

Year 6 Overview

	Enquiry Question	Religion	Theme	Areas of Enquiry AT1 AT2	Areas of Focus	Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
Autumn 1	What is the best way for a Muslim to show commitment to God? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?	Islam	Beliefs and practices	AT1 B Practices and ways of life AT2 F Values and commitments	Believing Behaving	We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.	Spiritual Cultural	www.bbc.co.uk/learningzone/clips/3056.html : Muslim Prayer www.bbc.co.uk/learningzone/clips/3292.html : Muslims and Charity www.islamic-relief.org.uk : Muslim Charity www.bbc.co.uk/learningzone/clips/3053.html : Fast during Ramadan
Autumn 2	How significant is it that Mary was Jesus' mother? Do sacred texts have to be 'true' to help people understand their religion?	Christianity	Christmas	AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth	Believing	We are learning to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians.	Spiritual	Bible stories (New Testament): Angel visiting Mary - Luke 1:26-38, Mary's Song Luke 1:47-55, Joseph Matthew 1:18-25, God as Man John 1:14
Spring 1	Is anything ever eternal? Should religious people be sad when someone dies? How well do funeral and mourning rituals tell you about what a religion believes and about what happens after death?	Christianity	Belief and meaning	AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth	Believing Belonging	We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this.	Spiritual Moral	Christian wedding video (internet) Post-it notes Bible stories (New Testament): Love (Matthew 6:43-47), Commandments (Mark 12:29-31), The Lost Son (Luke 15:11-32, Healing (Luke 17:11-9), Forgiveness (Luke 23:34), Love (John 3:16) & Letter to Corinthians (13:4-13), Eternal Life (John 3:16), Walk to Emmaus (Mark 16:12-13), Beach Barbeque (John 21:1-14)

Year 6 Overview

	Enquiry Question	Religion	Theme	Areas of Enquiry AT1	Areas of Enquiry AT2	Areas of Focus	Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
Spring 2	<p>Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p>	Christianity	Easter	<p>AT1 B Practices and ways of life</p> <p>AT2 D Identity, diversity and belonging.</p> <p>AT2 F Values and commitments</p>		Believing Belonging Behaving	We are learning to examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.	Cultural Social	Bible stories: Love their neighbour (Mark 12:28-31) Christians who are suffering for their beliefs: internet search www.opendoorusa.org: Regions of the world where persecution happens
Summer 1 Summer 2	<p>Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Should religious people be sad when someone dies?</p> <p>Do religious people lead better lives?</p> <p>Do all religious beliefs influence people to behave well towards others?</p>	Islam	Beliefs and moral values	<p>AT 1 A Beliefs, teachings and sources</p> <p>AT2 D Identity, diversity and belonging.</p> <p>AT 1 A Beliefs, teachings and sources</p> <p>AT 2 E Meaning, purpose and truth</p>		Believing Behaving	<p>We are learning to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this.</p> <p>We are learning to challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven.</p>	Moral Social	<p>www.bbc.co.uk/learningzone/clips/4606.html: Muhammad, Allah and the Qur'an</p> <p>www.bbc.co.uk/learningzone/clips/320.html: The Qur'an</p> <p>www.bbc.co.uk/learningzone/clips/3031.html: What does it mean to be a Muslim?</p> <p>Videos of war (internet)</p> <p>www.bbc.co.uk/learningzone/clips/3038.html: Jihad</p> <p>www.bbc.co.uk/learningzone/clips/3224.html: The Arab-Israeli Conflict - Impact on children</p> <p>www.bbc.co.uk/wales/learning/teachers/media/pages/religion_islam_jihad.shtml: An Imam discusses Ummah and Jihad</p> <p>Concept cards: Giving money to charity, Fasting, Caring for your family, Killing someone, Fighting for your country</p> <p>Role cards: Gardener, Football Referee, Dog Warden, Fashion Editor, etc.</p> <p>Optical illusions</p>

Year 6 My Learning Progress

(Please highlight both **AT1 (blue)** and **AT2 (red)** for each enquiry)

Name:

Class:

Year 6 Autumn 1	What is the best way for a Muslim to show commitment to God?	Comments
Level 1 AT1 AT2	I can use the right names for things that are important to Muslims. I can talk about my own personal commitments, (assessed in Lessons 1 & 6).	
Level 2 AT1 AT2	I can talk about one way Muslims show commitment to God. I can decide which way I think is the best way for a Muslim to show commitment to God.	
Level 3 AT1 AT2	I can describe some of the ways that Muslims choose to show commitment to God. I can explain why there might be different ways of showing commitment.	
Level 4 AT1 AT2	I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. I can think of some ways of showing commitment to God that would be better than others for Muslims.	
Level 5 AT1 AT2	I can explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life, (partly assessed in Lessons 1&6).	

Year 6 Autumn 2	How significant is it that Mary was Jesus' mother?	Comments
Level 1 AT1 AT2	I can remember the story of Jesus' birth and talk about it. I can talk about what I find puzzling or interesting about the nativity story.	
Level 2 AT1 AT2	I can tell you some things Christians believe are important about Jesus' mother being Mary. I can start to think about some of the questions people ask about Jesus' birth.	
Level 3 AT1 AT2	I can start to explain the significance of why Mary was chosen as Jesus' mother. I can start to think through why Mary being Jesus' mother is important to Christians and what I think about this.	
Level 4 AT1 AT2	I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation). I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.	
Level 5 AT1 AT2	I can explain why it is significant to Christians that Mary was Jesus' mother. I can explain my own response to the Christian belief in the Virgin birth.	

Year 6 My Learning Progress

(Please highlight both **AT1 (blue)** and **AT2 (red)** for each enquiry)

Name:

Class:

Year 6 Spring 1	Is anything ever eternal?	Comments
Level 1	<p>AT1 I can remember a Christian story about love and talk about it.</p> <p>AT2 I can talk about something I can relate to in a Christian story about love, (assessed in the Investigation lessons).</p>	
Level 2	<p>AT1 I can re-tell a Christian story about love and begin to explain what this teaches Christians about how they live their lives.</p> <p>AT2 I can start to understand what some of the Christian stories about love mean.</p>	
Level 3	<p>AT1 I can describe what a Christian might learn about life after death from a Bible story.</p> <p>AT2 I can ask important questions about eternity.</p>	
Level 4	<p>AT1 I can make links between different Christian beliefs and their views on whether anything is ever eternal.</p> <p>AT2 I can reflect on my own beliefs about whether anything is eternal.</p>	
Level 5	<p>AT1 I can explain why Christians believe some things are eternal and the difference this makes to them.</p> <p>AT2 I can give my own answer to whether anything is eternal and give my reasons.</p>	

Year 6 Spring 2	Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Comments
Level 1	<p>AT1 I can tell you some festivals that are special to Christians, (assessed in the Investigation lessons).</p> <p>AT2 I can talk about who is influential to me, (assessed in Lesson 1).</p>	
Level 2	<p>AT1 I can tell you how some Christians try to do good in the world.</p> <p>AT2 I can tell you about someone who has influenced me and why I respect them.</p>	
Level 3	<p>AT1 I can describe one way that Christianity seems to be a strong religion today.</p> <p>AT2 I can start to consider whether I think Christianity is a strong religion now.</p>	
Level 4	<p>AT1 I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.</p> <p>AT2 I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</p>	
Level 5	<p>AT1 I can explain a range of arguments to suggest Christianity is a strong religion today and also give you the opposing arguments.</p> <p>AT2 I can express my opinion as to whether Christianity is a strong religion now giving reasoned arguments.</p>	

Year 6 My Learning Progress

(Please highlight both **AT1 (blue)** and **AT2 (red)** for each enquiry)

Name:

Class:

Year 6 Summer 1	Does belief in Akhirah (life after death) help Muslims lead good lives?	Comments
Level 1	<p>AT1 I can tell you something Muslims believe about how they should try to live good lives.</p> <p>AT2 I can say if this will help a Muslim get to Heaven.</p>	
Level 2	<p>AT1 I can tell you that Muslims believe in life after death and I can start to understand that this links to how they choose to behave.</p> <p>AT2 I can tell you what I think about life after death.</p>	
Level 3	<p>AT1 I can describe some of the ways that Muslims try to lead lives respectful to God and start to say why this is important to them.</p> <p>AT2 I can identify why leading a good life might be a good idea and why people think this.</p>	
Level 4	<p>AT1 I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.</p> <p>AT2 I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</p>	
Level 5	<p>AT1 I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people.</p> <p>AT2 I can ask questions about life after death and explore how what I believe about this might influence my life.</p>	

