Gospels are reliable or unreliable sources? Why or why not?
- If someone was writing a story of your life, what details would they include or leave out? Would this make the story fact or fiction?
- What would the story of Jesus' birth be like if you removed EVERY religious element? Does this new story seem more believable for you?
- Is it wise or unwise to base a whole series of beliefs on sources that could be inaccurate or unreliable?
- Is it reasonable to believe in something if the documents that are used as a basis for it are not true?
- Is it reasonable to believe in something if you have no acceptable evidence for it?

The Bible records the important events in the life of Jesus in the **Gospels**



The Gospels were probably not written as events happened



They would have been told and retold orally before being written down, therefore specific dates and times may have become unknown (or irrelevant)

The date of a festival to commemorate an event does not necessarily have to happen on the actual date of the event (e.g. The Scouting/Guiding movement chose the birthday of the founders, not the actual date they first started the movement)



The Gospels which retell the birth of Jesus agree on some of the main points of the story

The Gospels of Mathew and Luke both describe the birth of Jesus in Bethlehem



Two Gospels – Mark and John – do not mention Jesus's birth

What is truth?



People notice different details of events and recount them in their own way – think about when adults investigate incidents on the playground, everyone tells the story in a slightly different way!

The definition of true might depend on the writer, the person reading the account, and what people define 'truth' to be

Is truth just historical facts?

Is truth just scientific facts?



Can truth be personal – something that someone chooses to believe or a matter of faith?

What do you think?

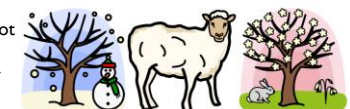


Impact on believers

The Christmas story is a basis on belief for millions of Christians around the world
It has been widely believed by the Christian church for almost 2000 years
Having four different accounts of Jesus' life (the Gospels) can help Christians understand what happened when Jesus was alive and what it means

Did you know?

There are some clues within the story which hint that December was not the month in which Jesus was actually born
For example, the sheep being out in the fields suggests that the weather would have been warmer, so he may have been born in the spring





SUPER 6

- I can describe some key things that happen in a Gurdwara
- I can explain some key ways in which Sikhs demonstrate their commitment to their faith
- I can describe ways in which Sikhs contribute to their communities
- I can explain the global significance of the Golden Temple and Amritsar
- I can explain the Sikh perspective on moral issues
- I can say how Sikhism is similar and different to other faiths I have studied

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You will learn about how Sikhs live their lives according to their beliefs; this will include things they can do locally or when they travel to a place of pilgrimage



I can use specialist vocabulary and religious terms in appropriate ways

Harmandir Sahib / Golden Temple		Harmandir Sahib translates as 'house of God'; it is a place of pilgrimage in Amritsar, India
langar		A free meal given out at gurdwaras to anyone who asks; they are usually vegetarian so anyone can eat them
5 Ks		The five symbols a Sikh must wear as a sign they have joined the Khalsa; they are: Kara(steel bracelet),Kanga(wooden comb), Kaccha (cotton underwear), Kirpan (steel sword), and Kesh(uncut hair)

Questions to ask at home!

- Is there anywhere in the world that would be special for us to visit?
- Why would we go there? How would we feel?

Questions to think about in class!

- How might Sikhs feel if they visit the Golden Temple?
- Would a non-Sikh feel differently?
- Would a religious person or non-religious person have different feelings?
- How might they feel when they take place in the daily langar?
- Would you try the langar?
- If you could not afford food, would you go to a Gurdwara?
- Is there anywhere in the world that would be special for me to visit?
- Would your special place just be special to you, or would it be special for other people?
- Why do you think Sikhs give people food for nothing?
- Can you think of any other ways that you could help poor people?
- Do you think Sikhs are more likely to help poor people than other religions?
- Can you remember the teachings of any other religions about poor people?
- If you travelled to a different country, would you adopt their customs or live your own way?
- How can we all challenge inequality in our daily lives?
- Have you ever seen a situation when people are not treated equally?
- What did you do?
- Do you think a Sikh person would have done anything differently?
- Would the Golden Temple have been built if Sikhism didn't exist?
- Can you think of any other ways religions have inspired architects?

