
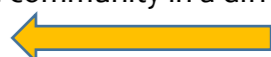


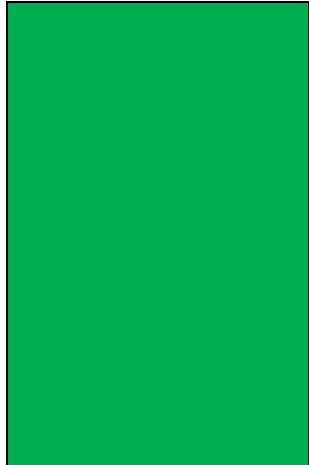






	Autumn Term-The Great Yorkshire Show		Spring Term-A Wonderful World		Summer Term-Back to the Future	
Topic and Link to York RE Syllabus	Why do some people think that God exists? (<i>Christianity and non-religious e.g. Humanism</i>)		If God is everywhere, why go to a place of worship? (<i>Judaism</i>)		What does it mean to be a Muslim in Britain today? (<i>Islam</i>)	
Sticky Knowledge	<p>Christians believe God is omnipotent and omniscient.</p> <p>People's upbringing and life experiences can affect their religious beliefs.</p>		<p>Schul is a school/ place to learn for Jewish people.</p> <p>Synagogue means house of assembly/ a place to get together for Jewish people.</p>		<p>The Five Pillars of Islam are the five obligations that every Muslim must satisfy in order to live a good and responsible life according to Islam. Shahadah (belief in ONE God and his Prophet); salat (daily prayer); sawm (fasting); zakah (almsgiving); and hajj (pilgrimage).</p> <p>Eid-ul-Fitr - It is celebrated on the 1st day of the month of Shawwal. On this day, Muslims are encouraged to dress in their best clothes and attend a special Eid prayer at their mosque. Before the prayer begins, Muslims make an alms payment (the Zakat al Fitr) in the form of food or its cash equivalent. This food and/or money is then distributed to the poor. After the special religious service, the focus turns to gift-giving. Children are given many gifts. Women get gifts from their loved ones.</p> <p>There are different Muslim groups – Sunni, Shi'a and Sufi. The Sunni and Shi'a agree on the main principals of Islam but differ with other aspects such as historical experiences. Sufi Muslims are emphatic that Islamic knowledge should be learned from teachers and not exclusively from books.</p>	
Vocabulary	<p>Theist</p> <p>Agnostic</p> <p>Atheist</p> <p>Bible</p> <p>Christian</p> <p>Existence</p> <p>Jesus</p> <p>Sacred</p> <p>Creation</p> <p>Evolution</p> <p>Omnipotent</p> <p>Omniscient</p>	<p>Explain</p> <p>Impact</p> <p>Connections</p> <p>Investigate</p> <p>Viewpoints</p>	<p>Deity</p> <p>Omnipresent</p> <p>Kumbh Mela</p> <p>Mezuzah</p> <p>Kiddush cup</p> <p>Kosher</p>	<p>Explain</p> <p>Impact</p> <p>Connections</p> <p>Investigate</p> <p>Viewpoints</p>	<p>The five pillaqrs</p> <p>Hajj</p> <p>Hadith</p> <p>Eid-ul-Fitr</p> <p>Tawhniid</p>	<p>Explain</p> <p>Impact</p> <p>Connections</p> <p>Investigate</p> <p>Viewpoints</p>



