

Focus Question – How and why might Christians use the Bible?



Does it matter if I am a moral person?

Search for personal meaning

Shared human experience

Living religious traditions

Beliefs and values

Who or what should I obey?

How should I live my life?

How should we live our lives?
Why do people have different views about right and wrong?

Pupils should investigate the differing sources of authority that a Christian might look to when making moral decisions (i.e. the Bible, Church leaders, conscience) and the impact that following these might have on the life of a believer.

Pupils will explore different Christian beliefs about the Bible as the word of God. They should consider how and why Christians might try to follow the teachings of the Bible.

How and why might Christians use the Bible?

Pupils should understand that the Bible is a collection of books, containing different types of literature – and that Christians have different beliefs about how it should be interpreted.

Pupils should learn about how Christians use the Bible – both in congregational worship and in private as a source of wisdom and guidance.

What do we mean by a source of authority?
What authorities do we follow and why?

Key Ideas About This Unit

This unit investigates how and why Christians use the Bible today and why the Bible is seen as a source of inspirations and authority by many Christians. Children will understand that the Bible is not one book but a collections of books, written by different people at different times. They will know that the Bible contains two main sections – the Old Testament (which is the Jewish scriptures) and the New Testament (about Jesus and the early Church). Children will explore the idea that the Bible has authority for Christians because it is ‘the Word of God’, but that Christians have different views about what this means and the children will explore what these views are.

Key Vocabulary

Authority	The power or right to give orders, make decisions and enforce obedience.
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.
Gospel	The teaching or revelation of Christ.
Inspirational	Providing or showing creative or spiritual inspiration.
Lord	Christians call Jesus, Lord because they believe he is the ruler and master of the World.
Old Testament	The first part of the Christian Bible, which is the Jewish scriptures.
New Testament	The second part of the Christian Bible, which is about Jesus and the early Church.
Parable	A simple story used to illustrate a moral or spiritual lessons as told by Jesus in the Gospels.

Focus Question – Is sacrifice an important part of religious life?



Who has made sacrifices for me?

Why do we make sacrifices for the people we love?
What types of things might we give up?

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Pupils should learn about the Christian season of Lent and why many Christians make sacrifices during this time.

Beliefs and values

Pupils will investigate the account of Jesus being tempted in the wilderness and the Christian beliefs about Jesus contained within this story.

Is sacrifice an important part of religious life?

They should consider why sacrifice might be an important Christian value and be able to link this to their learning about Jesus.

They will also learn about the importance of agape – sacrificial love – within Christianity. They might explore how some Christians have put this into practice in their lives.

What is involved with making a sacrifice?
How might making a sacrifice be a positive thing?

Is sacrifice an expression of love?

Who or what would I make a sacrifice for?

Key Ideas About This Unit

This unit investigates the person of Jesus through the concept of sacrifice. This links to prior learning about the principle of Zakat in Islam and also what it means to be a follower of Jesus by exploring how Christians might try to follow the example of Jesus through charity and personal sacrifice. It enables children to consider how Jesus’ sacrifices have provided a model for other Christians to mirror by showing agapē (selfless love for others). They will have opportunities to reflect on their own values and on what influences their choices.

Key Vocabulary

Advent	The first season of the Church year, leading up to Christmas.
Agape	The highest form of love and charity. The love of God for man and of man for God.
Incarnation	Christians believe that God took human form in Jesus.
Lent	The period preceding Easter, which is devoted to fasting, abstinence and penitence.
Love	An intense feeling of deep affection.
Sacrifice	Christ’s offering of himself in the Crucifixion.
Selfless	Concerned more with the needs and wishes of others than with themselves.
Resurrection	The rising of Christ from the dead.

Focus Question – What does ‘love your neighbour’ really mean?



What wisdom have I gained from others?

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Beliefs and values

How should I show love for all?

What wisdom would I pass on?

How and why do we use stories to teach important values?
What do we mean by ‘the moral of the story’?

Pupils should investigate what agape means to a Christian today and the different ways that this might be expressed by individuals and the Church community.

Pupils will explore the beliefs, teachings and values contained in the key parables taught by Jesus.

What does ‘love your neighbour’ really mean?

They should consider the context and meaning for the audience at the time of Jesus as well as the importance of these stories as a source of guidance for Christians today.

They should consider what Jesus meant by the terms ‘love’ and ‘neighbour’ – and how this might compare with a modern day understanding.

How should we live our lives?
How should we behave towards others?

Key Ideas About This Unit

This unit investigates the Christian teaching of agape- a selfless love of others. Children will explore how important messages and guidance can be passed on through stories and will focus on Christian teachings contained in the parables that Jesus told to his followers. They will then discover examples of how modern Christians show a love for their neighbour and reflect on what they message they would want to pass on to future generations.

Key Vocabulary

Agape	The highest form of love and charity. The love of God for man and of man for God.
Bible	A Bible is a collection of sacred texts – a record of the relationship between God and humans.
Church	A Christian Place of Worship.
Christian	Relating to or professing Christianity or its teachings.
Love	An intense feeling of deep affection.
New Testament	The second part of the Christian Bible, which is about Jesus and the early Church.
Parable	A simple story used to illustrate a moral or spiritual lessons as told by Jesus in the Gospels.
Selfless	Concerned more with the needs and wishes of others than with themselves.



Focus Question – What might a Hindu learn from celebrating Diwali?

Do I think that good should always win? Why

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Beliefs and values

What does 'goodness' mean to me?