The 5 Key Sikh beliefs

God is in everything (Sikhs see God as an energy source rather than as a physical entity)

It is a Sikh's duty to serve others (sewa)

All people should be treated as equals

Sikhs should share what they can with others

Sikhs should earn their living honestly

Langar

The Langar is an important concept in Sikhism as it was started by Guru Nanak, founder of Sikhism. Everyone, regardless of rank or wealth, sits and eats freshly produced vegetarian food and non-alcoholic drink together as equals. All the food is freely provided and you do not have to be a Sikh to take part.

The Golden Temple

The Harmandir Sahib is the holiest site in Sikhism. It is a working Gurdwara and there has been one on this site for hundreds of years. Many Sikhs travel to Amritsar for a pilgrimage.



Gold-encrusted walls and a golden chandelier inside the temple



Langar at the 2023 Parliament of World Religions in Chicago, USA



A typical langar meal will have a form of bread and dals and curries



Compare Sikhism to other religions

How are Gurdwaras similar or different to other places of worship?
How is pilgrimage for Sikhs similar or different to other religious pilgrimages you have learnt about?
Sikhs believe in equality – what do other religions think about equality?
Sikhs wear visible symbols of their faith – do other religions do this? What do they wear?

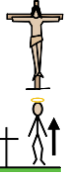


SUPER 6

- I can explain why Jesus allowed himself to be sacrificed in the Easter story
- I can explain why Jesus was executed in the Easter story
- I can explain the effects of Jesus' sacrifice on the people who were close to him
- I can say why Christians believe it was important for Jesus to suffer in the Easter story
- I can explain how Christians may be inspired by the example Jesus set
- I can describe any sacrifices I would be prepared to make or have made and why I would do this

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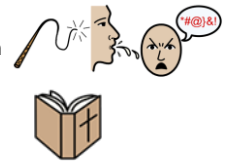
You will learn about how the causes and effects of the events of Holy Week



I can use specialist vocabulary and religious terms in appropriate ways

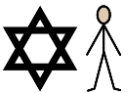
Pontius Pilate		The Roman governor of the region of Judea, where Jesus lived
incarnation		The Christian belief that God became human; literally being 'made flesh'
disciples		Special friends and followers
crucifixion		Being executed by being nailed to a cross
pharisee		A strictly orthodox Jew who closely followed the holy rules and scriptures
resurrection		Coming back to life after you have died; rising from the dead

Christians believe that Jesus is the son of God, who came to Earth in order to save humans from their sins His death and **resurrection** opened up the way back to God and restored humanity's relationship with him This is the Christian concept of **salvation** The Bible cites many examples where Jesus says he knows he will be going to his death It says he warned his disciples that, "He will be handed over to the Gentiles. They will mock him, insult him, spit on him, flog him and kill him" (Luke 18:32) Later he told the Roman governor, Pilate, "For this reason I was born, and for this I came into the world" (John 18:37)



Historical context

Even from a human perspective, Jesus could have foreseen his likely fate He faced constant opposition from the Pharisees and scribes, (Mark 3:22-27) who said he was a blasphemer (Mark 2:7), a false prophet (Mark 14:65), and a Sabbath breaker (Mark 2:23-28; 3:1-6; Luke 13:10-17; 14:1-6; John 5:1-18; 7:19-24)



These crimes were punishable by death at the time Entering Jerusalem as he did on Palm Sunday and clearing the temple would have been viewed as a dangerous provocation by the temple authorities **Think back to your learning from year 4 about Jesus' actions in the temple...**



Questions to ask at home!

- Have we ever made sacrifices for something we feel strongly about?
- What kinds of things do we agree may deserve some kind of sacrifice?

Questions to think about in class!