Year 6 Summer 2	Does belief in Akhirah (life after death) help Muslims lead good lives?	Comments
Level 1	<p>AT1 I can tell you about something Muslims believe in.</p> <p>AT2 I can talk about something I find puzzling or interesting about the Muslim religion.</p>	
Level 2	<p>AT1 I can tell you some things Muslims believe are wrong/evil.</p> <p>AT2 I can start to ask questions about why Muslims have different beliefs if they are in the same religion.</p>	
Level 3	<p>AT1 I can explain what is meant by stereotyping and can recognise some of the ways Muslim people may be stereotyped.</p> <p>AT2 I can start to express my opinion on how Jihad is interpreted by some Muslims.</p>	
Level 4	<p>AT1 I can explain two different Muslim interpretations of Jihad.</p> <p>AT2 I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.</p>	
Level 5	<p>AT1 I can explain two different Muslim interpretations of Jihad and explore their justifications for these.</p> <p>AT2 I can explore my own and other people's attitudes towards interpretations of Jihad and recognise and challenge stereotyping.</p>	



Discovery RE Tracking Sheet

Teacher: _____ Class: _____ Academic Year: _____

Children's names	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2																								
	Enquiry:		Enquiry:		Enquiry:		Enquiry:		Enquiry:		Enquiry:																								
	AT1	AT2	AT1	AT2	AT1	AT2	AT1	AT2	AT1	AT2	AT1	AT2																							
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Key Stage 2

Medium Term Planning

Year: 6		Term: Autumn 1	
Theme: Beliefs and practices		Religion: Islam	
Key question for this enquiry: What is the best way for a Muslim to show commitment to God?			
Learning Objectives: We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.			
Areas of enquiry selected		Areas of focus	
AT1 Strand A B C	AT2 Strand D E F	Believing/Behaving	
Teaching and Learning Activities			
<p>Step 1 Engagement (1 Lesson) AT2 (p) Look at a variety of situations e.g. someone training/practising a sport or skill regularly, someone visiting a sick relative every Tuesday evening. Sort situations into those that do/do not require commitment. What does it mean to make a commitment? Elicit that you can show commitment by doing something on a regular basis and by demonstrating loyalty, hard work and belief. Is it always easy to stick to a commitment? Explain that at times it can be difficult. Brainstorm reasons why it might be difficult e.g. you are invited to a party on the same evening you usually visit your sick relative, you are tired and it is sunny so you want to relax in the sun instead of training for the marathon, etc. Children to share examples of how they show commitment in their lives. Decide on 3 key ingredients needed for commitment e.g. perseverance, patience, etc.</p>			
BRIDGE: COMMITMENT TAKES EFFORT ↓			
<p>Step 4 Expression (1 Lesson) AT2 (p) Children think back to the commitments they have in their own lives whether a commitment to a sport, club, person, etc. How are they going to ensure that they show this commitment? Why are they so committed to this person/thing? Are there some things that they are more committed to than other things? Why? Can they write an affirmation or a short mission statement to reinforce their commitment to their chosen focus? Stick these in their journals.</p>		<p>Step 2 Investigation (3 Lessons) AT1 Recap on the five pillars of Islam. Introduce the question 'What is the best way for a Muslim to show commitment to God?' Watch clip 3056 Muslim Prayer on BBC Learning clips online. While watching, children to jot down ways in which prayer shows commitment to God. It is their duty to pray to Allah five times each day. Why? Muslims believe they need to pray five times to show their belief and be reminded of God so they do not forget about Him. Explain that Muslims believe they can worship God anywhere, however many Muslims choose go to the Mosque for lunchtime prayers on a Friday, the Muslim holy day. Do children think it is necessary for Muslims to pray five times each day in order to show that they believe in God and are not forgetting about Him and to remember that every bit of their lives should reflect what God wants them to do? Children to justify their reasons why or why not. How might praying five times each day affect a Muslims' daily life? Would it always be easy to stop what they are doing in order to pray? When would it be easiest/hardest? Explain that the third pillar of Islam is Zakah - giving money to charity. Watch clip 3292 'Muslims and charity' on BBC Learning clips online. While watching, children to jot down why they think Muslims are required to give 2.5 per cent of their money to charity. Muslims think it is their duty to do this as everything they own belongs to God. Does giving this mean a Muslim is showing their commitment to God? Should this be a duty or should Muslims have the choice whether or not to give their money to charity and how much? Why is it a good idea to help charities? Lots of people choose to donate money to charity on a regular basis. What other ways do Muslims help people less fortunate than themselves? Other than giving money, what other ways can we help people? Would somebody still be a good Muslim if he/she did not give any money to charity? Explore ideas. Possibly investigate a Muslim charity e.g. www.islamic-relief.org.uk. How does Zakah show commitment to God? Explain that the fourth pillar of Islam is 'Sawm'. During the month of Ramadan every year, Muslims do not eat or drink at all during the hours of daylight. Watch clip 3053 'Fasting during Ramadan' on BBC Learning clips online. Children to jot down why Muslims fast. Feedback from children - Muslims fast because God says in the Qur'an that they should (ensure children know the Qur'an is the holy book for Muslims). Fasting is a way of showing that they are living in the way that God wants and remembering people who are hungry. They believe it shows that their religion is the most important thing in their lives - far more important than eating or drinking. Do children think that fasting is necessary for Muslims to show their commitment to God? If a Muslim was really hungry and ate something, would this mean that he/she is not a good Muslim? Recap on fifth pillar of Islam - Hajj (children should have learned about this in Year 2). Muslims are expected to visit Makkah at least once in their lifetime. Bring together a range of ways that Muslims could show their commitment to God. Children stand on a continuum line to show how important each of these practices is. Which one shows most commitment? Why?</p>	
<p>Step 3 Evaluation (1 Lesson) AT2 (imp) Children to write their answers to the following questions: In which ways do Muslims show their commitment to God? What is the best way for a Muslim to show commitment to God? Summarise that even if children do not think it is necessary to pray five times each day, give 2.5 per cent of their money to charity, fast during Ramadan and visit Makkah, often being committed to someone or something means putting them before yourself and doing things that are difficult or you may not want to do. Commitments are not always easy to stick to. Think back to Lesson 1 and the key ingredients.</p>			
Evidence in Discovery RE Journals: Assessment Task Sheet.			

SMSC	Spiritual	Moral	Social	Cultural
------	------------------	-------	--------	-----------------

Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Levelled learning outcomes, differentiated for this group from the 'I can' statements (8-level scale)

AT1 (B) Practices and ways of life and AT2 (F) Values and commitments	
Level 1	I can use the right names for things that are important to Muslims. I can talk about my own personal commitments, (assessed in Lessons 1&6).
Level 2	I can talk one way Muslims show commitment to God. I can decide which way I think is the best way for a Muslim to show commitment to God.
Level 3	I can describe some of the ways that Muslims choose to show commitment to God. I can explain why there might be different ways of showing commitment.
Level 4	I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.
Level 5	I can think of some ways of showing commitment to God that would be better than others for Muslims. I can explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life, (partly assessed in Lessons 1&6).

Resources needed for this Enquiry:

- www.bbc.co.uk/learningzone/clips/3056.html: Muslim Prayer
- www.bbc.co.uk/learningzone/clips/3292.html: Muslims and Charity
- www.islamic-relief.org.uk: Muslim Charity
- www.bbc.co.uk/learningzone/clips/3053.html: Fast during Ramadan

Teacher reflection on this unit

WWW (What went well)

EBI (Even better if)

Year 6: Autumn 1 - Islam

Enquiry: What is the best way for a Muslim to show commitment to God?

Name:

Class:

I think praying is the best way to show commitment to God because...

.....
.....
.....

I think it is Zakah because...

.....
.....
.....



What do YOU Think?

I think a Muslim would show commitment to God best by...

