

Focus Question – What do Christians mean by the ‘Holy Spirit’?



**What are my special qualities?**

**Search for personal meaning**

**Shared human experience**

**Living religious traditions**

**Beliefs and values**

**Who or what inspires me?**

What aspects of being human should we celebrate?  
What skills, talents and qualities exist in our community?

Pupils will learn about the story of Pentecost and how Christians today might celebrate Pentecost

Pupils will explore Christian beliefs about the Holy Spirit and the impact that believing in the Holy Spirit might have on the life of a believer.

**What do Christians mean by the ‘Holy Spirit’?**

They will learn about the fruit of the Spirit – the characteristics of a Christian individual or community inspired by the Holy Spirit

Pupils should investigate different forms of worship in Christianity and why the Holy Spirit is important for some forms of worship.

What does it mean to be a successful human being?  
How can we best share our talents and attributes?

**How can I make the best use of my talents?**

**Key Ideas About This Unit**

In this unit children will explore the Church as a community of people inspired by the Holy Spirit. This will build on their prior learning about the beliefs, values and symbols that unite the worldwide Christian community and the importance of worship. Children will learn about what Christians mean by the Holy Spirit and how this might inspire Christians to express their beliefs and values in different ways. There are also opportunities to explore how and why creative abilities such as music and art might be used to express ideas and talents.

**Key Vocabulary**

Attributes	A quality or feature regarded as a characteristic.
Belief	An acceptance that something exists or is true, especially one without proof.
Bible	A Bible is a collection of sacred texts – a record of the relationship between God and humans
Church	A Christian Place of Worship.
Community	A group of people living in the same place or having a similar interest in common.
Holy Spirit	In Christianity the third person of the Trinity; God as spiritually active in the world.
Priest/Vicar	A person in charge of a church who serves God.
Prayer	Words spoken to God.
Worship	To honour and/or respect God.

Focus Question – How (and why) have some people served God?



**Who inspires me?**

Why are some people particularly inspirational?  
Who are good role models for the world today?

Search for personal meaning

Shared human experience

Living religious traditions

Beliefs and values

**How (and why) have some people served God?**

Am I a good example for others?

Whose guidance should I follow?

Pupils should think about what is meant by a 'vocation'. They should explore the lives of Christians who have served God.

Pupils will investigate stories of prophets from the Bible – and consider how and why these people chose to follow the word of God.

Pupils should be able to identify Christian beliefs and values about God that are demonstrated in these stories – eg. belief in a sustainer God who is active in the world.

Pupils will consider why the idea of serving others is important to many Christians – they will look at the importance of service and sacrifice in Christian life.

What qualities do good leaders have?  
How do we decide who to follow (and who not to follow)?

**Key Ideas About This Unit**

This unit enables children to explore Christian teachings and examples of people who have followed the word of God. They will investigate the prophets of the Old Testament and consider why these people chose to listen to God and how they put their beliefs into action. They will also explore ways in which Christians today might follow God's word and live a life of service – serving God and the community. They might look at inspiring Christians such as Dr Barnardo, Archbishop Desmond Tutu, William Booth and the work of the Salvation Army.

**Key Vocabulary**

Bible	A Bible is a collection of sacred texts – a record of the relationship between God and humans
Community	A group of people living in the same place or having a similar interest in common.
Inspirational	Providing or showing creative or spiritual inspiration.
Lord	A name given to Jesus.
Old testament	The first part of the Christian Bible, which is the Jewish scriptures.
Prophet	A person regarded as an inspired teacher or proclaimer of the will of God.
Service	Christian communal worship, often held in a church building.
Symbol	An item that represents something e,g a cross represents Jesus and how he died.
Worship	To honour and/or respect God.

Focus Question – What does it mean to be a disciple of Jesus?



**Who should I decide to follow and why?**

What qualities should we look for in a good leader?  
 What do we mean by 'charisma'?

**Search for personal meaning**

**Shared human experience**

**Living religious traditions**

**Beliefs and values**

Pupils should consider what it mean to be a modern-day follower of Jesus. How might Christians follow the teachings and example of Jesus today?

Pupils will explore the concept of discipleship in Christianity – what does it mean to be a follower of Jesus?  
**What does it mean to be a disciple of Jesus?**  
 They will learn about the disciples and consider why these men decided to become followers of Jesus.

They will investigate the work of one Christian organisation that helps those in need – and explain how this is an example of Christian values in action.

**Would I make a good leader?**

What motivates people to make a difference?  
 Are there shared human values that should affect the way we treat others?

**How can I make a difference ?**

**Key Ideas About This Unit**

This unit enables children to explore what it means to be a follower of Jesus – both at the time of Jesus and today. References should be made to previous learning about Jesus – ie. That Jesus is special to Christians and is described as a 'light to the world', someone who brought hope to the world. This may be a good opportunity to introduce the work Messiah when talking about why some people at the time decided to devote their lives to following Jesus. This should then lead into an exploration of how Christians today might try to follow the example and teachings of Jesus – What does it mean to be a true follower?

**Key Vocabulary**

Advent	The first season of the Church year, leading up to Christmas.
Disciples	A personal follower of Christ during his life.
Incarnation	Christians believe that God took human form in Jesus.
'Light of the World'	Christians use this phrase to describe Jesus.
Messiah	A leader regarded as the saviour.
Symbol	An item that represents something e.g a cross represents Jesus and how he died.
Worship	To honour and/or respect God.