- What sacrifices would you be prepared to make for something you felt was right or necessary?
- Can you think of anything that you would wish to make a sacrifice for?
- Why do you think God made his son suffer? Can suffering ever be good? Have you ever suffered at all?
- Have you ever given something up? Have you ever given something up for Lent?
- How do you think giving something up might feel?
- Have you ever given something up and never started it again? How did that feel?
- Do you think everything happens for a reason?
- Is our destiny set, or can we change it?
- What do you think would have happened if Jesus had not allowed himself to be killed? Do you think he had a choice?
- Have you ever been brave? Did someone else inspire you to be brave?
- Do you think that the crimes that Jesus was accused of should have had the death penalty? Should any crime have it?
- Do you think that Christians are more likely to make sacrifices for others than non-Christians?

Impact on believers and their daily life

Christians believe that Jesus knew he had come into the world to die to bring about the salvation of humans



This can inspire them to believe Jesus was a very brave and special person, and also carry out sacrifices themselves (e.g. many Christians will abstain from things they enjoy during the 40 days before Holy Week known as Lent)



SUPER 6

- I can say how Hindus explain suffering in the world
- I can describe the key Hindu beliefs surrounding life, death and rebirth
- I can explain how Hindu beliefs may have an effect on someone's daily life
- I can think about the good deeds I could perform in my life
- I can describe the consequences that different actions can have
- I can explain how an individual's actions can affect others around them

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You will learn about the Hindu beliefs regarding the cycle of life, death and rebirth, and the importance of doing good deeds



I can use specialist vocabulary and religious terms in appropriate ways

samsara		The cycle of life, including birth, life, death and rebirth
karma		Actions, and the consequences of actions in this life and the next
moksha		The final release from the cycle of rebirth; joining with Brahman
sadhu		A holy man; usually someone who has turned away from ordinary life to concentrate on spiritual matters

Samsara

Hindus believe in reincarnation, the cycle of rebirth - a belief that the soul lives many lifetimes, in one body after another



The cycle of rebirth should be in a Hindu's mind each day as everything they do will have a consequence either in this life or the next

This belief would also prompt Hindus to help others around them be the best they can be – to help them attain the best situation next time

Karma

Karma can be translated as 'actions' explains that people's actions have consequences



Hindus believe that the soul passes through a cycle of many lives and the next life is always dependent on how the previous life was lived

Karma was traditionally linked to dharma (duties) that needed to be performed

These duties were defined by the caste system which decided what class people were in and what jobs they would do

Performing these duties well would improve their chances of a better next life

Many Hindus now do not recognise the caste system but still value good karma

Moksha

The spiritual goal of a Hindu is to become one with Brahman



Moksha is linked closely to karma because the actions a person undertakes have a direct influence on their next life, so to achieve moksha, good karma must be accumulated

Some Hindus separate themselves from ordinary life to pursue a spiritual journey

Questions to ask at home!

- How could we help each other? How could we help others around us?
- How could we help people we do not know, who are in need?

Questions to think about in class!

- What good actions could you do in your daily life? What about when you are an adult?
- What might happen if you do good things? Will it help you if you do good things?
- Why is it important to not always expect a reward?
- What do you think happens at the end of life?
- Do we have a caste system in this country? What would happen if we did?
- Do you think someone who believes in reincarnation would be more environmentally minded than someone who does not?
- What would happen if reincarnation is not in a chronological order? Would this change how you treat people?
- Do you think karma is a good belief to have?
- Does a belief in karma mean that suffering can be excused – these people must have done something bad in a past life, so they deserve their suffering?
- Is karma a compassionate belief?
- Why do you think the Ganges is so polluted if many Indian people believe in karma and reincarnation?
- Should being happy in this life take precedence over everything else? Should you prioritise your happiness over that of everyone else? What effect might this have on your own karma?



