



St Erth RE Sequences of learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer	Summer 2
Year 1/2 cycle A	<p>1.1 What do Christians believe God is like?</p> <p>Intent: Children learn that Christians believe God is kind and forgiving, like the father in the Lost Son story. They show they're happy God forgives them by being nice to others and saying thank you prayers. They know forgiving others is important for feeling good inside.</p> <p>Sequence of Lessons</p> <ol style="list-style-type: none"> 1. What does the father in the Lost Son story tell Christian about the God they worship? 2. How do Christians show they are glad God forgives and loves them? 3. Is it important for us to forgive others? Why/why not? 4. How do you feel if you don't forgive? 5. What kind of prayers do Christian say? <p>Vocabulary</p> <p>forgiving, worship, kind, happy, importance, feelings, lessons, christians, love</p>	<p>1.2 Why does Christmas matter to Christians?</p> <p>Intent: Children learn that 'incarnation' means God becoming human, the Nativity story, preparations including Mary and Joseph's journey, church celebrations, 'advent' as waiting, and Christians preparing with prayers and activities for Christmas.</p> <p>Sequence of Lessons</p> <ol style="list-style-type: none"> 1. What does 'incarnation' mean? 2. Can you retell the Nativity story? 3. What preparations were made for the birth of baby Jesus? 4. What happens in church at Christmas? 5. What does 'advent' mean? 6. In what way do Christians celebrate Advent? <p>Vocabulary</p> <p>Jesus, special, Son of God, Prepare, Nativity, Stable, Shepherds, Poor, Decoration, Advent, Wreath, Crib, incarnation</p>	<p>1.9 How should we care for others and for the world, and why does it matter?</p> <p>Intent Children will learn about kindness and the importance of caring for others, by exploring the values of different religions. Is this include reading stories from different faiths and learning about religious festivals and practices.</p> <p>Sequence of Lessons</p> <ol style="list-style-type: none"> 1. How can you look after other people 2. Why is it important to show you care for others? What is Raksha Bandhan 3. What is the message in the story the good Samaritan? 4. What is a languor meal and what can it teach about community? 5. What is the message in the story be my guest? 6. What lessons did we learn about caring for others and the world? <p>Vocabulary</p> <p>kindness, caring, religions, festivals, practices, good Samaritan, languor meal, community,</p>	<p>1.5 Why does Easter matter to Christians?</p> <p>Intent Children learn about Easter, a Christian holiday. They understand why it's celebrated and Jesus' importance. They discover what happened on Good Friday and Easter Sunday, and how Christians celebrate with various traditions.</p> <p>Sequence of lessons</p> <ol style="list-style-type: none"> 1. What is Easter? 2. Why do Christians celebrate Easter? 3. Who is Jesus, and why is he important to Christians at Easter? 4. What happened to Jesus on Good Friday? 5. What do Christians believe happened on Easter Sunday? 6. How do Christians celebrate Easter? <p>Vocabulary</p> <p>Easter, celebrate, Jesus, good Friday, resurrection, Christians, beliefs, celebrate, traditions</p>	<p>1.6 Who is a Muslim and how do they live? [Double unit]</p> <p>Intent: Children will learn about Islam, understanding Allah as God, Prophet Muhammad's importance, beloved Prophet stories, the significance of places and objects in Islam, mosque activities and significance, Muslim prayer and worship practices, exploring local mosques, lessons from holy words, the celebration of Eid-ul-Fitr, Muslim beliefs, and identity.</p> <p>Sequence of Lessons</p> <ol style="list-style-type: none"> 1. What do we think about God? Who is Allah? 2. Who was the Prophet Muhammad, and why is it important to Muslims? 3. What stories of the Prophets do Muslims love to tell? 4. Makes a place on object special to us? And to Muslims? 5. What is a mosque, and what happens at a mosque? 6. How and why do Muslims pray and worship at the mosque? 7. Mosques near where we live: What can we find out? 8. What can we learn from Muslim holy words? 9. What happens at the celebration of Eid-ul-Fitr, and why? 10. Who is a Muslim, and what do they believe? Final learning ideas <p>Vocabulary</p> <p>Islam, Allah, Prophet Muhammad, beloved, significance, mosque, worship, practices, holy words, celebration, Eid-ul-Fitr beliefs, identity</p>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer	Summer 2