.....
.....
.....

I think Sawm is the best way because...

.....
.....
.....

Why do Muslims choose different ways to show their commitment to God?

.....
.....
.....

Year 6: Autumn 1 - Islam

Enquiry: What is the best way for a Muslim to show commitment to God?

These are examples of the style of answer for each level. The content could be different.

Level 1

AT1 - Muslims pray 5 times a day. Sometimes they go to the Mosque, especially on a Friday.

AT2 - I am committed to my family. I do all I can to be a good son to make my parents proud of me.

Level 2

AT1 - There are 5 pillars of Islam that Muslims follow and one of them is giving money to charity.

AT2 - I think it would be hardest to fast during Ramadan because I hate being hungry, so I think that would be the best way, because it would be so hard.

Level 3

AT1 - Muslims show commitment to God by following the 5 pillars. Some of these are praying 5 times every day, giving money to charity (Zakah) and fasting during Ramadan (Sawm).

AT2 - I think Muslims have different ways of showing commitment because they learn from their families what is most important. Some Muslims can't afford to go on the pilgrimage.

Level 4

AT1 - Muslims believe that it is their duty to pray 5 times each day to show their belief and be reminded of God so they do not forget about Him. Muslims also believe that everything they own belongs to God so they give money to charity. During the month of Ramadan, Muslims do not eat or drink anything during daylight hours. Fasting shows that they are living in the way that God wants. Some of these would feel more significant because they would take more effort.

AT2 - I think some ways would be better than others because I think God would be pleased with the ways that took the most effort.

Level 5

AT1 - Muslims follow the five pillars of Islam. These pillars include praying five times each day, giving money to charity, fasting during the month of Ramadan and going on a pilgrimage to Makkah. Although following the five pillars shows a Muslim's commitment to God, it is not always easy for them to do. It would be difficult to stop what you are doing five times each day in order to pray. What if they didn't have much money? They might not be able to afford to give money to charity. Muslims could get hungry during Ramadan, especially if they are children as they might not be able to concentrate in school without food.

AT2 - I think people have to make their own decisions about what sort of commitment they make to their religion. Sometimes this is about the sort of person you are or it might be influenced by your family e.g. if your family takes you to the Mosque a lot or not. I make commitments in my life for important things like my family. I stick with it but sometimes I get fed up, like with my extra maths class after school, and my commitment goes.



Note to teacher: The pupil self-assessment sheet can be used with each enquiry at the teacher's discretion. The sheet on the following page can be photocopied

Pupil Self-Assessment

Enquiry:		
Name:	Class:	Term:
I learnt...		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
I enjoyed...		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		

I wonder...

Key Stage 2

Medium Term Planning

Year: 6		Term: Autumn 2	
Theme: Christmas		Religion: Christianity	
Key question for this enquiry: How significant is it that Mary was Jesus' mother?			
Learning Objectives: We are learning to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians.			
Areas of enquiry selected		Areas of focus	
AT1 Strand A B C	AT2 Strand D E F	Believing	
Teaching and Learning Activities			
<p>Step 1 Engagement (1 Lesson) AT2 (p) Have the children ever been chosen to do something important? Why were they chosen? How did they feel when they were chosen? Have the children ever had to choose someone else to do something important? Make a class list of these occasions. Who did they choose? Why did they choose that person? Look at various reasons for choosing somebody to do something important e.g. you like the person, the person is popular, the person is good at this particular thing, the person deserves to do it because they have been through difficult times, the person has the right qualities, etc. In groups, children draw up spider diagrams to show the task and the person chosen to do it in the centre, and then all the reasons why that person might have been chosen. Then sort the reasons into good reasons for choosing someone and not such good reasons for choosing someone. Children to justify their reasons why.</p>			
<p>Step 4 Expression (1 Lesson) AT2 (p) If the virgin birth was used to symbolise Jesus being God, humble and here for everyone, what would Jesus' mother be like if God chose to send Him back to be born today? Think about why Jesus might be sent by God and the symbolism attached to His mother. Draw a portrait of the woman you think could be Jesus' mother now and explain your thinking.</p>		<p>BRIDGE: CHOOSING THE RIGHT PERSON ↓</p> <p>Step 2 Investigation (3 Lessons) AT1 Introduce question: How significant is it that Mary was Jesus' mother? Mary was chosen to be Jesus' mother which was an important role. Look at different depictions of Mary in art. What do we learn about her? Why was she painted in these ways? Children to read Luke 1:26-38 where the angel visits Mary and says she is highly favoured and will give birth to a son - Jesus. What was Mary's first reaction? Why do you think she was scared? Look now at Mary's song Luke 1:47-55. As it is being read, children to jot down words and phrases to describe feelings Mary has regarding the news e.g. my soul glorifies the Lord, my spirit rejoices, all generations will call me blessed, etc. Mary was the Lord's servant. What does this mean? Why do you think Mary was chosen to give birth to Jesus? What do we know about Mary? What was special about her? Elicit that she was young, pure, a virgin and an ordinary girl (not a princess or celebrity). What clues do we have so far as to why God chose her to be Jesus' mother? What sort of person would they have chosen to be Jesus' Mum? Why? Look now at Matthew 1:18-25. What is meant by 'Joseph did not want to expose her to public disgrace'? Why was he going to divorce her (actually, they were not married yet but he was going to break off the engagement)? He thought that she was not a virgin and that she must have betrayed him. Was this an unrealistic assumption to make? Elicit that after the angel had visited Joseph he realised that 'what is conceived in her is from the holy spirit' - that God had put the baby inside her. What do you think about this? Why do you think a virgin was chosen to give birth to Jesus? So that it was obvious that she had not conceived the baby through sexual intercourse. Why was Mary chosen? Why not somebody else who was also a virgin? Why did God send Jesus to earth this way? Why didn't God send Jesus to earth through some other means e.g. He could have just appeared on earth? Look at the word 'incarnation': what does this mean? Explain that it means 'God in human form'. Thinking about incarnation, look again at the question 'Why did God send Jesus to earth this way?' Elicit that if He had been sent to earth in a different way, He would not have been 'God and man'. He would have just been God as He wouldn't have taken on a human body (through birth). Look at John 1:14. What does this mean?</p>	
<p>↑</p> <p>Step 3 Evaluation (1 Lesson) AT2 (imp) Christians believe Mary did not choose to have a baby. This choice was made for her, by God. Children to complete the Task Sheet: Why was a virgin chosen to be Jesus' mother? How significant is it that Mary was Jesus' mother? Summarise that a virgin was chosen so that it was obvious that Jesus was not just a human with 2 human parents but was also God. The Incarnation (Jesus is God on earth in human form) is a key belief in Christianity. What other Christian beliefs rely on Jesus being God as well as human?(eg miracles/resurrection) Would people have listened to Jesus so much if He had been an ordinary man with 2 human parents and not the incarnation of God? Would He still have done what He did? Would He still have been crucified?</p>			
Evidence in Discovery RE Journals: Assessment Task Sheet.			

SMSC	Spiritual	Moral	Social	Cultural
Skills and attitudes focus for this enquiry				
	Step 1 Engagement Skills Interpretation Empathy Attitudes Curiosity Appreciation Wonder	Step 2 Investigation Skills Investigation Application Attitudes Critical awareness	Step 3 Evaluation Skills Discernment Analysis Evaluation Attitudes Open-mindedness	Step 4 Expression Skills Expression Reflection Synthesis Attitudes Self-awareness
Levelled learning outcomes, differentiated for this group from the 'I can' statements (8-level scale)				
AT1 (A) Beliefs, teachings and sources and AT2 (E) Meaning, purpose and truth				
Level 1	I can remember the story of Jesus' birth and talk about it. I can talk about what I find puzzling or interesting about the nativity story.			
Level 2	I can tell you some things Christians believe are important about Jesus' mother being Mary. I can start to think about some of the questions people ask about Jesus' birth.			
Level 3	I can start to explain the significance of why Mary was chosen as Jesus' mother. I can start to think through why Mary being Jesus' mother is important to Christians and what I think about this.			
Level 4	I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation). I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.			
Level 5	I can explain why it is significant to Christians that Mary was Jesus' mother. I can explain my own response to the Christian belief in the Virgin birth.			
Resources needed for this Enquiry:				
Bible stories (New Testament): Angel visiting Mary - Luke 1:26-38, Mary's Song Luke 1:47-55, Joseph Matthew 1:18-25, God as Man John 1:14				
Teacher reflection on this unit				
WWW (What went well)		EBI (Even better if)		

Year 6: Autumn 2 - Christianity

Enquiry: How significant is it that Mary was Jesus' mother?