SUPER 6

- I can describe some key aspects of humanism
- I can explain the key differences between atheism and agnosticism
- I can identify similarities and differences between Humanism and other belief systems
- I can make comparisons between different belief systems
- I can explain the difference between a belief and religion
- I can start to explain what I believe about how the universe was created

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You will learn about what Humanists believe is important and how this might affect the way they live their lives



I can use specialist vocabulary and religious terms in appropriate ways

Golden Rule		'Treat others how you would like to be treated yourself'
empathy		When you think about what somebody else is feeling
atheist		A person who does not believe in gods or God
agnostic		A person who believes that nothing is known, or can be known, about the existence or nature of God

Questions to ask at home!

- What occasions do we celebrate? Why do we think it is important to celebrate key events?

Questions to think about in class!

- What is a human? What makes us human? What is good about being human? What do you think Humanism is?
- If there is no God and no life after death - how might this affect a Humanist's view on life?
- How do Humanists decide what to believe? How do we know if something is true?
- What great things have humans done? What might you want to achieve in your life? What help might you need?
- What does the Happy Human symbol say about the Humanist view of life? What makes you feel happy?
- Why do Humanists think we should be good to each other? What do the different Humanists say about being happy and living a good life?
- Why is it important for Humanists to mark special occasions in life?
- Do you think Humanist beliefs (such as the Golden Rule) are similar to any other religious beliefs (such as karma, Jesus' teachings, Buddha's teachings, etc.)?
- Why might developing empathy help you as well as others around you?
- Think about the definitions of atheist and agnostic – would you consider yourself one of these? What is the difference? Why is the difference important? If you do consider yourself one, do you consider yourself a Humanist?
- Would you consider having a Humanist wedding or other celebration?
- Do you know any religious creation stories? How are these different to how Humanists believe the world was created?
- What is the difference between a religion and a set of beliefs?
- Would you consider Humanism a religion, even though they do not believe in God or gods?
- Is it possible to be a scientist and religious? Is a belief in science and religion complementary, or contradictory?
- How would a Humanist explain suffering in the world?
- How do you think Humanists feel about the environment? Is this different or similar to the religions you have studied? Do you think Humanists or religious people are more likely to look after the environment?
- Imagine if the Hindu faith was proved to be true, do you think a Humanist would have good karma?
- Would a Humanist go to heaven if the Christian faith was proved to be true?

Some key aspects of **Humanism** are:

- Humanism is **not** a religion - it is a way of approaching and living life
- Humanists do not see any evidence to believe in a God or a life after death
- Humanists believe that:



- science gives many answers about life and will provide more
- human life is precious, and we should make the best of it
- we should be good to each other as this is the only life we have
- we are responsible for our actions
- we should develop empathy (thinking about others)



Humanists believe that science has solved many of the mysteries of life

They believe asking questions and seeking answers is positive and helps us develop - we can then make the best of our talents



Many Humanists consider some scientists to be an example to us as they achieved breakthroughs in certain areas like Charles Darwin and the theory of evolution



Humanists believe we should celebrate human achievements



Humanists recognise that some people do good things whilst other people do bad things - the challenge for a Humanist is to live the best possible life they can as they believe it is the only one they have

Many Humanists celebrate key moments in life by having ceremonies - it is now possible to have Humanist birth, marriage and death ceremonies



These ceremonies celebrate the life of the person and offer support in happy and sad times



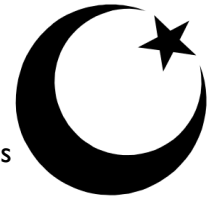
SUPER 6

- I know what the Five Pillars of Islam are
- I can describe some differences between different versions of Islam
- I can explain some key Islamic beliefs about money
- I know how Muslims celebrate key festivals
- I can explain how Muslim beliefs may affect their daily lives
- I can explain how I show commitment to things in my life

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In this enquiry, you will look at the importance of the five pillars to most Muslims

You will learn the beliefs behind the practices and understand how Muslims show commitment to Allah each day



I can use specialist vocabulary and religious terms in sophisticated ways

Ramadan		The ninth month of the Islamic calendar that commemorates when the Qur'an started to be revealed to Muhammad; Muslims fast from dawn to dusk during Ramadan
Muhammad		The final prophet of Islam; it can be considered offensive to make or display images of him
Qur'an		Muslim holy book that is believed to be the word of Allah; it is written in Arabic

Questions to ask at home!