Year 1/2 cycle B	<p>1.3 Who do Christians say made the world?</p> <p>Intent: The children will develop our knowledge and understanding of Christianity as a world religion. The children will learn the meaning and use key vocabulary and ask questions in a safe environment and begin to express their own views while respecting other peoples opinions and beliefs</p> <p>Sequence of Lessons</p> <ol style="list-style-type: none"> Who do Christians say made the world? Where can you find the Creation story? Can you retell the Creation Story? What does the Creation Story tell Christians about God, Creation and the world? What do Christians do to say thank you to God for Creation. What kind of things can Christians and others do to look after the world? <p>Vocabulary Religion, belief, creation, Bible, Christian, Earth</p>	<p>1.4 What is the 'good news' Christians believe Jesus brings?</p> <p>Intent: The children will learn about stories from the Bible, and learn what they mean to Christians. We will find out how Christians learn and how to live through the stories. They will also learn how Christian put these beliefs into their own lives?</p> <p>Sequence of Lessons</p> <ol style="list-style-type: none"> What is important message that Jesus wanted to share by telling the parable of the good Samaritan? Can you retail the Bible story parable of the lost sheep and explain what it means to Christians? How did you just give instructions to people about how to behave? How do Christians try to bring Jesus it is good news to others? Is Jesus' good news only for Christians, or are there things for anyone to learn about how to live? <p>Vocabulary parable, lost sheep, instructions, good news, Christians, message, Samaritan</p>	<p>1.10 What does it mean to belong to a faith community?</p> <p>Intent: Children will learn what it means to belong to a different faith communities particular focus on Christians and Muslims. The children will learn our questions of Muslims celebrate traditional ceremonies and learn about what different actions and symbols used during the ceremonies mean.</p> <p>Sequence of Lessons</p> <ol style="list-style-type: none"> What did Jesus and one other religious leader taught about loving other people? What happens at a traditional Christian and Muslim Welcome ceremony, and what do the actions and symbols mean? How do people show they love each other and belong to each other when they get married? How do people express their identity and belonging within faith communities and other communities? What is good about being in a community, for people in faith communities and for yourself? <p>Vocabulary Faith community belonging identity Christian Muslim charity</p>	<p>1.8 What makes some places sacred to believers?</p> <p>Intent: Children learn about special places in Cornwall, including those important to them and those considered sacred. They explore Cornish saints like St. Piran and why they're special. They also discover why some people and places are sacred in Cornwall.</p> <p>Sequence of Lessons</p> <ol style="list-style-type: none"> Which places are special and important to me? What places are sacred in Cornwall? Who are the Cornish Saints and why are they special? Why is St Piran important to Cornwall? Which other places are special and sacred in Cornwall? What makes some people and places in Cornwall sacred? <p>Vocabulary special, important, sacred, Cornwall, saints, St. Piran, heritage, revere, cultural, sacredness</p>	<p>1.7 Who is Jewish and how do they live? [Double unit]</p> <p>Intent: Children will learn about Jewish symbols like the mezuzah, understand Shabbat traditions for rest and community, explore stories from the Jewish Bible, and reflect on Chanukah, emphasizing resilience and belief in miracles.</p> <p>Sequence of Lessons</p> <ol style="list-style-type: none"> What is precious to Jewish people? What does a mezuzah remind Jewish people about? How and why do Jewish people celebrate Shabbat? What stories do Jewish people tell from the Jewish Bible? What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah? <p>Vocabulary Precious, mezuzah, remind, Celebrate, Shabbat, Stories, Jewish Bible, Chanukah, miracles</p>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer	Summer 2