<p>Suggested Tasks</p>	<p>Ask the pupils to work in their groups to form 3 reasons why a person might believe in God, 3 reasons a person might not believe in God and 3 reasons why a person might not have made a decision about their beliefs about God.</p> <p>Focus the investigation on Christianity and explore What is God supposed to be like? Discuss how they are going to find out about what God is supposed to be like? What are they going to need to do?</p> <p>Divide pupils into groups and hand out newspapers. Ask pupils to collect stories and sort stories into those which depict a good world and those which depict a bad world. Deepen this simple activity by asking them to list possible candidates to explain who's responsible for the good and for the evil.</p> <p>Go back into you detective persona from the lessons on 'Is God real?' And demand your report. Spend time in role recapping from the class what they have found about different beliefs about God, evidence for the beliefs and how they affect people's behaviour. Announce deadline day and ask pupils to put together their report using at least two of the sentence starters from each column. Offer pupils different ways of presenting their report e.g. newspaper article or balanced argument. This is an important opportunity for pupils to deploy their new knowledge and skills in extended writing in RE and connects well to the English curriculum.</p>	<p>Give each half of the group a plain and basic outline of a church in the middle of a sheet of paper (Google images: 'church outline clipart') with space around the edges. Using the cards in their envelope, each group must draw the features on the cards and label the feature by sticking the cards on. Don't let them worry about their drawing- the task is about focusing on the features and why they are there. Swap churches and look at the other half of the group. Give out the information below printed onto two cards. Ask the pupils to read the two 'church info cards'. Ask groups to identify who has a Baptist church and who has an Anglican church.</p> <p>Show the class these words: 'synagogue' = 'house of assembly' (a place to get together), and 'schul' = school (a place to learn). They are both used for the same place. Pupils may hear their Jewish friends say they are going to 'schul', meaning the synagogue. Discuss how many things a place of worship does for a community, not just in Judaism.</p>	<p>Create a table with four columns titled moment by moment, daily etc. As you go through this unit collect examples of how the five pillars should affect a Muslim over these time periods.</p> <p>Research Muslim charity or almsgiving – Zakah, and the ways in which Muslims help and care for the worldwide Muslim community (Ummah). Discuss why and how is Zakah performed and who benefits. Challenge the Pupils to use sources to find out how much money is given to charity by each person, when is it given away, who is it given away to and why is it given away.</p> <p>Half the class read information from books, web or other sources on Ramadan and half on Eid-ul-Fitr, then envoy the information to the other half. Spend time discussing the pupils' own experiences of self-denial, charity, community and forgiveness. Pupils create mind maps on either Ramadan or Eid-ul-Fitr.</p>
<p>Skills linked to outcomes</p>	<p>Explain the impact of and connections between ideas, practices and viewpoints of different religions studied.</p> <p>Explain diverse ideas and viewpoints clearly in various forms.</p> <p>Investigate and explain why religions and worldviews matter to communities and individuals.</p>	<p>Explain the impact of and connections between ideas, practices and viewpoints of different religions studied.</p> <p>Explain diverse ideas and viewpoints clearly in various forms.</p> <p>Investigate and explain why religions and worldviews matter to communities and individuals.</p>	<p>Explain the impact of and connections between ideas, practices and viewpoints of different religions studied.</p> <p>Explain diverse ideas and viewpoints clearly in various forms.</p> <p>Investigate and explain why religions and worldviews matter to communities and individuals.</p>
<p>Assessment Opportunities</p>	<p>Create and present an argument as to why some people do and some people don't believe God exists- using at least one religious example and evidence to explain.</p>	<p>In groups debate arguments for and against this statement using different religious arguments learned.</p>	<p>Teacher to pick an aspect of living in Britain today and children to analyse what a Muslim's approach to this would be and why.</p>
<p>Previous and Past learning experiences</p>	<p>Why this topic now? This topic builds upon children's prior learning around different religions and beliefs. It pulls together different views and asks children to think about why people believe in a God</p>	<p>Why this topic now? This topic builds upon children's prior learning of scared places and why people enjoy praying together.</p> 	<p>Why this topic now? This topic builds upon the children's prior knowledge of why being part of a faith community is important. It explores the community in a different religion.</p> 



	<p>Next Steps Learning Linked Question threads: Who is a Christian and what do they believe? (Yr1) Who is a Muslim and what do they believe? (Yr2) What do different people believe about God? (Yr3)</p>  	<p>Next Steps Learning: Linked Question threads: What makes some places sacred? (Yr1) Why do people pray? (Yr3)</p> 	<p>Next Steps Learning: Linked Question threads: What does it mean to belong to a faith community? (Yr1) What does it mean to be a Christian in Britain today? (Yr3)</p> 
--	---	---	--