- What are we committed to as a family?
- How can we support each other?
- Why is being committed to something not always easy?

Questions to think about in class!

- What five things are the most important in your life?
- How do you show commitment at home? At school? To your friends?
- Why is it important to put effort into important things?
- Which of our core values does this relate to?
- Do you think a Muslim child would be more likely to work hard at school, or is perseverance a universal value?
- Do you think that fasting would be a difficult commitment? How could Muslims work together to support each other in this time?
- Can you think of any ways you have supported a friend with a difficult task?
- Why do you think recitation is important? Can you think of any ways this principle could help you in your own daily life?
- If Muslims believe that life on earth is a test, what would be the result of 'passing' the test? How is this different from the Humanist beliefs you studied in year 5?
- Do you think that praying five times a day is a practical commitment in today's modern world? How do you think Muslims manage to do this?
- Which of the Five Pillars are things that happen regularly, and which are 'once in a lifetime' events?
- Can you think of ways that people show commitment to each other, and not to God? Do Muslims do these things as well? (marriage, adoption, etc.)
- Can you remember the key differences between Shia and Sunni Islam? Do all Muslims follow the Five Pillars?
- If you made your own Five Pillars, what would you include? (think of everyday, regular and once in a lifetime things)
- How would following your own Five Pillars make someone a better person?

The **five pillars** are central to Muslim life and worship; **Sunni** and **Shia** Muslims agree on what they are, but do not call them by the same names



The five pillars are:

1. **Shahadah**: a statement which is repeated many times a day, 'There is one God, Allah, and Muhammad is his prophet'
2. **Salat**: prayer, 5 times a day
3. **Zakat**: giving 2.5% annual savings to charity
4. **Sawm** (fasting): this commemorates the giving of the Qu'ran to Muhammad by Angel Gabriel; the fast lasts a month and is during daylight hours
5. **Hajj**: pilgrimage to Mecca in Saudi Arabia that every Muslim should do at least once in a lifetime



Eid al-Fitr is often known as 'Sweet Eid' because many Muslims eat traditional sugary foods in this festival; this picture shows a Moroccan Eid feast

What is the impact on a Muslim's daily life?

Shahadah and Salat form a major focus of every day

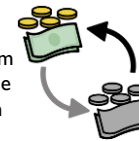
Muslims will often give money to charities throughout the year, but especially during Ramadan. If Ramadan falls during a hot month, many communities will look after each other to keep everyone safe whilst they fast and to help the poorest members of society

The holiday of **Eid al-Fitr** (sometimes called Lesser Eid, or Little Eid) marks the end of Ramadan

Muslims will say special prayers and eat special foods; some may buy new clothes

Did you know?

Some Muslims believe money is loaned to them by Allah – they must use it wisely because life on earth is a test




The Blue Mosque in Istanbul, Turkey is often lit up for Eid al-Fitr





SUPER 6

- I can describe some symbols that Christians use to remind them of the birth of Jesus
- I can explain how the actions of modern-day Christians relate to the Christmas story
- I can explain what Christians are celebrating at Christmas and why it is important to them
- I can describe the symbolic meanings of some key aspects of the Christmas story
- I can identify some key differences and similarities between Jesus and key people from other religions
- I can describe how what (if anything) my family do at Christmas time and what this means to me

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You will learn about the relevance of modern-day actions at Christmas to Christians today and how they relate to the Christmas story 

I can use specialist vocabulary and religious terms in sophisticated ways

incarnation		The Christian belief that God became human and lived on Earth; the word literally means 'made flesh'
messiah		A saviour from God; in Jewish scriptures, there were prophecies (predictions) about a Messiah who would come and provide them with salvation

Questions to ask at home!