Year 3/4 cycle A	<p>L2.2 What is it like for someone to follow God?</p> <p>Intent: In class, children learn about the Bible and its significance to Christians. They explore the importance of promises in Christianity and discuss rules and their consequences. Through stories like Noah's Ark, they understand concepts like trust and faith. They also learn about the value of sacrifices in Christianity.</p> <p>Sequence of Lessons</p> <ol style="list-style-type: none"> 1. What is the bible and what does it mean to Christians? 2. What can we learn about covenant from the story of Noah? 3. Why do we have rules and what happens when we break them? 4. Why do Christians make promises to each other? 5. What is the Christian belief about faith? 6. Why does Christianity involve sacrifice? <p>Vocabulary</p> <p>Bible, Christians, promises, covenant, rules, consequences, trust, faith, sacrifice</p>	<p>L2.1 What do Christians learn from the Creations story?</p> <p>Intent: Children will learn about the creation story. They learn about the wonder of the world and what "creation" means. They discuss how humans should take care of the Earth, learn lessons about temptation from the story of 'the fall,' and understand why Christians pray to communicate with God.</p> <p>Sequence of Lessons</p> <ol style="list-style-type: none"> 1. What is wonderful about the world? 2. What does the word creation mean? 3. What can we learn about creation from the Christian story in Genesis? 4. How should humans treat the earth? 5. What can we learn about temptation from the story of 'the fall'? 6. Why do Christians pray? <p>Vocabulary</p> <p>awe and wonder, creation, being good, stewardship, hymn, the fall, sin, separation, sorry, repentance, repair relationship</p>	<p>L2.4 What kind of world did Jesus want?</p> <p>Intent: Children will learn about the world Jesus wanted. They find out why Christians say "Gospel" and what "fisher of people" means. They check out church noticeboards to understand Christianity and talk to church leaders for more info. They also talk about the kind of world they'd like and learn kindness from the Good Samaritan story.</p> <p>Sequence of Lessons</p> <ol style="list-style-type: none"> 1. Why do Christians use the word Gospel? 2. What does the phrase 'fisher of people' mean? 3. What can we learn about Christianity from the church community noticeboard? 4. What can we learn about Christianity by speaking to a church leader? 5. What kind of world would you like to live in? 6. What can we learn from the story of the Good Samaritan? <p>Vocabulary</p> <p>gospel, fisher of people, church community church leader, good samaritan</p>	<p>L2.5 Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Intent: Children will learn about 'Good Friday' and its significance to Christians. They explore the events of Holy Week leading up to Jesus' special day, discussing traditions and emotions. They discover the importance of the Last Supper and learn about Shrove Tuesday's role in the Christian story.</p> <p>Sequence of Lessons</p> <ol style="list-style-type: none"> 1. Why do Christians celebrate Shrove Tuesday and what are the key concepts of the 'Big Story'? 2. What are the key events of Holy Week, as told in the Gospels? 3. Are there any traditions that Christians partake in during Holy Week? 4. Why is Holy Week an emotional time for Christians? 5. How do Christians today remember the events of the Last Supper? <p>Vocabulary</p> <p>Salvation, Holy Week, resurrection, crucified tomb, Maundy Thursday last supper, communion crucifixion, heaven</p>	<p>L2.7 What do Hindus believe God is like?</p> <p>Intent: Children will explore Hindu beliefs about God. They learn about Brahman and how Hindu deities help describe God. They discuss the 'cycle of life' in Hindu traditions and understand them through stories and celebrations. They also discover how the idea of 'atman' shapes the Hindu perspective of people.</p> <p>Sequence of Lessons</p> <ol style="list-style-type: none"> 1. What is Brahman? 