These are examples of the style of answer for each level. The content could be different.

Level 1

AT1 - Mary was chosen to have a baby called Jesus. He was born in a stable in Bethlehem.

AT2 - I wonder why Jesus was born in a stable and into a poor family if He was so special?

Level 2

AT1 - Mary was chosen by God to be Jesus' mother because she was a virgin. This would show that Jesus was special and pure because his mother was young and pure.

AT2 - I think people wonder why such an important person was born like that and if He was sent by God, why didn't God make sure things were better when He was born?

Level 3

AT1 - Christians believe the Bible says that Mary was a virgin. An angel told Mary and Joseph that they were going to have a baby, they should call Him Jesus and that He was the Son of God. It is significant to Christians that Mary was a virgin because it means that Jesus' birth was a miracle and He was not an ordinary person with a human mother and father.

AT2 - Mary was a virgin so Christians believe this makes Jesus human and God in one. This seems a bit unrealistic to me and I think He would be just as important even if Joseph was His dad.

Level 4

AT1 - Mary was chosen to be Jesus' mother because she was a virgin and God wanted to make it clear that Jesus was His son and not Joseph's son. If she had not been a virgin this may have not been so clear. Christians believe that Jesus was the incarnation of God.

AT2 - I don't think it would be a problem if the virgin birth story was made up and Jesus was really Joseph's. He still did amazing miracles and was a great teacher.

Level 5

AT1 - It is significant to Christians that Mary was Jesus' mother because she was a virgin therefore could not have conceived in the natural way. By giving birth to Jesus it was clear that He was the Son of God, God in human form. This is called incarnation. I think another reason Mary was chosen is because she was a strong believer in God and very loyal to God. She was also poor so it shows Jesus was on earth for everybody, not just rich people.

AT2 - As a Christian I do believe Mary was a virgin but I don't think it would matter to me if somebody proved she wasn't because it is Jesus' teaching that is most important.

OR

I can't see why Christians would think a virgin birth was possible or why God would need to make a point in that very odd way. It all seems pretty unlikely to me, but I do believe in and respect Jesus.

Key Stage 2

Medium Term Planning

Year: 6		Term: Spring 1	
Theme: Beliefs and meaning		Religion: Christianity	
Key question for this enquiry: Is anything ever eternal?			
Learning Objectives: We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this.			
Areas of enquiry selected		Areas of focus	
AT1 Strand A B C	AT2 Strand D E F	Believing/Belonging	
Teaching and Learning Activities			
<p>Step 4 Expression (1 Lesson) AT2 (p) Whatever you believe it is important to lead a good life. Qu: Why is it important? Qu: How can we do this? Make a class collage of what the world would look like if everyone 'loved their neighbour'</p>		<p>Step 1 Engagement (1 Lesson) AT2 (p) Qu: Which of these do you think will last forever - oceans, celebrities, love, friendship, the world, water, dinosaurs, the truth, memories, mountains, the sun, planets, a skeleton, food, trees, sky, Stonehenge, Jesus, a photograph? Children to sort according to those images they think will last forever and given an opportunity to explain and justify why they think that. Teacher to display headings - Has lasted my lifetime so far/ I think will last forever / I wish would last forever. On post it notes to children to think of ideas under each heading and share. Looking at the list of things the children wish would last forever, ask them why and how they feel about these things, encouraging the vocabulary of feelings, e.g. security, safe, reassuring. Qu: Does anything last forever?</p>	
		BRIDGE: ETERNITY ↓	
<p>↑</p> <p>Step 3 Evaluation (1 Lesson) AT2 (imp) Children to write their answers to the following questions: Do Christians believe that anything is eternal? If so what and why? Do you think anything is ever eternal and why? Summarise the Christian teaching of eternal life and unconditional love and explain that even if your personal belief is that nothing is eternal, many religions believe that some things are eternal e.g. God, the soul, Brahman etc.</p>		<p>Step 2 Investigation (3 Lessons) AT1 Revisit the question: Does anything last forever? Watch a Christian wedding and focus on vows and promises that are made and the rings that are exchanged. Qu: What do they promise each other? (To love each other for their whole lifetime.) Discuss how the ring symbolises eternity. Do you think the marriage between a couple can last forever? Qu: What does eternity mean? Ask children the key question: Is anything ever eternal? Can love last forever? What other love exists? E.g. love between a parent and child, etc. Discuss unconditional love and ask the children can love be unconditional. Explore what is meant by 'unconditional' Give children a series of Bible references. In groups, children to investigate how Jesus portrayed love (love your enemies Matthew 6:43-47, The two great commandments Mark 12: 29-31, The Lost Son Luke 15:11-32, Jesus heals 10 men (lepers) Luke 17:11-19, Jesus forgives the people who have crucified him Luke 23:34, God loves the world John 3:16, What is love? 1 Corinthians 13:4-13). Children could freeze-frame key moments and summarise teachings. Feedback from the children. What have we learnt about love from these Bible readings? Elicit that Jesus taught that love should be eternal and unconditional. Is this possible? Did Jesus do this? Teach children the Christian word 'agape' meaning unconditional love. Give children the stem sentence: Heaven is... Hell is... Children to think of what these two concepts mean to them. Explore the Christian belief that because of Jesus' resurrection, Christians will also be able to have life after death (eternal life) John 3: 16. Use resurrection appearances e.g. The walk to Emmaus (Mark 16:12-13) and Jesus at the beach barbecue (John 21: 1-14) to illustrate this. Qu: How do Christians get to Heaven? Qu: Can everybody go to Heaven? Children to read parable of the sheep and the goats (Matthew 25: 31-46) After considering this parable ask children if people who have not done good deeds can go to Heaven. Discuss. How do they feel about this? Children to then read 'Jesus forgives the criminal crucified next to Him' (Luke 23: 32-43) Do the children agree with their thoughts from the previous question or do they want to reconsider? If possible invite a Christian visitor to discuss their beliefs on life after death. Christians believe that for eternal life they need to believe in God, do their best to follow the Ten Commandments and the 2 great commandments, and ask for forgiveness when they need it (sin). Qu: Can a non-Christian go to Heaven? Qu: Is going to Heaven a Christian's only motivation for doing good things? Teacher could introduce children to the Humanist perspective that it is right to lead a good life even though they do not believe in life after death. So is anything eternal? Life? Love? Relationships?</p>	
Evidence in Discovery RE Journals: Assessment Task Sheet.			

SMSC	Spiritual	Moral	Social	Cultural
Skills and attitudes focus for this enquiry				
	Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
	Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
	Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open- mindedness	Attitudes Self- awareness
Levelled learning outcomes, differentiated for this group from the 'I can' statements (8-level scale)				
AT1 (A) Beliefs, teachings and sources and AT2 (E) Meaning, purpose and truth				
Level 1	<p>I can remember a Christian story about love and talk about it. <i>I can talk about something I can relate to in a Christian story about love, (assessed in the Investigation lessons).</i></p>			
Level 2	<p>I can retell a Christian story about love and begin to explain what this teaches Christians about how they live their lives. <i>I can start to understand what some of the Christian stories about love mean.</i></p>			
Level 3	<p>I can describe what a Christian might learn about life after death from a Bible story. <i>I can ask important questions about eternity.</i></p>			
Level 4	<p>I can make links between different Christian beliefs and their views on whether anything is ever eternal. <i>I can reflect on my own beliefs about whether anything is eternal.</i></p>			
Level 5	<p>I can explain why Christians believe some things are eternal and the difference this makes to them. <i>I can give my own answer to whether anything is eternal and give my reasons.</i></p>			
Resources needed for this Enquiry:				
Christian wedding video (internet) Post-it notes Bible stories (New Testament): Love (Matthew 6:43-47), Commandments (Mark 12:29-31), The Lost Son (Luke 15:11-32, Healing (Luke 17:11-9), Forgiveness (Luke 23:34), Love (John 3:16) & Letter to Corinthians 13:4-13), Eternal Life (John 3:16), Walk to Emmans (Mark 16:12-13), Beach Barbeque (John 21:1-14)				
Teacher reflection on this unit				
WWW (What went well)			EBI (Even better if)	

Year 6: Spring 1 - Christianity

Enquiry: Is anything ever eternal?