Focus Question – Why is the prophet Muhammad an example for Muslims?



**What special qualities do I have ?**

**Who is my role model in life ? Why?**

**Search for personal meaning**

**Shared human experience**

**Living religious traditions**

**Beliefs and values**

**Why is the prophet Muhammad an example for Muslims?**

**What difference could I make to the world ?**

What makes a person a good role model ?  
How are they used as sources of wisdom and guidance?

Pupils should be able to describe and give reasons for the Islamic practice of zakat. They should know that being charitable is important to Muslims.

Pupils will develop an understanding of the importance of the Prophet Muhammad for the Islamic community. They should know why he is seen as a good role model.

Pupils should learn about the Islamic beliefs and values found within the story of the Prophet Muhammad and understand the impact these might have on a Muslim.

They should be able to suggest different ways that a Muslim might try to be charitable in the world today.

Why do communities need leaders and role models?  
What inspires us as human beings to be charitable to others?

**Key Ideas About This Unit**

This unit enables children to explore and examine the origins of Islam. The focus is on founders and leaders, using stories and teaching to identify how the values contained within them can inspire and influence a believer today. Children will develop an understanding of why Muhammad is seen as a role model to Muslims and should have a basic understanding of how his example influences a Muslim life. The experiences of the life of the prophet are directly linked with the treatment of other people, it will be explored through acts of charity. Children will be able to explain the third pillar of Islam (Zakat) and why it is an obligatory act (one of the five pillars).

**Key Vocabulary**

Allah	Arabic word for God and who Muslims pray to.
Charity	An organisation set up to provide help and raise money for those in need.
Five Pillars	The most important Muslim practices are the Five Pillars of Islam.
Muhammad	The name of the prophet who founded the religion, Islam.
Origin	The point or place where something begins, arises, or is derived.
Qur'an	The Islamic sacred book, believed to be the word of God.
Ritual	A religious ceremony consisting of a series of actions performed in an order.
Worship	A daily routine where they pray to their God and go to a mosque.
Zakat	One of the Five Pillars where payment is made and used for charitable and religious purposes.

Focus Question – Why is family an important part of Hindu life?



**What duties do I have towards other people?**

**Do all people have duties?  
What are our duties to one another?**

Children will learn about the festival of Raksha Bandhan and how festival traditions are a reminder of family ties and responsibilities.

**Living religious traditions**

**Beliefs and values**

Children will explore the concept of duty within Hinduism – religious duties, duty to society and duty to the family.

**Why is family an important part of Hindu life?**

They will consider family members in the story of Rama and Sita and what this might teach Hindus about roles and duties in the family.

They should also investigate how worshipping in the home might bring the family together and be a reminder of the duty to lead a moral life.

**Why is family so important to many humans?  
What responsibilities do family members have towards one another?**

**What rights and responsibilities do I have in my family?**

**Search for personal meaning**

**Shared human experience**

**How do I know what my duties are?**

**Key Ideas About This Unit**

This unit enables children to explore the concept of duty within Hinduism – religious duties, duty to society and duty to the family. They will consider family members in the story of Rama and Sita and what this might teach Hindus about roles and duties in the family. Children will learn about the festival of Raksha Bandhan and how festival traditions are a reminder of family ties and responsibilities.

**Key Vocabulary**

Duty	A moral obligation and responsibility.
Festival	A day or period of celebration, typically for religious reasons.
Rama and Sita	One of the main stories from Hinduism.
Society	People living together or an organisation within in a community.
Temple	A Hindu temple is a symbolic house, seat and body where people can go and worship their god.
Worship	To honour and/or respect their god.

Focus Question – Why are the Gurus important to Sikhs?



**Who should I follow?**

**Search for personal meaning**

**Shared human experience**

**Living religious traditions**

**Beliefs and values**

**What are my commitments?**

**How do should I show that I am committed?**

Who are our role models?  
How can we try to be more like them in our daily lives?

Children will learn about the Sikh festival of Baisakhi. They will consider the importance of showing commitment to a religious way of life

Children will learn about Guru Nanak and the 10 gurus of Sikhism. They will consider how Sikhs may try to follow the example of the Gurus

**Why are the Gurus important to Sikhs?**

They will investigate the importance of the Guru Granth Sahib as a living teacher and source of authority

Children will learn about how Sikh beliefs about the importance of the Guru Granth Sahib are shown through the way that it is treated

What type of things really inspire people to become committed?  
What does it mean to make a commitment to something?

**Key Ideas About This Unit**

This unit gives children the opportunity to explore the Sikh tradition and its origins with the teachings and example of Guru Nanak and Guru Gobind Singh. They will consider the importance of commitment within Sikhism and how this might be expressed (they will explore these expressions in greater depth in Year 4). Children will understand what is meant by the term ‘guru’ and why the gurus are important role models for Sikhs. They should learn about the Guru Granth Sahib and how/why it is treated with great respect by Sikhs and within the Gurdwara.

**Key Vocabulary**

Gurdwara	A Sikh place of worship.
Guru	A spiritual teachers.
Guru Granth Sahib	Sikhs holy book that they don't regard as just a book but as a living Guru.
Prayer	Words spoken to God.
Respect	A felling of admiration for someone or something elicited by their abilities.
Ritual	A religious ceremony consisting of a series of actions performed in an order.