2. How do the Hindu deities help Hindus to describe God? 3. What role does the 'cycle of life' play in understanding Hindu Traditions? 4. What can we learn about Hindu Traditions from stories and celebrations? 5. How does the idea of 'atman' shape the Hindu perspective of people? <p>Vocabulary</p> <p>Brahman, deities, cycle of life, Atman, Hinduism, perspective beliefs, celebrations, Hindu</p>	<p>L2.8 What does it mean to be Hindu in Britain today?</p> <p>Intent: Children will explore what it means to be Hindu in Britain today. They learn about Hindu worship practices and sacred spaces, gaining insights into Hindu traditions. They study Gandhi's life to understand Hindu beliefs and celebrate Diwali. They also discover the positive aspects of being Hindu in Britain.</p> <p>Sequence of Lessons</p> <ol style="list-style-type: none"> 1. How do Hindus worship? 2. Where are the Hindu sacred spaces and what do they teach us about the Hindu traditions? 3. What can we learn about Hindu beliefs from the life of Gandhi? 4. How and why do Hindus celebrate Diwali? 5. What is good about being a Hindu in Britain today? <p>Vocabulary</p> <p>worship, sacred spaces, traditions, Gandhi, Diwali, beliefs</p>

<p>L2.10 How do festivals and family life show what matter to Jewish people?</p> <p>Intent: Children will explore what matters to Jewish people through festivals and family life. They learn why Jewish families celebrate weekly, reflect on themes of renewal during Rosh Hashanah, and understand freedom through Pesach/Passover traditions. They also study the importance of the Ten Commandments, gratitude, and how Jewish family life promotes personal reflection.</p> <p>Sequence of Lessons</p> <ol style="list-style-type: none"> 1. What do Jewish families celebrate every week? 2. What does Rosh Hashanah festival ask Jews to consider? 3. How do Pesach/Passover celebrations link to freedom? 4. Why are the Ten Commandments important to Jews? 5. Is gratitude important? 6. How does Jewish family life encourage personal reflection? <p>Vocabulary</p> <p>festivals, Rosh Hashanah, Pesach/Passover, freedom, ten commandments, gratitude, personal reflection, Yom Kippur, Sukkot</p>	<p>L2.3 What is the 'Trinity' and why is it important to Christians?</p> <p>Intent: Children will explore the Trinity, essential to Christians. They learn about it through Jesus' baptism story and understand its significance. They discover what the Trinity is and how Christians demonstrate their beliefs in worship and daily life. They recognize its importance in shaping Christian faith and understanding God.</p> <p>Sequence of Lessons</p> <ol style="list-style-type: none"> 1. How does the story of Jesus' baptism help us to understand the trinity? 2. What is the trinity? 3. How do Christians show their beliefs about the trinity in their worship? 4. How do Christians show their beliefs about God the Trinity in the way they live? 5. Why is the trinity important to Christians? <p>Vocabulary</p> <p>Trinity, symbol, God the Father, God the Son, God the Holy Spirit, infant baptism, adult baptism, immersion, grace</p>	<p>L2.12 How and why do people try to make the world a better place? Christians, Muslims, non-religious.</p> <p>Intent: Children will learn about how people, like Christians, Muslims, and others, try to make the world better. They talk about what's wrong with the world and how the 'Golden rule' helps. They also learn from different beliefs and non-religious people about making the world better and think about how they can help too.</p> <p>Sequence of Lessons</p> <ol style="list-style-type: none"> 1. What is wrong with the world? 2. How can the 'Golden rule' help people to work out how to make the world a better place? 3. What can we learn from the world religions and non-religious people about making the world a better place? (2 lessons) 4. Will we all be world changers? <p>Vocabulary</p> <p>Muslims, Non-religious, Golden rule, morality, empathy</p>	<p>L2.9 How do festivals and worship show what matter to Muslims?</p> <p>Intent: Children will identify some beliefs about God in Islam and give examples of ibadah (worship) e.g. prayer, fasting, celebrating and describe what they involve.</p> <p>Sequence of Lessons</p> <ol style="list-style-type: none"> 1. What do we already know about Muslims and Islam? 