These are examples of the style of answer for each level. The content could be different.

Level 1

AT1 - In the story of the Lost Son, the father loved his son because he let him come back after he had gone away and spent all his money.

AT2 - I love the way my Grandad loves me and is on my side even when my Mum tells him I got into trouble at school.

Level 2

AT1 - In the story of the Lost Son, the son asks his father for money then goes away and wastes it all. When he returns it is clear that his father loves him so much because he runs to him, throws his arms around him and throws a party. This shows Christians that they should forgive people and love them, even when they have done something wrong.

AT2 - I think Jesus kept telling people about love so that they wouldn't be selfish but would be kind to others. This way the world would become a much better place for everybody.

Level 3

AT1 - In the Bible it says that if you believe in God you will have eternal life. Christians believe that this means when they die they will go to heaven to be with God forever. The Sheep and Goats story says that people who listen to Jesus and do good deeds will go to heaven, but goats will have to try harder. Goats are the people who do not 'love their neighbour'.

AT2 - I want to believe in Heaven but can't understand where this is or what it looks like. Would people be young there or stay the same age as when they died? Can only Christians meet Jesus there?.

Level 4

AT1 - Christians think that if they believe Jesus died to save everyone from their sins and if they follow the Ten Commandments and ask to be forgiven when they sin, that they will have eternal life with God in Heaven. So they try their best to stay close to God, pray and follow the Ten Commandments. They believe God, Jesus and Heaven are eternal.

AT2 - The more I think about it, the more I can't think of anything that will be eternal. Even human beings might be extinct one day if another Ice Age or something happens. Maybe love is, but only if there are people to give and receive it.

Level 5

AT1 - I am sure a part of why Christians lead a good life is because they think it is morally the right thing to do and they try to be like Jesus. I think the main reason Christians lead a good life and follow the Ten Commandments is because they want to have eternal life with God in Heaven when they die. So, the belief in life after death, eternal life, helps them to do their best to lead good lives.

AT2 - I don't think anything can be eternal because I think once the body dies, that's it. Maybe your legacy lasts after that, but even that will be forgotten after a while.

Key Stage 2

Medium Term Planning

Year: 6		Term: Spring 2	
Theme: Easter		Religion: Christianity	
Key question for this enquiry: Is Christianity still a strong religion 2000 years after Jesus was on earth?			
Learning Objectives: We are learning to examine the influences Christianity still has in the world and to evaluate whether it is still a strong religion.			
Areas of enquiry selected		Areas of focus	
AT1 Strand A B C	AT2 Strand D E F	Believing/Belonging/Behaving	
Teaching and Learning Activities			
<p>Step 1 Engagement (1 Lesson) AT2 (p) Children list the important/influential people in their lives or who have been in their life at some point and they still remember them. How have those people influenced you? Was it a particularly good teacher who you still remember? What did that teacher do for you that makes you remember them/makes them significant to you? Perhaps it was a relative who has died. What do you remember about that person? What memories do you have of your time together? Do you have any objects that remind you of them? People can still influence you when they are no longer part of your life. Do you still do something that you used to do together, etc? Make a class list of the most influential people they can think of through history and present day and think about what and how they have influenced. Has this been for good or brought about bad effects?</p>			
BRIDGE: INFLUENCE ↓			
<p>Step 4 Expression (1 Lesson) AT2 (p) If you were starting a religion now that would help make the world a better place, what would be the Ten Commandments you would ask people to live by?</p>		<p>Step 2 Investigation (3 Lessons) AT1 Introduce the question 'Is Christianity still a strong religion 2000 years after Jesus was on Earth?' Do festivals and symbols show that Christianity is still a strong religion? Give children a list of festivals to sort into ones that are Christian festivals and ones that are not. Children may not realise that some of the following festivals are Christian festivals - Mother's Day, Lent, Ash Wednesday, Easter, Shrove Tuesday, Advent, Christmas, Harvest, etc. Establish the festivals that are Christian festivals and ensure children know what they represent. Whether we are Christians or not, which of these Christian festivals do we celebrate? Recap on festivals - what symbols/objects do we associate with each festival? Investigate. Many people wear a cross necklace - this represents Jesus being crucified, Easter egg is new life after Jesus' resurrection, bread and wine in communion to represent Jesus' body and blood, presents at Christmas etc. Do we know the symbols for Christianity? What is the significance of a fish in Christianity (see on car bumpers etc)? If Christianity was motivating people to do good in the world, would this show it is still a strong religion? Children research Christian charities doing good work to alleviate poverty, etc (CAFOD/Christian Aid/Traidcraft/Salvation Army) and discuss whether this shows that this religion is strong. Is it doing this work in response to Jesus' teaching to 'Love your neighbour'?(Mark 12:28-31) If some countries persecute/torture/imprison people for being Christians, does this show that they are fearful of Christianity and therefore that it is seen as a strong religion today? Direct teaching (sensitively) about Christians who are suffering because they are standing up for their beliefs. Examples to be found by searching the internet 'Christians who are suffering for their beliefs' and for statistics see www.opendoorsusa . Where else in British society do you see the influence of Christianity? E.g. People take the oath in court by swearing on the Bible/national anthem has reference to 'God save our gracious queen'/legal system...does this reflect the Ten Commandments? E.g. no death penalty in this country. Christian buildings Are they still used to worship God? Does this show Christianity is still strong? How could you argue that Christianity is NOT strong? Are other religions stronger?</p>	
<p>Step 3 Evaluation (1 Lesson) AT2 (imp) Is Christianity still a strong religion 2000 years after Jesus was on earth? Children write a newspaper/news article giving at least two arguments for and against, maybe including interviews with people e.g. Christians from Christian charities/Humanists who believe they do good in the world because it the right thing to do and there is no need for Christianity to motivate people to do this, etc. Peer - assess and improve.</p>			
Evidence in Discovery RE Journals: Newspaper article. (Can use Task Sheet or I.T.)			

SMSC	Spiritual	Moral	Social	Cultural
Skills and attitudes focus for this enquiry				
	Step 1 Engagement Skills Interpretation Empathy Attitudes Curiosity Appreciation Wonder	Step 2 Investigation Skills Investigation Application Attitudes Critical awareness	Step 3 Evaluation Skills Discernment Analysis Evaluation Attitudes Open-mindedness	Step 4 Expression Skills Expression Reflection Synthesis Attitudes Self-awareness
Levelled learning outcomes, differentiated for this group from the 'I can' statements (8-level scale)				
AT1 (B) Practices and ways of life and AT2 (D) Identity, diversity and belonging/(F) Values and commitments				
Level 1	I can tell you some festivals that are special to Christians. (Assessed in the Investigation lessons). I can talk about who is influential to me. (Assessed in Lesson 1).			
Level 2	I can tell you how some Christians try to do good in the world. I can tell you about someone who has influenced me and why I respect them.			
Level 3	I can describe one way that Christianity seems to be a strong religion today. I can start to consider whether I think Christianity is a strong religion now.			
Level 4	I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. I can give my opinion as to whether Christianity is a strong religion now and say why I think this.			
Level 5	I can explain a range of arguments to suggest Christianity is a strong religion today and also give you the opposing arguments. I can express my opinion as to whether Christianity is a strong religion now giving reasoned arguments.			
Resources needed for this Enquiry:				
Bible stories: Love their neighbour (Mark 12:28-31)				
Christians who are suffering for their beliefs: internet search				
www.opendoorusa.org: Regions of the world where persecution happens				
Teacher reflection on this unit				
WWW (What went well)			EBI (Even better if)	

Year 6: Spring 2 - Christianity

Enquiry: Is Christianity still a strong religion 2000 years after Jesus was on Earth?

These are examples of the style of answer for each level. The content could be different.

