



Re Topic: What difference does it make to be committed to religion?

Year: 5 **Term:** Spring 1

Key Knowledge/Content:

- **Beliefs and practice:** How do religious people express their beliefs in practice?
- **Questions of value and commitment.** How does religious practice strengthen the believer? What are my sources of strength and security? How do religious people in our community today try to follow their faith in worship, prayer and social action, using stories and other sources of inspiration?
- **Commitment:** Have opportunities to think about their own commitments and discipline in the light of Hindu, Islamic and Christian practice.
- **Fairness:** Have opportunities to think about how to make a fair society (with regard to Zakat, and with regard to how some Christians help the homeless and in relation to Hindu charitable practice).
- **Respect:** Have opportunities to develop their sense of tolerance and respect for those who live differently to themselves.

Links to:

Prior learning:

To learn about the teachings in a Church, Mosque and Gurdwara.

Future learning:

To compare their beliefs with others and discuss the similarities.

Key vocabulary with definition:

Prior vocabulary:

Islam

- Hajj- The greater Muslim pilgrimage to Mecca
- Makkah- Arabic name for Mecca.
- Kaa'ba- A building at the centre of Islam's most important mosque.

Christianity

- Holy Spirit- The third person of the Trinity.
- Communion- Shared participation in a mental or spiritual experience.

Hinduism

- Diwali - A Hindu festival with lights, held in the period October to November.

New vocabulary:

Islam

- Shahadah Salat- Shahadah is an essential part of the call to prayers.

By the end of this unit

All children can: recognise the meanings believers might attach to Muslim, Christian and Hindu practice.

Most children can: demonstrate a widening religious vocabulary and use this accurately to make simple links between their own experiences and choices and the ways Muslims, Christians and Hindus live out their faith.

Some children can: demonstrate and **explain** they understand links between their own ways of life and the beliefs and practice of Muslims, Hindus and Christians in following their religions through worship, prayer, community life or social activism.

Background understanding for teachers and parents.

This unit of work is intended to enable pupils to understand the significance of commitment in three different religions and in relation to their own lives and personal views of the world. The unit deals with Islam, Hindu life and Christianity. Through a focus on the beliefs and concepts associated with commitment in these three religions, pupils will be enabled to think about their own experience. Pupils will be able to clarify their own values and ideas.

Curriculum Driver (one):

Aspiration

Evidence outcome:

To explore their personal aspirations by providing them with a with knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values, and identity.