2. What does the opening chapter of the Qur'an teach Muslims about God? 3. Why does prayer matter to Muslims? 4. Why is the mosque a special place for Muslims? 5. Why do Muslims celebrate at the end of Ramadan? 6. What are the benefits for anyone of living a self-disciplined life? <p>Vocabulary</p> <p>Muslim, Islam, five pillar, submit, salaam, ibadah (worship), iman (faith), messenger, adhan (call to prayer), salat (prayer), sawm (fasting), zakat (charity), Ramadan, hajj (pilgrimage), Tawhid, shirk, rak'ahs, mosque.</p>	<p>L2.6 For Christians, what was the impact of Pentecost?</p> <p>Intent: Children will learn how the Pentecost story connects with Christian beliefs about God's Kingdom on Earth. They'll understand its importance today and its ties to the Holy Spirit and Christian life. They'll explore how biblical ideas about God's Kingdom shape Christian living in contemporary times, influencing behaviour and lifestyle choices.</p> <p>Sequence of Lessons</p> <ol style="list-style-type: none"> 1. How does the story of Pentecost connect with what Christians believe about God's Kingdom on Earth? 2. What does the Pentecost story in Acts 2 mean, and why is it important to some Christians today? 3. How are the Pentecost story, the Holy Spirit, God's Kingdom, and Christian life connected? 4. How do ideas about God's Kingdom in the Bible affect how Christians live today? <p>Vocabulary</p> <p>Christianity, Christian, belief, God, Jesus, Bible, Kingdom, Earth, heaven, Kingdom of God, Pentecost, Holy Spirit, celebrate, symbol, fire, flames, dove, wind, breath of God</p>	<p>L2.11 How and why do people mark the significant events of life? Christians, Hindus, Muslims, non-religious.</p> <p>Intent: children will learn all about celebrating special times in Cornwall. They'll find out what festivals are and why they're important. They'll also explore the connection between Harvest Festivals and Cornwall, discovering how people in Cornwall marked big events in the past and still celebrate important moments together today.</p> <p>Sequence of Lessons</p> <ol style="list-style-type: none"> 1. How do we celebrate special times in Cornwall? 2. What is a festival? 3. What is the connection between Harvest Festivals and Cornwall? 4. How did Cornwall mark significant events in the past? 5. How and why do people in Cornwall mark significant events in community life? <p>Vocabulary</p> <p>festivals, connection, harvest festivals, significant events, community life, tradition, culture</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer	Summer 2
Year 5/6 cycle A	<p>U2.1 What does it mean if Christians believe God is holy and loving?</p> <p>Intent: Children will explore Christian beliefs on God's holiness and love through biblical texts, places of worship, worship songs, and guidelines for living a reflective Christian life.</p> <p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1. What does the Bible tell us about God? 2. How do places of worship show what Christians believe about God? 3. How do worship songs show what Christians believe about God? 4. How does God influence how Christians live their lives? <p>Vocabulary biblical texts, Christian, holiness, omnipotence, omniscience, reflect, worship songs</p>	<p>U2.3 Why do Christians believe Jesus was the Messiah?</p> <p>Intent: Children will learn about the incarnation of Jesus, connect the prophecies with gospel texts, explore Christmas celebrations, and reflect on his significance in the world.</p> <p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1. Where does Incarnation and Messiah fit within the 'big story' of the Bible? 2. Where are the Gospel and prophecy texts in the Bible? 3. What are the connections between biblical texts, Incarnation and Messiah? 4. How do Christians put their beliefs about Jesus' Incarnation into practice in different ways when celebrating Christmas? 5. How does the idea that Jesus is the Messiah makes sense in the wider story of the Bible? 6. How would I weigh up the idea that Jesus is the Messiah, a Saviour from God and is important in the world today and, if it is true, the difference that might make in people's lives? <p>Vocabulary beliefs, celebrating, Christianity, gospel, incarnation, messiah, prophecy, Saviour</p>	<p>U2.9 Why is the Torah so important to Jewish people?