Level 1

AT1 - Easter and Christmas are important to Christians. This shows that it is still a strong religion.

AT2 - The youth leader at my Synagogue is influential to me because he is fun and tells me about when he was young and encourages me.

Level 2

AT1 - Christians try to help people and there are Christian charities that raise money and do things to help people. The Salvation Army helps homeless people, people who do not have jobs and old people.

AT2 - Someone who had influenced me a lot is Ellie Simmonds. When she won the Gold at the Paralympic swimming it was amazing as she has a disability and has overcome it.

Level 3

AT1 - There are many Christian festivals that people around the world celebrate, whether they are Christians or not. Some examples of these are Mother's Day, Easter, Shrove Tuesday and Christmas. These festivals give Christians the chance to show they care about God and are still practising Christianity long after Jesus left the Earth.

AT2 - I think Christianity is a strong religion because it influences people even when they are not aware of it, through our laws and festivals.

Level 4

AT1 - Some people believe Christianity is a strong religion today because there are Christian festivals, such as Mother's Day, Easter, Shrove Tuesday and Christmas that many people celebrate. In these festivals Christians remember stories about God and Jesus. It could be argued that this does not mean Christianity is still a strong religion and that these festivals are merely celebrated because it has become a tradition and that no Christian beliefs come into it. People just enjoy celebrating.

AT2 - I don't think Christianity is very strong any more because not so many people seem to go to church, shops open on Sundays and the church by me is now a Tesco's Extra.

Level 5

AT1 - It can be argued that Christianity is still a strong religion today because there are many Christian festivals celebrated across the world. There are Christian charities helping people around the world and the law reflects the Ten Commandments (stealing, murder). On the other hand, you could say that these festivals are simply celebrated because they have become traditional and people do not think of the Christian beliefs behind them. There are many charities helping people around the world. This is the right thing to do and makes no difference whether the charities are Christian charities or not because people would still want to help others. Would it still be against the law to steal and murder if there were no Ten Commandments?

AT2 - Even though it seems like less people are going to church now, I still think Christianity has a strong influence. Our laws and values are based on the Ten Commandments and most people think it is better to be friends than enemies. But this might be the case even without Christianity. I don't know any Christians and when we watch the DVDs in RE some of the church services seem really old-fashioned and hard to understand.

Key Stage 2

Medium Term Planning

Year: 6		Term: Summer 1	
Theme: Beliefs and moral values		Religion: Islam	
Key question for this enquiry: Does belief in Akhirah (life after death) help Muslims lead good lives?			
Learning Objectives: We are learning to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this.			
Areas of enquiry selected		Areas of focus	
AT1 Strand A B C	AT2 Strand D E F	Believing/Behaving	
Teaching and Learning Activities			
<p>Step 1 Engagement (1 Lesson) AT2 (p) What is meant by a good life? In what ways do children demonstrate leading good lives? (This could be done through a circle time approach.) Why do children lead good lives? Why do other people lead good lives? (Reasons why could be collected on post it notes and then shared) Explore rewards and consequences that can motivate people. Should people lead a good life because they want whatever reward is on offer or because they don't want the consequence or because it is the right thing to do?</p> <p>Have four large pieces of paper on each of the four walls in the classroom (graffiti walls) with the titles 'heaven' 'hell' 'right' and 'wrong'. Children to move round each of the walls and jot down their thoughts, ideas and opinions for each. Go through each sheet and allow children's ideas to generate discussions. Where did children get these ideas from? Religion? Parents? Music? Books? TV? Brainstorm reasons why people believe in heaven. Because they are scared of going to hell, they think it will be a good reward, they have hope they will see loved ones that they have lost and this reassures them. Look at statements under 'right' and 'wrong', and explore whether doing one right thing is enough to get to heaven e.g. being kind, helping people, etc. What if you killed someone or stole something? Does this mean you go to hell? What if it was self-defence? What if you are sorry and ask to be forgiven? Would this be enough to get to heaven?</p>			
<p>Step 4 Expression (1 Lesson) AT2 (p) Some people believe heaven is an actual physical place, some people believe that it is a state of mind or how they feel inside e.g. no suffering, no pain, nothing bad happening etc. So could this life be like heaven? Could it be like heaven on earth? Children write a poem 'What heaven means to me.'</p>		<p>BRIDGE: INFLUENCE ↓</p>	
<p>Step 3 Evaluation (1 Lesson) AT2 (imp) Recap on the main learning so far, focussing on the arguments for/ against the key question 'Does belief in Akhirah (life after death) help Muslims lead good lives?' This could be reinforced using goldfish bowl activity. Inner circle argues that belief in life after death does help Muslims lead good lives. Their partner in the outer circle tries to argue the opposite. Outer circle moves two partners to the right and repeats the exercise and so on, so that children hear lots of different arguments. Balance Scale. Children draw a balance scale, where one side is 'for' the key question and the other side is 'against' the key question. Children decide which is the heaviest side and write their arguments on each side of the scale.</p>		<p>Step 2 Investigation (3 Lessons) AT1 Introduce question: Does belief in Akhirah (life after death) help Muslims lead good lives? Who was Muhammad? Explain that Muhammad was the prophet, messenger of God. Watch clip 4606 BBC Learning clips online 'Muhammad, Allah and the Qur'an' which explains who Muhammad was and information about his life and being chosen as a messenger of God. What does it look like for a Muslim to put other people in front of him/herself? Collect children's ideas on post-its and stick on flip chart under the heading 'putting others first'. What does it look like for a Muslim to put God in front of him/herself? Collect children's ideas on post-its and stick on flipchart under the heading 'putting God first'. Now watch clip 320 BBC Learning clips online 'The Qur'an'. This clip explains that the Qu'ran instructs Muslims how they should worship God and how they should behave towards each other. Ensure children understand that 'how Muslims should worship God' is part of 'What does it look like for a Muslim to put God in front of themselves'. Children can now add any additional ideas to their original collection of post-it notes. 'What does it look like for a Muslim to put other people in front of themselves?'. Children can also add their ideas to this question. How Muslims should worship God is about the way Muslims lead their lives as well as the five pillars (the children should already have knowledge of the five pillars from the Autumn term). Look at ideas surrounding how Muslims should behave towards each other. Why is it important to Muslims that they behave like this towards each other? Now watch BBC Learning clips 3031 online 'What does it mean to be a Muslim' This clip outlines the Muslim belief in heaven. Explore what heaven looks like to a Muslim and therefore why it acts as a motivation to lead a good life. (Use quotes from the Qur'an - www.themeaningofislam.org/beliefs/afterlife/heaven.) Look at the eight doors of heaven. Note that one of the doors is Jihad and children will look at this in more detail in the next unit. http://en.wikipedia.org/wiki/Jannah If time, children could explore what each door would mean in terms of how a Muslim behaves in daily life. Explain that we will continue to explore the ways in which Muslims lead good lives. In small groups, children research Muslim beliefs/attitudes towards food, clothes, women, marriage, family life, older people and education. Each group presents what they have found out and explains how this would help Muslims to lead a good life. Would how they behave and their attitudes make a difference to whether they would expect to go to heaven? A Muslim visitor would be valuable here.</p>	
Evidence in Discovery RE Journals: Balance scale with arguments. Poem.			

SMSC	Spiritual	Moral	Social	Cultural
Skills and attitudes focus for this enquiry				
	Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
	Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
	Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open- mindedness	Attitudes Self- awareness
Levelled learning outcomes, differentiated for this group from the 'I can' statements (8-level scale)				
AT1 (A) Beliefs, teachings and sources and AT2 (D) Identity, diversity and belonging				
Level 1	I can tell you something Muslims believe about how they should try to live good lives. I can say if this will help a Muslim get to Heaven.			
Level 2	I can tell you that Muslims believe in life after death and I can start to understand that this links to how they choose to behave. I can tell you what I think about life after death.			
Level 3	I can describe some of the ways that Muslims Muslims try to lead lives respectful to God and start to say why this is important to them. I can identify why leading a good life might be a good idea and why people think this.			
Level 4	I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.			
Level 5	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.			
Resources needed for this Enquiry:				
www.bbc.co.uk/learningzone/clips/4606.html: Muhammad, Allah and the Qur'an				
www.bbc.co.uk/learningzone/clips/320.html: The Qur'an				
www.bbc.co.uk/learningzone/clips/3031.html: What does it mean to be a Muslim?				
Teacher reflection on this unit				
WWW (What went well)			EBI (Even better if)	

Year 6: Summer 1 - Islam

Enquiry: Does belief in Akhirah (life after death) help Muslims lead better lives?

