

RE:

RE: Does belief in Akhirah (life after death) help Muslims lead good lives? Part 1	Key Stage 2	Cycle B
National Curriculum Objectives	Declarative Knowledge (I know...)	Procedural Knowledge (I can...)
Discovery RE: <ul style="list-style-type: none"> To understand that the concept of Jihad can be interpreted differently leading to different actions and consequences. 	<ul style="list-style-type: none"> I know that my choices have consequences either bad or good. I know what influences or motivates me to lead a good life and know the comparisons to Muslims. I know how my beliefs about what is right and wrong influences the choices I make. I know how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people. I know how my belief about life after death can influence how I choose to behave in life. 	<ul style="list-style-type: none"> I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims. I can start to explain how my beliefs about right and wrong, actions and consequences make a difference to the choices I make. I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people. I can ask questions about life after death and explore how what I believe about this might influence my life.
<p style="text-align: center;">Prior Learning:</p> <p>Year 5/6 – Cycle B Autumn 1</p> <ul style="list-style-type: none"> To understand some of the ways Muslims show commitment to God and evaluate whether there is a best way. <p>Year 1/2</p> <ul style="list-style-type: none"> Explain how commitment can be hard and describe how it would feel to reach a goal. Describe the Muslim prayer routine and explain how they believe this could help them in their everyday lives. Decide on 3 ways Muslims might be helped in their everyday lives by praying 5 times a day, and can explain my reason for one of these. 		<p style="text-align: center;">Assessment Task:</p> <p>Make a diamond 9 to show the 9 most important ways they might try to lead a ‘good’ life and explain why they have chosen to order them this way.</p>
<p style="text-align: center;">Common Misconceptions:</p>		<p style="text-align: center;">Vocabulary</p>
<p>Lesson 1</p>	<p>LO: To understand what motivation is. Task: How far would you go for something you believe in? Go through scenarios and decide how strongly they agree/disagree and explain why. (see Discovery RE plan for scenarios). Discuss what motivation is. What motivates us to take certain actions? Would our actions change if we thought someone was watching? Discuss what ‘good’ actions are. (War?) Resources: PPT, scenarios</p>	<p>Motivation Consequences Actions</p>
<p>Lesson 2</p>	<p>LO: To understand what it means for Muslims to lead a good life. Task: What does leading a good life involve/look like? How would you know when/if someone was living a ‘good’ life? Who do you think leads a ‘good’ life? Why have you chosen them? Mind map what the chn know about how Muslims try to live a ‘good’ life (5 pillars of Islam) Recap and watch clip. Remind chn that Allah will judge them when they die and weigh up the good things they have done against the bad to determine which tier of heaven they are allowed to go to. Resources: www.bbc.co.uk/education/clips/zwvq6sg</p>	<p>Prayer Good work Fasting Ramadan</p>
<p>Lesson 3</p>	<p>LO: To understand what Muslims believe about life after death (Akhirah) Task: Introduce Akhirah (life after death) Recap what Muslims believe about life after death – compare and contrast to other views taught last term. Resources: Akhirah PPT</p>	<p>Akhirah Life After death</p>

<p>Lesson 4</p>	<p>LO: To understand the concept of Jihad. Task: Recap: Does belief in Akhirah (life after death) help Muslims lead good lives? Do chn think it might sometimes be a challenge/ an effort/a struggle for Muslims to lead good lives ie. Praying 5 times a day, fasting during Ramadan etc. Introduce 'Jihad' – struggle or effort – overcoming anger, greed, pride, working for social justice etc. 'The Greater Jihad' Resources: Jihad PPT</p>	<p>Jihad Effort Struggle Challenge</p>
<p>Lesson 5</p>	<p>LO: To understand that the concept of Jihad can be interpreted differently leading to different actions and consequences. Task: Make a Diamond 9 to show what they think the 9 most important ways a Muslim may try to follow the teachings of Allah and then rearrange them to show in Diamond 9 formation which of these might need the most effort etc. and give reasons for their choices. Resources: Paper cards for Diamond 9</p>	<p>Effort Struggle Jihad Challenge 5 pillars</p>
<p>Lesson 6</p>	<p>LO: To understand that the concept of Jihad can be interpreted differently leading to different actions and consequences. Task: Introduce quote – 'The most honoured of you in the sight of Allah is he who is the most righteous of you' – Surah 49:13. What do you think being 'righteous' means to Muslims? Make a diamond 9 to show the 9 most important ways they might try to lead a 'good' life and explain why they have chosen to order them this way – Assessment task based on what they have learnt about leading a good life (explain choices) Resources: PPT, paper cards for Diamond 9</p>	<p>Righteous Honoured</p>