- What symbols about Christmas fit with what we choose to do to celebrate this time of year, if we do anything? Are there other symbols which help us remember times or events that are important to us?

Questions to think about in class!

- Do you understand the significance of some symbols to Christians?
- Are there symbols about special events which are meaningful to you?
- Do you think that it is OK to use Christian symbols if you are not Christian?
- Would someone who only goes to church once a year be a true Christian? With what authority do you make your judgement?
- Jesus had a lowly birth – is this similar or different to the key people you have learnt about in other religions?
- What is a 'cultural Christian'? Do you consider yourself to be one of these? Would you be a cultural Christian if you had been raised in a predominantly non-Christian country?
- Is it possible to be a Humanist and a cultural Christian? Why or why not?
- Other than Christmas, are there any other expressions of Christianity? What about our school values? Laws of the land?
- Have you ever taken part in a Christian ceremony even if you are not particularly religious?
- Were you baptised or christened? Do you still go to church regularly? Why do you think your parents made this choice for you?

At Christmas, Christians celebrate the arrival of Jesus as God's Son. They are grateful because they believe Jesus brought a message from God to Earth about how to live a good life. When he was on Earth, he performed miracles, helped people and offered forgiveness of sins. Christians believe that, through his death and resurrection, Jesus would grant all of humanity a fresh start and He was God '**incarnate**' (God made man or flesh). To Christians, the '**incarnation**' is the key part of Jesus' birth – they believe God became fully human whilst also retaining his **divinity** (God-like nature).

History and Context

Jesus' birth in a dirty stable showed that he was not traditional royalty, and that he was not the type of Messiah that the Jews were hoping for to free them from Roman rule.



He was born into poor surroundings to show that he was not a worldly King and that he had come to give his good news to the poor and needy, not just the rich.



Impact on believers and daily life

Some Christians may commit to going to church at Christmas even if that is the only time in the year that they go.

Christian (and other) houses will use symbols such as the star or angel on the Christmas tree to remind them of the story of the birth of Jesus.

Links to prior learning

Think about other religious figures you have learnt about over the years (Buddha, Muhammad, Moses, and more). How is Jesus' life similar to theirs? How was it different?





SUPER 6

- I can recount some key Sikh stories
- I know why the Guru Granth Sahib is revered by Sikhs
- I can describe some ways Sikhs show respect to the Guru Granth Sahib
- I can describe the key messages that Sikhs may learn from stories and the Guru Granth Sahib
- I can explain how the teachings in the Guru Granth Sahib affect a Sikh's daily life
- I can decide if the messages I hear in religious stories are relevant to my life and explain why I think this

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You will learn about some important Sikh stories and their relevance to modern Sikhs



I can use specialist vocabulary and religious terms in sophisticated ways

guru		A teacher or guide; sometimes considered holy
Guru Nanak		The founder of Sikhism
Guru Granth Sahib		Sikh holy book
chauri		A type of fan that is waved over the Guru Granth Sahib when it is being read; the handles are made of wood or metal

Questions to ask at home!

- Are stories important in today's world? What stories are important to you?
- What messages can you get from my favourite stories?
- Where is there inequality? What can be done about it? What can you do about it?

Questions to think about in class!

- What can you learn from these stories?
- If you are not a Sikh, can you use these messages in your own life?
- How are these stories relevant today to Sikhs?
- Are these stories relevant to you?
- How do you think other religions feel about their teachings being in the Guru Granth Sahib?
- How would you feel if someone wanted to learn from your belief system?
- Can religions learn from each other?
- Does religion bring peace, conflict, or both?
- Can you think of an example of religious conflict in the world?
- Can non-religious people learn from religious people?
- Can you think of any other ancient stories that have morals?
- Does it matter if these stories really happened if the message or teaching is good?
- Should we give Aesop's fables the same respect? Would this idea be offensive to a religious person? Why or why not?
- Should you respect religions if you are not religious? Why?
- Should you respect beliefs if they have no evidence to back up their views?
- Does something have to be true to be right or have value?