Name:

Class:

What does heaven look like?

**AKHIRAH
(life after death)**

On the road of life, what would Muslims need to do to be rewarded with Akhirah?

Does belief in Akhirah help Muslims lead good lives? How? Explain.

Do you think it is right to try to lead a good life? Why/why not?

How do your beliefs about life after death make a difference to how you behave? Or do they?

Year 6: Summer 1 - Islam

Enquiry: Does belief in Akhirah (life after death) help Muslims lead better lives?

These are examples of the style of answer for each level. The content could be different.

Level 1

AT1 - Muslims believe they should give money to charity.

AT2 - This will help them go to Heaven.

Level 2

AT1 - Muslims believe that when they die they will go to Heaven if they have led a good life so they try to lead a good life and be nice to people.

AT2 - I think there is Heaven because my Nan went to Heaven when she passed away. I think my dog did too.

Level 3

AT1 - Muslims try to lead a life respectful to God by following Allah's rules as outlined in the Qur'an (Holy Book) and they try to stick to the 5 pillars which are their belief in Allah, praying five times a day, giving money to charity, fasting during Ramadan and going on a pilgrimage to Makkah. They do this to respect Allah and also so that they are given a place in heaven.

AT2 - Some people lead a good life because they think the world will be a better place for everybody if they do, not because they want to go to Heaven, just because they think it is right.

Level 4

AT1 - Muslims believe in Akhirah which is afterlife. Muslims believe they will all have a judgement day, the good they have done will be compared with the bad they have done. If the good outweighs the bad, they will go to Heaven. However, if the bad outweighs the good they will go to Hell. Muslims want to go to Heaven so they try to lead a good life, following Allah's rules in the Qur'an and following the 5 pillars.

AT2 - I try to lead a good life just because I think if everybody tried to do that, the world would have less pain in it. My Mum is bringing me up this way but it's not about religion. Muslims try to lead good lives because they believe this is their duty to Allah. They also hope to go to Heaven.

Level 5

AT1 - Muslims believe that Islam is a way of life. They believe Allah is God and follow his rules as outlined in the Qur'an. They also follow the 5 pillars: belief in God, praying five times each day, giving money to charity, fasting during Ramadan and a pilgrimage to Hajj. All decisions they make in their lives should be based around these things. For example, they may decide not to spend much money on luxuries in order to give money to charity and to save for their pilgrimage to Makkah. They also make decisions about how to spend their day, making time for the five prayer times. By doing all of this, Muslims believe that when judgement day comes it will be clear that they have tried to lead a good life and they will therefore go to Heaven and not Hell.

AT2 - If there is such a thing as life after death I think it would be worth going all out to get there, but only if it is a lovely place/state of mind and there will be people there I know. I'm not sure such a place exists. If it does though, I think it might be worth being good for.

Key Stage 2

Medium Term Planning

Year: 6		Term: Summer 2	
Theme: Beliefs and meaning		Religion: Islam	
Key question for this enquiry: Does belief in Akhiraah (life after death) help Muslims lead good lives?			
Learning Objectives: We are learning to challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven.			
Areas of enquiry selected		Areas of focus	
AT1 Strand A B C	AT2 Strand D E F	Believing/Behaving	
Teaching and Learning Activities			
<p>Step 1 Engagement (1 Lesson) AT2 (p) How far would you go to stand up for something you believe in? Give children a scenario and ask them to stand on a continuum line to show how strongly they agree/disagree with the person's action in the scenario then give them some more information about the scenario to see if that makes them change their mind about where they have placed themselves e.g. 'a person puts a knife into another person's stomach'. Children decide. Add 'person is a surgeon operating to save the other person's life'. Children decide again. Ask children why they made their decisions. A stranger grabs a child/the child was about to be run over, a person shoots another person/that person was about to blow up a building, (this is about the motivation underlying people's actions); a man robs a bank. What could his motivation be? Use this lesson to explore how sometimes people do 'bad' things for selfish reasons and other times people do 'bad' things for reasons they think are good. Show several visuals of war scenes including WW2, Iraq (not ALL with Muslim involvement). How do you feel about war? Why does war happen? Is war ever right/justifiable? Explore children's ideas (e.g. to protect freedom/human rights). Ensure children understand that people have very strong opinions about this. Would anything make you want to fight in a war? Would you fight if this country was invaded/if your family was in danger? What are the alternatives to war?</p>			
<p>Step 4 Expression (1 Lesson) AT2 (p) Look at some optical illusions - what are children's interpretations of what they see? We don't all see things in the same way or interpret things in the same way. Show children e.g. a woman walking her dog in the park. Give some children role cards e.g. gardener, dog warden, fashion editor and ask them to describe what they see e.g. gardener will focus on flower beds, fashion editor will focus on clothing, etc. Can children think of any other examples of misinterpreting something/seeing things in different ways? Discuss stereotypes the world could live without. Give children the following quote from the Qu'ran 'Sacrifice is a selfless offering to God of something that one cherishes and not an attempt to win favours from Him'. How could this be interpreted? Sacrifice, eating during Ramadan, 2.5 per cent of income, ones own life, etc.</p>		<p>BRIDGE: MOTIVATION ↓</p>	
<p>↑</p> <p>Step 3 Evaluation (1 Lesson) AT2 (imp) Look back at the question 'Does belief in Akhiraah (life after death) help Muslims lead good lives?' Have cards with various situations e.g. giving money to charity, fasting, looking after your family, killing someone, fighting for your country, etc. (to cover learning from this term's units) In groups children to sort into those which they think should/shouldn't help get a Muslim to heaven. Discuss and explain that whilst most Muslims would see harming others as wrong, some Muslims believe it is right to kill enemies of Allah, people who are not respecting Islam (like the suicide bomber in the video who thought he was doing right and that Allah would reward him with heaven). Refer back to the engagement lesson: if the person did something bad because they thought there was a good reason, is it wrong? Children to write a balanced argument to answer the key question and to conclude with their opinion.</p>		<p>Step 2 Investigation (3 Lessons) AT1 Look again at the question 'Does belief in Akhiraah (life after death) help Muslims lead good lives? Introduce the concept of 'jihad', explain that this is an Arabic word meaning to struggle against evil. Watch clip 3038 'Jihad' on BBC Learning clips online. Ask children to list some of the things Muslims might consider to be evil/wrong and therefore struggle to make right. What is it that they may try to make right? Collect examples e.g. poverty, helping people to become better Muslims, etc. Highlight that these are very positive 'struggles'. How might Muslims go about this e.g. solving poverty? Zakah. Now watch clip 3224 on BBC Learning clips online 'The Arab/Israeli conflict'. Help children to understand that this conflict is about Muslims (Palestinians) fighting to get back the land they believe belongs to them, which was taken by Israel (Jews). The Qur'an teaches Muslim to lead peaceful lives and only to fight as a very last resort. The Palestinians believe they are fighting as a last resort to reclaim a country of their own. Sensitively unpack the issue of terrorism/suicide bomber discussed in the clip. Why did the teenager become a suicide bomber? (Fighting for justice and a belief that he would be rewarded with heaven). Refer back to Jihad being one of the eight gates to heaven. Ensure children know most Muslims would not want to fight as they want to lead peaceful lives. Watch clip on BBC Wales Learning clips online for teachers 'Imam discusses Ummah and Jihad' and discuss how important it is for Muslims to lead peaceful lives and how most Muslims would feel about terrorism. Challenge children's thinking through some situations involving stereotyping for example 'a police officer beats up a criminal - does this mean all police officers do this? a woman backs into a lamp post. Does this mean that all women are bad drivers? Why do many people associate Muslims with war and terrorism? Explain that this is stereotyping from media presentation of events. Refer back to clip and the fact that Muslims do not like to harm any living creature. Why does this not make it into the news? The majority of Muslims try to lead good and peaceful lives. Invite a Muslim to visit to discuss these issues.</p>	
Evidence in Discovery RE Journals: Children's writing answering the key question.			

