

Religious Education Year One Spring One

Key Question: Does Creation help people understand God?

Learning Intention: To understand Christian and Jewish beliefs about Creation and the character of God.

Values Explored: care, joy, love, kindness

What I should already know:

- *Christians believe in God and Jesus
- *Jewish people believe in God, but do not believe that Jesus was God's son.

Stories I will know by the end of this unit:

Jewish - Christian Creation Story



day one - heavens earth light



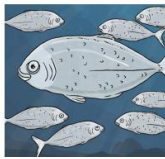
day two - sky



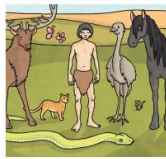
day three - land, water, plants



day four - sun, moon, stars



day five - fish, birds



day six - animals, man



day seven - rest, Sabbath God

What I will know by the end of this unit:

- *The Christian Creation story from Genesis 1
- *The phrase "And God saw that it was good"
- *Most Christians believe that the Creation story teaches them that God is Creator
- *Through the Creation story, God shows the attributes of: power, might, love and kindness
- *Know that Christians and Jews believe that God made humankind and that he made them to create as well and has a special relationship with them



Key Vocabulary:

Creation- the act of creating or causing something to exist.

Creation story- a story that explains how the Earth and humans came into existence. In this story, Christians and Jews believe that God created the world in six days. On the seventh day, God rested.

Old Testament- the first part of the Bible containing stories and writings from before the birth of Jesus.

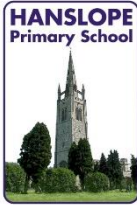
Genesis- the first book of the Bible and the first book of the Torah (part of the Tanakh).

Sabbath/Shabbat- the day of rest and worship on the seventh day of the week.

Reflection:

How do you think we should look after our world?





Religious Education Year Two Spring One

Key Question: Is it important to celebrate the New Year?

Learning Intention: To explore the ways that different people and different faiths celebrate the New Year.

Values Explored: obedience, faith

What I should already know:

*New Year is celebrated in the United Kingdom

Stories I will know by the end of this unit:

Adam and Eve:

The Jewish new year recalls the creation of Adam and Eve and the special relationship of dependence on God.



Abraham and Isaac:

The Shofar (ram's horn), reminds people of the provision of a ram, caught by its horns in a thicket when Abraham was preparing to sacrifice Isaac.

(Genesis: 22)

One day, G_d spoke to Abraham.
"Abraham", said G_d.
"I am here", replied Abraham.
"Take your son, whom you love and take him to the place called Moriah. Sacrifice him there as an offering."
Abraham was very sad but knew he had to do what G_d asked.



Abraham built an altar from rocks. Then, he laid the wood on the top. He told Isaac to lie on the woodpile. He was about to sacrifice Isaac when he heard an angel of G_d call to him. "Do not do anything to the boy. You have shown you are loyal to G_d." Abraham saw a ram caught in a bush and he sacrificed the animal to G_d instead.



Key Vocabulary:

Celebration-the action of celebrating an important day or event.

New Year-the first few days or weeks of a year.

Rosh Hashanah (Head of the Year)- a time when Jewish people think about leaving their old shortcomings behind and look forward to a sweet new year, praying for a year of life, health and prosperity.

Shofar- a ram's horn

At Rosh Hashanah, the Shofar is sounded as a call to say sorry and as a celebration of God as King of the universe.

Yom Kippur- Day of Atonement

What I will know by the end of this unit:

*Key features of New Year celebrations explored

*The New Year celebrated in the United Kingdom is not a religious festival

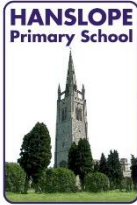
*The story of Adam and Eve and the sacrifice of Isaac

*The foods eaten at Rosh Hashanah and their significance

*The significance of the Shofar

Reflection: How do you feel about New Year celebrations? How would you choose to celebrate?





Religious Education Year Three Spring One

Key Question: Is a Jewish child free to choose how to live?

Learning Intention: To explore the impact Jewish beliefs have on the life of a child.

Values Explored: respect, truth, generosity

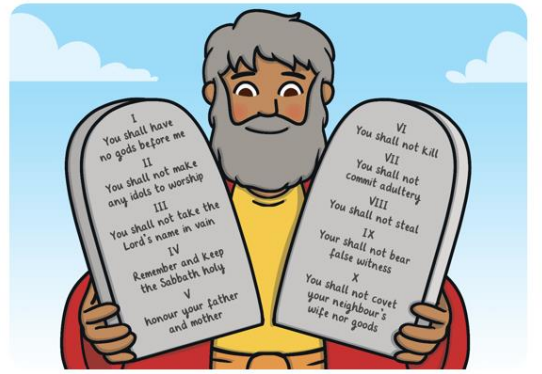
What I should already know:

*Some religious people follow rules within their faith.

Stories I will know by the end of this unit:

Moses and the Ten Commandments-Exodus 20

Moses promised God that the Israelites would keep all of the Ten Commandments.



What I will know by the end of this unit:

*Most Jewish people place emphasis on the Ten Commandments as well as 613 Mitvot

*The story of the giving of The Ten Commandments

*The difference between observant Jews and other people, particularly in terms of kosher food, dress and Shabbat observance

*Differences that may be observed in a Jewish household and the implications for children

Key Vocabulary:

Judaism-religion and way of life of the Jewish people.

Belief- an acceptance that something exists or is true, especially one without proof.

Commandments- a divine rule.

Orthodox Jew- strictly follows Jewish laws and traditions in everyday life.

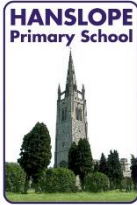
Shabbat/Sabbath- day of rest on the seventh day of the week.

Reflection:

Are there rules that you want to change?