</p> <p>Intent: Children will learn about the significance of the Torah to Jewish people, exploring their beliefs about God, key stories like the Passover, specific laws, worship practices at synagogues, and gaining an understanding of Judaism through the life of Abraham.</p> <p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1. What do we already know about Judaism? <i>the life of Abraham</i> 2. What do Jews believe about God? How do Jews remember their beliefs about God? 3. What can we find about in the Torah? <i>The Passover Story</i> 4. Are there particular laws that Jewish people need to follow? 5. What happens during worship at a synagogue? <p>Vocabulary: Sefer Torah, TaNaKh, Torah, synagogue, Mezuzah, Sedar plate, Passover, kosher, orthodox & progressive Jews</p>	<p>U2.5 What do Christians believe Jesus did to 'save' people?</p> <p>Intent: Children learn about Christian beliefs regarding Jesus' role in saving his people, exploring events of Holy Week, understanding responsibility for Jesus' death, the significance of his sacrifice, rituals commemorating his resurrection, and considering Jesus as a martyr alongside other examples.</p> <p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1. What happened in Holy Week? 2. Who was responsible for Jesus' death? 3. Why do Christians consider Jesus's death to be a sacrifice? 4. How do Christians remember Jesus resurrection? 5. Why is Jesus to be considered a martyr? Are there other example of martyrs? <p>Vocabulary beliefs, commemorating, holy week, jesus, martyr, resurrection, rituals, sacrifice saving, sin</p>	<p>U2.7 Why do Hindus want to be good?</p> <p>Intent: Children would learn about Hindu concepts such as Brahman (ultimate reality), atman (individual soul), and samsara (cycle of birth, death, and rebirth), and how these concepts influence Hindu beliefs and practices, including the importance of dharma (duty/righteousness). They would also explore the example of Mahatma Gandhi in living a virtuous life and the significance of striving for goodness in Hinduism.</p> <p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1. What is Brahman? The Hindu word for ultimate reality, or 'God'. 2. What is atman? What can be learned about atman through a Hindu story? 3. Samsara: why is atman important? What else is important? 4. How does dharma affect the way that someone might live their life? 5. What example does Gandhi set about how to live and to be good? 6. Why do Hindus try to be good? <p>Vocabulary Brahman, Karma Dharma Samsara Moksha</p>	<p>U2.2 Creation and science: conflicting or complementary?</p> <p>Intent: In these lessons, children learn about the Biblical account of creation, contrasting it with scientific explanations of cosmology and evolution. They explore reasons for perceived conflicts and how some view creation and science as complementary. They also study Christian scientists like Dr. Jennifer Wiseman and discuss the limitations of scientific inquiry.</p> <p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1. What is the Biblical account of creation? 2. What is the scientific account of cosmology and of evolution? 3. Why might some people say creation and science are in conflict? 4. Why might some people say creation and science are complementary? 5. Can we find out about Christians who are also scientists, such as Dr Jennifer Wiseman? 6. Are there questions that science cannot answer? <p>Vocabulary Bible, Genesis, creation, science, conflicting, complementary, cosmology, evolution, God</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5/6 cycle B</p>	<p>U2.11 Why do some people believe in God and some people not? Christians, non-religious</p> <p>Intent: Children will learn about diverse beliefs on God's existence, reasons for belief/disbelief, science's role, and how belief affects thoughts and behaviours.</p> <p>Sequence of Learning</p> <ol style="list-style-type: none"> 1. How many people do and do not believe in God? 2. Is God real? What do people think? 3. Why do people believe or not believe in God? 4. What do people say about science and believing in God? 5. What impact does believing in God have on how people think and live? <p>Vocabulary: theist, agnostic, atheist, belief, census, creator, spirit, eternal, almighty, interpretation, causation, miracle</p>	<p>U2.6 For Christians, what kind of king is Jesus?