SMSC	Spiritual	Moral	Social	Cultural
Skills and attitudes focus for this enquiry				
	Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
	Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
	Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness
Levelled learning outcomes, differentiated for this group from the 'I can' statements (8-level scale)				
AT1 (A) Beliefs, teachings and sources and AT2 (E) Meaning, purpose and truth				
Level 1	<p>I can tell you about something Muslims believe in. I can talk about something I find puzzling or interesting about the Muslim religion.</p>			
Level 2	<p>I can tell you some things Muslims believe are wrong/evil. I can start to ask questions about why Muslims have different beliefs if they are in the same religion.</p>			
Level 3	<p>I can explain what is meant by stereotyping and can recognise some of the ways Muslim people may be stereotyped. I can start to express my opinion on how Jihad is interpreted by some Muslims.</p>			
Level 4	<p>I can explain two different Muslim interpretations of Jihad. I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.</p>			
Level 5	<p>I can explain two different Muslim interpretations of Jihad and explore their justifications for these. I can explore my own and other people's attitudes towards interpretations of Jihad and recognise and challenge stereotyping.</p>			
Resources needed for this Enquiry:				
Videos of war (internet)				
www.bbc.co.uk/learningzone/clips/3038.html: Jihad				
www.bbc.co.uk/learningzone/clips/3224.html: The Arab-Israeli Conflict - Impact on children				
www.bbc.co.uk/wales/learning/teachers/media/pages/religion_islam_jihad.shtml: An Imam discusses Ummah and Jihad				
Concept cards: giving money to charity, fasting, caring for your family, killing someone, fighting for your country				
Role cards: gardener, football Referee, dog warden, fashion editor, etc.				
Optical illusions				
Teacher reflection on this unit				
WWW (What went well)		EBI (Even better if)		

Year 6: Summer 2 - Islam

Enquiry: Does belief in Akhirah (life after death) help Muslims lead good lives?

Name:

Class:

Cut out two sets of these cards and rank them, firstly by which beliefs or behaviours YOU think Should/should not help them go to heaven. Would all Muslims make the same choices if they were doing this exercise?

Then rank the second set by which beliefs or behaviours you think MUSLIMS would think should/should not help them go to heaven.

Stick both sets in your journal and explain

Zakah	Sawm	Friday Prayer
Belief in Allah	Hajj	Praying 5 times a day
Being honest	Working hard	Helping people
Fighting in a war	Suicide bombing	

Year 6: Summer 2 - Islam

Enquiry: Does belief in Akhirah (life after death) help Muslims lead good lives?

Does belief in Allah and Akhira (life after death) help Muslims lead good lives?

Write a balanced argument to answer the question, concluding with your opinion

A large, light-orange question mark is centered on a background of horizontal dashed lines. Below the question mark is a large, light-orange circle. At the bottom of the page, there are two sets of dotted lines for writing: 'By (name).....' and 'Class.....'.

By (name)..... Class.....

Year 6: Spring 2 - Christianity

Enquiry: Is Christianity still a strong religion 2000 years after Jesus was on Earth?

These are examples of the style of answer for each level. The content could be different.

Level 1

AT1 - Muslims believe that they should not harm any living creature.

AT2 - I don't understand why some Muslim women cover themselves up with the long black cloaks.

Level 2

AT1 - Muslims believe it is wrong to harm a living creature or that there is poverty or suffering in the world.

AT2 - Why do some Muslims think it is OK to bomb people and other Muslims think that it is totally wrong?

Level 3

AT1 - Muslims believe the Qur'an says it is wrong to harm others except for a good cause. For example, some Muslims have been terrorists. This does not mean that all Muslims are terrorists. It shows how people have different meanings for the same words and how people in the same religion can interpret things differently.

AT2 - I think it is good to stand up for what you believe in but not if it means hurting or killing people. I don't like how some Muslims interpret Jihad as it being OK to kill people. Is that what Allah wants?

Level 4

AT1 - Believing in God is not easy. Jihad means struggle. Some Muslims think this means the daily struggle and effort they have to lead a good Muslim life. Jihad can also mean war. However, Muslims believe that they should never start a war and they should only fight back if somebody else started it and are threatening the Muslim religion.

AT2 - Most Muslims are motivated to lead good lives by the promise of going to Heaven. Some Muslims think they need to fight to stick up for their religion and that this will get them to Heaven. I think it is right to be good just because it is and I don't need any other motivation.

Level 5

AT1 - Jihad means struggle and this can be interpreted in different ways by Muslims. It can be interpreted as the struggle to lead a good Muslim life as this must be a very difficult thing to do considering they have to pray five times every day. It would also be really difficult not to eat during Ramadan so I can see how Muslims would struggle with these things. Some Muslims may interpret Jihad as meaning war and the struggle to defend Islam. It says in the Qur'an to defend Islam but do not begin the hostilities. If people are fighting Muslims then they must find it hard not to stick up for themselves especially when people are stereotyping and thinking that all Muslims are terrorists just because there have been some Muslim terrorists.

AT2 - As a Muslim I believe most Muslims try to live good lives and hate being stereotyped because they want the world to be peaceful and don't agree with terrorism. I'm glad my friends see me for who I am and don't stereotype me. I just try to be nice so people see that not all Muslims are aggressive.

Jan Lever

MA, B.Ed (Hons), Adv. Dip. Couns.



Jan qualified as a Primary teacher in 1981 with a B.Ed (Hons), Religious Studies as her special subject. As an NQT she built an RE department from scratch in an 11-16 comprehensive school before completing an MA in Religious Studies at Kings College, London, in which she studied “spiritual development and religious experience in childhood” strongly suggesting this should offer insight into how to teach the best RE.

After 4 years in Florida teaching on an innovative Early Years Programme, Jan returned to the UK. Several years in the Primary classroom were followed by managing RE and PSHE departments in secondary schools and teaching up to A level.

A 15-year teaching career took Jan into 11 years’ advisory work as an RE and PSHE Adviser for 3 local authorities and 2 further years as Senior School Improvement Adviser. She has led numerous curriculum and whole-school improvement projects, 100s of training sessions for teachers, as well as acting as professional adviser to 4 SACREs (Standing Advisory Councils for RE) and liaising and working with members of faith and belief communities.

Her career has seen Jan closely involved in the review and writing of at least 5 agreed syllabi for RE (most recently the pan-Berkshire and Poole/Bournemouth

syllabi) and the production of resource materials to support teachers in implementing these.

Jan is dedicated to making children and young people’s experience of RE engaging, relevant and compelling. She believes very strongly that RE should provide a safe space for the open-minded exploration of the big questions children want to ask, develop their critical and philosophical thinking and their evaluative skills, and also empower them to take seriously their own spiritual journeys.

Jan understands the complexities and sensitivities of teaching RE and has always been a great advocate for those teaching it, appreciating how little training is available to them.

Hence, since becoming an independent consultant, she has made it her business to be alongside those teaching RE and to support them to offer enlightened RE to their pupils.

Discovery was born in response to many requests from busy teachers for a Scheme of Work for RE. Co-opting two experienced Primary RE subject leaders to work with her, the set of medium-term planning was written.

Jan continues to develop Discovery, particularly the EYFS (Early Years Foundation Stage) and assessment aspects, to lead training in all aspects of RE, to advise SACREs, and to do all she can to support teachers to make pupils’ experience of RE meaningful so it enriches their understanding of themselves and others, and supports them in their own spiritual exploration.

Jan has an equally committed, experienced and enthusiastic team of Associates with specialist RE backgrounds from across the age phases, and together they plan to keep pushing RE learning forward and to take some of the worry out of RE for teachers.

RE lessons should be rich, relevant and dynamic learning spaces for children and young people.

Discovery RE can help achieve this across the Primary School.

Current Member of RE related Associations:

- **AREIAC** The Association of Religious Education Inspectors, Advisers and Consultants (member for 15 years)
- **NATRE** National Association for Teachers of RE (member for 15 years)
- **SACREs** Standing Advisory Councils for Religious Education. Jan currently serves 3 different SACREs as their professional adviser