

REC Curriculum Framework for Religious Education:

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

C1. Discuss and present thoughtfully their own and others views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own to different forms including music, art and poetry.

C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.

C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and what is fair, they express their own ideas clearly in response.

Prior Learning - What children have learned previously	Current Learning - What children will learn now and build on previous knowledge	Future Learning - What children will learn building on what they are learning now
<p>In year 5 children will:</p> <ul style="list-style-type: none"> Compare the different ways in which Sikhs put their religion into practice. Evaluate different accounts of the Christmas story and understand that stories can be true in different ways. Learn to understand the relevance of Sikh stories today. Question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of the events during Holy Week. Begin to understand how Sikhs show their commitment to God and evaluate if there is a best way. Begin to understand how Christians show their commitment to God and evaluate if there is a best way. 	<p>In year 6 children will:</p> <ul style="list-style-type: none"> Evaluate the ways in which Muslim people show commitment to God and whether there is a best way. Analyse the Christian belief in the Virgin birth and assess the significance of this to Christian people. Evaluate different beliefs about eternity and understand the Christian perspective on this. Evaluate the influences that Christianity still has on the world and debate whether or not it is still a strong religion. Identify ways in which Muslim people try to lead good lives and how their belief in Akhirah influences this. Challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to heaven. 	<p>See curriculum framework for KS3.</p>

Threshold Concepts:

Know and Understand 	Communicate Ideas 	Gain and Deploy Skills 	Believing and Behaving 	Belonging and Practice 	Evaluate & Express
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Subject Specific Pedagogy:

Within a sequence of learning, *objectives are always included for building **knowledge of different aspects of art as well as developing children's **understanding of particular concepts.*****

There is a 4 phase approach:

Engagement

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Investigate

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Evaluation

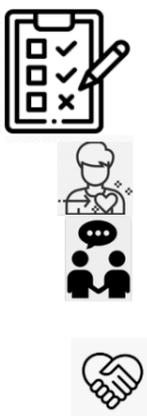
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Expression

Unit focus:	Islam
Enquiry question:	What is the best way for a Muslim to show Commitment to God?

Key Vocabulary:	Islam/Islamic Muslim Five Pillars Commitment to God (Shahada) Prayer (Salah),	Giving to charity (Zakah), Fasting (Swam) Pilgrimage (Hajj).		
Number of weeks:	7 weeks 3 days	Number of sessions:	6 x 1 hour.	
Key Learning:	Knowledge - The five Pillars of Islam and the meaning and intention behind each one. -	Skills - Debate and reasoning. - Listening and communicating ideas using Kagan structure sentence stems - What are the qualities needed to commit to something? What are the skills needed to commit to show true dedication to something?		
	Investigation - How does each pillar show commitment to God? - Which of the five pillars shows the most commitment?	Evaluate and Expression - Which is the best way for Muslims to show commitment to God? - Which of the religions that we have studied so far shows the most commitment to God and why?		
Key Text:	NA			
Cross Curricular:	Geography /History/PSHE Possible visit to Mosque.			

Engagement	Threshold Concepts  	Session 1	Key Question: what does it mean to make a commitment? When can commitment be difficult? Key Learning - Children will be able to identify the features of commitment.	Teaching: what does commitment require? Activities (Possible/Suggestions) <ul style="list-style-type: none"> Sort situations that do and do not require commitment. What are the differences between the two? They can organise this in their RE books. Elicit that commitment means doing something on a regular basis, demonstrating hard work, loyalty and belief. This needs to be put in their own words in their books. When can it be difficult to commit? Give scenarios. Decide on three key ingredients for commitment and make a note of these in their books.
	Investigate    	Session 2	Key Question: What are the five Pillars of Islam? What is difficult around the commitment of prayer? Key Learning: Children will be able to: <ul style="list-style-type: none"> Discuss the Five pillars of Islam and understand that Muslim people are expected to do these/commit to these to show that they are committed to God. What is easy and what is difficult about prayer? 	Teaching: Five Pillars of Islam – the importance of the commitment of prayer. Activities <ul style="list-style-type: none"> Explain to the children that this term we will be enquiring into Islam. What do the children remember about this faith from their Y2 enquiry? Can the children remember any of the things that are done to show commitment to God? Teach the children the five pillars of Islam and explain that we will be looking at these commitments in more detail. Commitment to God (Shahada), Prayer (Salah), giving to charity (Zakah), fasting (Swam) and pilgrimage (Hajj). There is a power point in the Y6 file. Remind the children that Muslims pray five times a day (Salah) and attend the mosque to do this where possible. Look at this video https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-prayer-in-islam/zjndxyc How difficult would this be? Do they need to pray this many times to show commitment? Why? Why not? Would it always be easy to stop what they are doing and pray? When would it be easy and when would it be hard? Children should debate this. They could conscience alley or debate in a group. The debate is to be recorded in their Re books.
	Investigate    	Session 3	Key Question: What is Zakah and why is it important to Muslim people. How does Zakah show commitment to God? Key Learning: Children will be able to: <ul style="list-style-type: none"> Understand what is meant by Zakah. Understand that there are many ways to be charitable. (They may wish to draw on what they have learned in other faiths here – Sikhism maybe) 	Teaching: the expectation of giving to charity should this be a choice or is it right that it is an expectation? Activities Children will: <ul style="list-style-type: none"> https://www.bbc.co.uk/bitesize/clips/z4yjxnb All Muslims are required to give up 2.5% of their money to charity. Muslims believe that it is their duty to do this because everything they have belongs to God. Should this be a duty/expectation or should people have a choice? Would somebody still be a good Muslim if they didn't give any money to God? Are there any other ways that Muslim could be charitable? What could they give other than money? Have a look at this website https://www.islamic-relief.org.uk let the children investigate is charity all bout money for Muslim people?