</p> <p>Intent: Children will learn about Jesus' teachings including his vision of the world, parables like The Feast and The Tenants, his return's purpose, and how Christians recognise him as king.</p> <p>Sequence of Learning</p> <ol style="list-style-type: none"> 1. What kind of world did Jesus create? 2. What is the Parable of The Feast? 3. What is The Parable of The Tenants? 4. What kind of world did Jesus come back to? Why did he come back? 5. What kind of king is Jesus for the Christians? <p>Vocabulary: temptation, kingship, heaven, kingdom, parables,</p>	<p>U2.8 What does it mean to be a Muslim in Britain today?</p> <p>Intent: Children will learn about Islamic beliefs and practices, including the importance of faith, prayer, charity, fasting, and pilgrimage in the lives of Muslims.</p> <p>Sequence of Learning</p> <ol style="list-style-type: none"> 1. What helps you through the journey of life? 2. What is the key belief of Muslims? (Shahadah) 3. Why does prayer matter to Muslims? (Salah) 4. How is charity important to Muslims? (Zakat) 5. Why do Muslims fast? (Sawm) 6. Why do Muslims want to go on pilgrimage? (Hajj) <p>Vocabulary: Allah, Charity (Zakat), Faith, Fasting (Sawm), Imam, messenger, Mosque, Pilgrimage (Hajj), Prayer (Salah) Kaaba in Mecca, Prophet Muhammad, Quran, Ramadan, Shahada</p>	<p>U2.12 How does faith help people when life gets hard?</p> <p>Intent: Children will learn about concepts of eternity and immortality, religious beliefs about heaven in Christianity, Judaism, and Islam, as well as Buddhist concepts of reincarnation and emancipation, and humanist perspectives on eternity. They'd also explore the similarities and differences in eternity across various religions.</p> <p>Sequence of Learning</p> <ol style="list-style-type: none"> 1. What does eternity mean? 2. What does immortality mean? 3. What are religious ideas about heaven (Christianity, Judaism, Islam)? 4. What does reincarnation and emancipation mean (Buddhism)? 5. What is a humanist idea of eternity? 6. What are the similarities and differences about eternity in different religions? <p>Vocabulary Afterlife, Differences, Emancipation, Eternity, Heaven Humanist, Immortality, Nirvana, rebirth (samsara) Reincarnation, Similarities</p>	<p>U2. 10 What matters most to Humanists, Christians?</p> <p>Intent: Children would learn about motivations for behaviour, moral concepts like fairness and kindness, codes for living in Humanism and Christianity, their similarities and differences, and reflections on personal values and priorities.</p> <p>Sequence of Learning</p> <ol style="list-style-type: none"> 1. Why do people do good/ bad things? 2. What are moral concepts for living e.g fairness, truth, freedom, kindness etc. 3. What is the Humanist Code for living? 4. What is the Christian code for living (Love God and love your neighbour)? 5. What are the similarities between Christian and Humanist? 6. What matters most in your life? <p>Vocabulary Behaviour, Christianity, codes for living, fairness, humanism, kindness, moral concepts Motivations, priorities, reflections, similarities</p>	<p>U2.4 How do Christians decide how to live? 'What would Jesus do?'</p> <p>Intent: Children will learn about Jesus' mission, the significance of love and forgiveness in his teachings, applying his principles of justice and fairness, generosity versus greed, addressing contemporary issues through Jesus' teachings, and living by his values in today's world.</p> <p>Sequence of Learning</p> <ol style="list-style-type: none"> 1. What was Jesus' mission statement'? 2. What is the importance of the value of love? How did Jesus teach his followers to love? 3. What do Jesus' parables about forgiveness teach to Christians today? 4. How do Christians today try to follow Jesus' teaching about justice and fairness? 5. What did Jesus teach about being generous and being greedy? 6. What does the teaching of Jesus have to say about some problems people face today? What would Jesus do? 7. What have we learned about living by the values of Jesus in the modern world? <p>Vocabulary contemporary issues, fairness, forgiveness, generosity, greed, justice, love, mission parables</p>
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