Why is light so important to humans? Does good always overcome evil?
Where do we see goodness in the world?

Pupils should be able to describe why Diwali is such a popular Hindu festival and the impact that the festival might have on the life of believers.

Pupils will investigate the story of Rama and Sita and suggest what a Hindu might learn from this story. They should be able to retell the story and identify what it teaches Hindus about how to live and the idea that good overcomes evil.

What might a Hindu learn from celebrating Diwali?

Pupils should learn about the Hindu deity Vishnu and Hindu beliefs about avatars. They should be encouraged to make links between the story of Rama and Sita and the belief that as an avatar of Vishnu, it is Rama's role to destroy evil.

Pupils will explore the symbolism of light in the Diwali festivities. They should be able to make links between the use of light, the story of Rama and Sita, and the message of good overcoming evil.

What makes a good story? Why do so many stories tell of a battle between good and evil? Is life sometimes like a battle between good and evil?

What gives me hope during difficult times?

Key Ideas About This Unit

This unit gives children the opportunity to revisit the story of Rama and Sita (they will have been introduced to this story in Y3) and to explore the theme of good overcoming evil – just as light overcomes darkness. Children will deepen their understanding of Hindu beliefs about God by learning about Rama as an avatar of Vishnu. They will be able to connect this with the Diwali theme – Rama is a deity and therefore represents goodness. As an avatar of Vishnu, it is his role to uphold dharma and fight evil. This is exemplified in the story of Rama and Sita which is celebrated at Diwali.

Key Vocabulary

Avatar	A manifestation of a deity or released soul in bodily form on earth.
Diwali	A Hindu festival with lights, associated with Lakshmi, the goddess of prosperity.
Rama and Sita	One of the main stories from Hinduism.
Vishnu	The Hindu god Vishnu is the protector and preserver of the universe.
Symbols	An item that represents something in Hinduism.
Temple	A Hindu temple is a symbolic house, seat and body where people can go and worship their god.

Focus Question – Why do Muslims fast during Ramadan?



Who or what am I committed to?

Search for personal meaning

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Beliefs and values

Is commitment a duty or a choice?

Am I will to make sacrifices for the common good?

What does it mean to be committed?
How do people express their commitments?

Pupils should be able to understand why a Muslim would commit to the fast and the impact that fasting may have on individuals, families and communities.

Pupils will learn about Ramadhan – the Islamic month of fasting. They should explore the reasons for fasting and the values expressed by this commitment.

Why do Muslims fast during Ramadhan?

They should consider how fasting at Ramadhan is both an act of submission to God and an expression of concern for those who are poor and hungry.

Pupils should be able to explain the importance of Ramadhan in the context of the Five Pillars. They will consider why many Muslims give to charity at this time.

How do people show their commitment to others and to society?
Does commitment involve struggle and sacrifice?

Key Ideas About This Unit

This unit enables children to examine the structures that underpin Islamic beliefs and practices in greater depth. Through a study of Ramadan, opportunities are provided for pupils to understand the key values of Islam of submission to Allah and service to God through charitable life and actions. They will consider the role of commitment as part of religious life and reflect on the wider human value of being committed to ideas, to self-improvement or to other people. Pupils will have opportunities to think about their own commitments and the extent to which these have a positive impact on their lives.

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.
Commitment	The state or quality of being dedicated to a cause.
Fasting	Fasting requires the abstinence from food and drink.
Five Pillars	The most important Muslim practices are the Five Pillars of Islam.
Muhammad	The name of the prophet who founded the religion, Islam.
Qur'an	The Islamic sacred book, believed to be the word of God.
Ramadan	The ninth month of the Muslim year, during which strict fasting is observed from dawn to sunset.
Ritual	A religious ceremony consisting of a series of actions performed in an order.

Focus Question – How do Sikhs express their beliefs and values?



What values and commitments matter to me?

Should we show our beliefs, values and commitments to others? If so, how?

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Beliefs and values

Who or what should I serve?

How do Sikhs express their beliefs and values?

Pupils should investigate the meaning and symbolism of the 5Ks. They should consider why a religious person might choose to wear outward signs of their commitment and how this might have an impact on their life.

Pupils will explore core beliefs and values of Sikhism and how these might be expressed through use of symbols, clothing and worship.

Pupils should understand that belief in one God, and that all are equal before God are important Sikh beliefs.

Pupils should learn about how Sikh beliefs are reflected within the Gurdwara – through worship and sewa

Is everyone in society equal?
Is there anything we can do to make the world a fairer place?

Should all people be equal?

Key Ideas About This Unit

This unit gives children the opportunity to explore how Sikhs convey their beliefs and commitments in the way they live their lives and through symbols which are observable expressions of faith. In their preaching and example, the Gurus revealed a way of life which was God centred. It is a life of religious, moral and social commitment. In outward and visible signs, Sikhs show themselves to be committed to following the teachings of the Gurus. Sikhs are expected to demonstrate their commitment to their beliefs in the way they live their daily lives. Sikh belief perceives the world as the abode of God and as the place in which to practice Sikh dharam (religious, moral and social commitment).

Key Vocabulary

Commitment	The state or quality of being dedicated to a cause.
Five Ks	Sikhs wear 5 symbols to show their devotion to Sikhism.
Gurdwara	A Sikh place of worship.
Guru Granth Sahib	Sikhs holy book that they don't regard as just a book but as a living Guru.
Moral	Concerned with the principles of right and wrong behaviour.
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.
Sewa	Sewa means selfless service –acting selflessly and helping others in a variety of ways.