In modern times, Sikhs still respect and learn from traditional stories like these ones you will learn about:

- 1) Guru Nanak and the Jasmine Flower
- 2) Bhai Lalo and Malik Bhago, equality and honesty
- 3) Vaisakhi, the birth of the Khalsa
- 4) Guru Nanak and the Cobra



The Guru Granth Sahib

The tenth Guru, Guru Gobind Singh, said that there would be no other living Gurus after him so Sikhs should look to their holy scriptures for guidance instead

The Guru Granth Sahib is treated as the living Guru of the Sikhs



It contains poems and hymns about the nature of God

It stresses the importance of meditation as well as laying down guidance on ethics and morality

Uniquely, it contains writings from people of other faiths too as it recognises that wisdom can come from many different places

Impact on believers and daily life

Sikhs believe everyone has the right to choose their religion – they are often involved in inter-faith activities
Sikhs live their lives by the moral code laid out in the Guru Granth Sahib
Sikhs like to follow the examples of the gurus in their daily lives

Did you know?

The Guru Granth Sahib contains writings and teachings by Sikh Gurus as well as leaders from other faiths



What is a chauri?

It is a fan that is used to fan the Guru Granth Sahib when it is being read in the gurdwara
It is waved above the book as a sign of respect and dedication
It is made up of a metal or wooden handle and (traditionally) yak hair, horse hair or sometimes peacock feathers
Its use comes from a tradition of fanning kings and royalty in the times of the living Gurus



SUPER 6

- I can describe some key Christian traditions
- I can explain the meanings behind some Christian rituals and traditions
- I can describe how some Christians put Jesus' teachings into practice in the modern world
- I can explain the meaning and history behind the Christian fish symbol and why it is used today
- I can explain how Christianity has affected modern Britain and the world
- I can use my prior learning to explain if Christianity is relevant in the modern world and explain my reasons

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I can use specialist vocabulary and religious terms in sophisticated ways

agape		Universal and unconditional love, such as the love for strangers, nature, or God
harvest		Usually celebrated in September in the UK; churches are decorated with fruit and vegetables, and Christians give thanks to God for food and crops
fish symbol		The Greek word for fish is "ichthys." As early as the first century, Christians made an acrostic from this word: Iesous Christos Theou Yios Soter, i.e. Jesus Christ, Son of God, Saviour

Questions to ask at home!

- Do we have any rules or values that we live to that have existed for a long time?
- What values do we try to follow in our lives?
- Do we think these values will still be important a long time from now e.g. 2000 years?

Questions to think about in class!

- What rules would you choose to live by?
- Whose example would you like to emulate in my life? (Can be a variety of people, not just one)
- Could you behaving like that person have a positive impact on your community or the world?
- Some religions make it an obligation to give to charity – do you think Christianity should do this? Is this something that would be possible to enforce, or would you just have to trust that people would do it?
- Do you think our school values are good values? Will people still use them in 2000 years?
- Are there any Christian values you agree with? Are there any you disagree with? Why?
- Do you think that these festivals can now be considered secular (non-religious)? It is OK that this has happened, or offensive?
- How do you think the world would be different if Christianity had not been the dominant religion in Western countries?
- Which Christian values are similar to those of other religions – would the world be the same if Christianity had never existed?
- Do you know which religion has the most members worldwide? Does this surprise you? Why?
- Have other religions ever been persecuted by Christians? Why do you think this happened?
- Does religion bring peace, or conflict, or both?
- Is a tradition always worth following just because 'we've always done it that way'?

You will use all your previous learning about the concepts of Christianity you have studied and reflect on their meaning and impact in the world today

Christian concepts such as Lent (the 40 days leading up to Holy Week commemorating Jesus' time fasting in the desert), Shrove Tuesday (the start of Lent), Ash Wednesday (when ashes from burnt palms from the previous years' Palm Sunday are placed on believers' foreheads) are all aspect of Christian preparation for Easter

Advent is the preparation time for Christmas.