			<ul style="list-style-type: none"> Children could design a leaflet for Muslim people advertising ways in which they could be charitable.
	Session 4	<p>Key Question: What is Sawm? How does this show commitment to God?</p> <p>Key Learning: Children will be able to; Understand why Muslim people think that Sawm is important.</p>	<p>Teaching: what is Sawm? What would happen if people chose not to fast? How does it show that Muslim people are committed to God?</p> <p>Activities</p> <ul style="list-style-type: none"> https://www.bbc.co.uk/bitesize/clips/zw37tfr Children watch the above clip. They make notes as the video plays at to why fasting is important. Muslims fast because God says that they should. It is written in the Quran. They believe that it shows that their religion is the most important thing in their lives. Far more important than food or drink. God wants the Muslim people to remember people who are hungry. Children to role play and write up questions that they ask a Muslim child about the importance or Sawm. Are there any exceptions to the fasting rule? If a Muslim chose not to fast what would this mean? What if they were really hungry and ate something? What would happen? A video could be created with a QR code so that we could watch this again in subject monitoring.
	Session 5	<p>Key Question: which pillar shows the most commitment to God? Is it possible to distinguish between them all?</p> <p>Key Learning: Children will be able to:</p> <ul style="list-style-type: none"> Debate over the pillars and which shows the most commitment to God and why. Are the pillars necessary at all to be committed to God? 	<p>Teaching: get the children to recall the facts about each pillar and the meaning behind each.</p> <p>Activities Children will:</p> <ul style="list-style-type: none"> Ask the children to recall what they remember from their year 2 enquiry into Hajj (Pilgrimage) remind if needed. (This is the video they were shown in Y2 and can be shown again if needed to remind them of this pillar - https://www.bbc.co.uk/programmes/p02mwk0y) Now that they have an understanding of the five pillars ask the children to review each one and what they mean to Muslim people. Can they debate which is the most important in terms of showing the most commitment to God? Give the children cards with the pillars on and ask them to put them in order in terms of which shows the most commitment. The children work in a small Kagan team to debate this and they must write and give reasons for their choices. This can then be copied for each person in the group and stuck into their RE books.
	Session 6	<p>Key Question: How can we use what we have learned about commitment to transfer those skills to our own lives?</p> <p>Key learning: Children will be able to:</p> <ul style="list-style-type: none"> Draw on the learning from all religions that they have studied thus far and discuss the levels of commitment that are shown. What skills are needed to show true commitment? 	<p>Teaching: Think about all the other religions we have learned and discussed commitment within. Are some religions more committed than others?</p> <p>Activities Children will:</p> <ul style="list-style-type: none"> Think about the other religions we have learned about and how they all show commitment to God. Which of the religions is most committed to their faith? Why do they think this? What evidence do they have for their choice? Looking at the evidence that they have drawn together. What skills and practices could we adopt? If we were to make a potion for commitment what skills would have to be included in the brew? Children to brew their own commitment potion thinking carefully about the skills that are needed to commit. Think back to lesson one and start the brew with these? This can be recorded in their books.