Are there things that you can learn from the Jewish rules?





Religious Education Year Four Spring One

Key Question: Is a holy journey necessary for believers?

Learning Intention: To explore the holy journeys made by believers; the reasons and impact for such journeys.

Values Explored: truth, commitment

What I should already know:

*The Magi travelled to see Jesus. (Wise Men)

A **pilgrimage** is a special journey to a place that is important for religious reasons. Different religions have different special places that **pilgrimages** are made to. All places of **pilgrimage** are considered to be **sacred** and **holy** and they can be places where **miracles** have taken place.

Examples of pilgrimages I will learn about by the end of this unit:

Santiago de Compostela in Spain



Lourdes in France



Varanasi and River Ganges (Kumbh Mela Festival) in India



What I will know by the end of this unit:

*The difference between a pilgrimage and a holiday

*A range of pilgrimages for Christians and Hindus

*Why people choose to participate in a pilgrimage

*The impact a pilgrimage may have on a participant

Key Vocabulary:

Hindu- follow of Hinduism.

Christianity-the religion based on the person and teachings of Jesus Christ, or its beliefs and practices.

Pilgrimage-a journey, especially a long one, made to a sacred place as an act of religious devotion.

Worship-the feeling or expression of adoration for a deity.

Deity-a god or goddess

Sacred- connected with God or a god, dedicated to a religious purpose.

Holy-dedicated to God or a religious purpose.

Miracle-an extraordinary and welcome event that is not explicable by natural or scientific laws and is therefore attributed to a divine being.

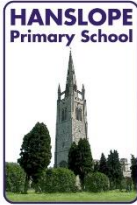
Reflection:



Would you want to go on a pilgrimage?

Where would you go and why?

Is a pilgrimage more important than a holiday?



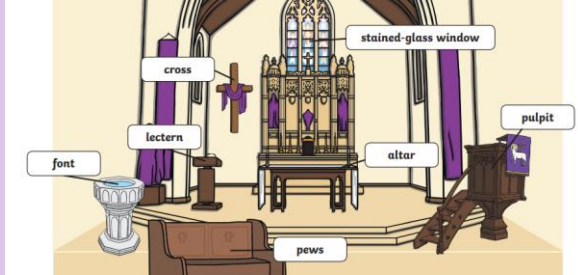
Religious Education Year Five Spring One

Key Question: Does the community of the Mosque help Muslims lead better lives?
Learning Intention: To explore how the Mosque is viewed and how it influences the life and belief of Muslims.

Values Explored: community, charity

What I should already know:

*Key features of a Church



Key features of a Mosque:

Mosque ('Masjid')



- *Men and women are usually kept separate in a Mosque.
- *The Qur'an is not kept wrapped on a high shelf in the Mosque as the whole building is considered holy.
- *Worshippers face the same direction in the main worship hall.
- *There are places for ritual washing.
- *The Mosque is the focus on Fridays for the five daily prayers.

What I will know by the end of this unit:

- *Features of a Mosque
- *Key differences between a Mosque and a Church
- *The term Ummah applies to all Muslims and refers to the unity of Islam

Key Vocabulary:

Mosque (Masjid)- a place of prayer for Muslims.

Community-a group of people that have certain attitudes and interests in common.

Ummah-the whole community of Muslims bound together by their faith.

Wudu- ritual washing before daily prayer.

Five Pillars of Islam- the **five things** that Muslims are expected to do.

Shahadah: Declaration of faith

Salah: Pray five times a day

Zakat: Donate to charity

Sawm: Fast for one month during Ramadan

Hajj: Pilgrimage to Mecca once in their lifetime

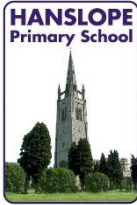
Reflection:

How does community affect your life?

What would you do to make your community better?



Are there things that you have learned from the Mosque that make you want to change your community?



Religious Education Year Six Spring One

Key Question: Do clothes express beliefs?

Learning Intention: To explore whether clothing rules and restrictions can express belief and give people a sense of identity.

Values Explored: community

What I should already know:

*People may follow certain rules within their faith community.

A range of clothing worn by people of faith:

Judaism



Islam

The word hijab means 'to cover' so is often used to describe the headscarves worn by Muslim women and girls.

☆
Hijabs come in many styles and colours.

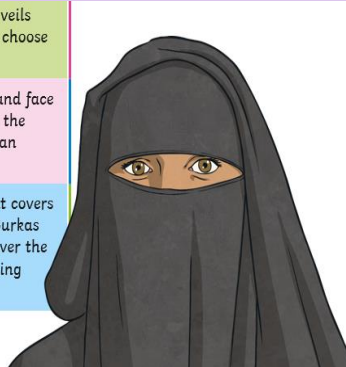
☆
The most common type in the UK covers the head and neck and leaves the face clear.



There are many other face veils that Muslim women might choose to wear.

☆
A **niqab** covers your head and face but leaves the area around the eyes clear. It is worn with an additional headscarf.

☆
A **burka** is another veil that covers the whole face and body. Burkas often have a mesh screen over the eyes. It is the most concealing Islamic veil.



Key Vocabulary:

Islam- the religion of Muslims.

Judaism- the religion of Jewish people.

Modest-clothing that reflects the spiritual and stylistic requirements for reasons of faith or religion.

Dress Code- the required manner of dress.

What I will know by the end of this unit:

*The religious significance behind a range of dress codes

*Links between specific passages of the Qur'an and the Torah

*Why some people follow dress codes

*The impact that following a dress code has on the life of a believer

*People follow dress codes for non-religious reasons

Reflection:

How do you choose what to wear?

Do you have a free hand or do parents/ carers tell you what to wear?

Do you think it matters what people wear?