Christian charities can demonstrate Jesus' teaching to love your neighbour (this is an example of agape)

There are countries where people are persecuted for being Christians and Christians have to suffer if they stand up for their beliefs

Did you know?

Mothering Sunday began in the 16th Century where, on the fourth Sunday of Lent, people would return to their 'mother church' for a special service

Did you know?

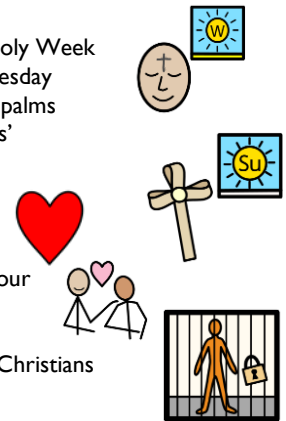
The fish symbol attracted less attention than a cross, so some people believe it was an important method of secret communication and started in the second century AD/CE

Some early Christians were persecuted, so the fish symbol was a secret way for them to identify each other without risk of discovery

Current car-sticker and business-card or webpage uses of the fish hark back to this practice, allowing others to see that the person using it is a Christian



A Funerary stele (slab) with the inscription ΙΧΘΥΣ ΖΩΝΤΩΝ ("fish of the living"), early 3rd century



Impact on believers and their daily lives

A Christian today may use the fish symbol in work or in full view of others (e.g. car stickers) to show their commitment to their faith in public, in contrast to early Christians who had to hide their faith

Christians sometimes give to charity (although this is not a requirement or obligation) to demonstrate love for their neighbour and emulate Jesus' example





SUPER 6

- I can explain what Muslims believe will happen after they die
- I can compare Muslim beliefs to those of other religions
- I can say how Muslim beliefs impact people's daily life
- I can describe the different forms of Jihad
- I can say if I think actions are right or wrong and explain why
- I can describe actions that might sometimes be right and sometimes be wrong

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You will learn about how different Muslims believe different things about life after death and about how Muslims try to live a good life



I can use specialist vocabulary and religious terms in sophisticated ways

akhirah		Life after death
jihad	See below for images	Struggle
lesser jihad		A struggle or fight against the enemies of Islam
greater jihad		A personal, individual struggle against evil

Questions to ask at home!

- What issues are important to us? How far would we go to defend our beliefs?

Questions to think about in class!

- What do you think is important in life?
- What do you struggle with?
- How have you managed to cope with the struggles you face?
- Why is it important to show commitment to things you believe in?
- What issues do you think are important?
- Why do people protest?
- Is every way of protesting acceptable? Explain.
- Have you seen any protests on the news? Do you agree with how the people protested?
- What do you believe will happen when you die?
- Does your belief in what happens after death affect how you live your life on Earth?
- How do different religions compare to the Islamic beliefs about life after death?
- Can religions bring peace, conflict or both? Can you think of any examples from the real world?
- Do all Muslims believe the same things?
- Should we judge a whole group of people because of the actions of a few people in that group?

Akhirah means life after death

Muslims believe that when you die there is a judgment day

Allah, who is perfect justice, will decide on your next step after looking at the evidence collected during your life

Jihad is defined as a personal struggle against evil

Muslims define jihad in different ways, for some it is an individual daily struggle to do the right thing, to avoid evil and temptation

For some other Muslims, jihad can be taken to mean literally fighting against a perceived enemy or evil

This has led some Muslims to take extreme action and even die for their faith, as well as kill others in the belief that this action will lead them straight to paradise

A just war is one that might be acceptable to fight

Can you think of any just wars you might have learnt about in history?

A holy war has religion as the driving force – usually to defend it from attackers

Can you think about any holy wars you might have learnt about?

Can any wars ever be truly justified?



Some of these topics might be controversial – it is important you remember our core value of respect and our British value of tolerance when discussing them in class and at home!

