

Year 5 & 6:	In each unit, pupils will:
Key Questions:	
<p><b>Unit: 56.1 (Cycle 1)</b> Why are some journeys and places special?</p>	<ul style="list-style-type: none"> <li>• Explore similarities and differences between Muslims, Christians and Jews, reflecting on how they are all Abrahamic faiths and <b>giving reasons why Jerusalem is a holy site for all these faiths.</b></li> </ul> <p><b>Islam:</b></p> <ul style="list-style-type: none"> <li>• Describe and show understanding of the key features and purposes of a <b>mosque</b>, including the Ummah (Muslim community), its place in the local community (e.g weddings, funerals, adult classes) and its role in education (madressah).</li> <li>• Explore the importance of the <b>Hajj</b> pilgrimage and the celebration of Eid ul Adha with the story of Ibrahim &amp; Isma'eel. Understand that Hajj aims to recall equality (everyone dresses in the same way), to reject worldly advantage and to appreciate that Muslims are judged by their deeds, not by their worldly status.</li> </ul> <p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>• Describe and explain a range of <b>churches</b>, comparing and contrasting traditional and contemporary worship and exploring different denominations, such as Anglican, Roman Catholic and free churches. Notice how leadership differs in churches from bishops and clergy to leadership by lay people. Make links between the church in Yorkshire and Christian communities worldwide, responding to work for charities at home and abroad.</li> <li>• Consider the practice and value of pilgrimage for Christians, giving a considered response to their value and impact for believers.</li> </ul> <p><b>Judaism:</b></p> <ul style="list-style-type: none"> <li>• Explain what happens at <b>the synagogue</b> and give reasons why the synagogue is an important <b>place of worship and community</b> in Judaism.</li> <li>• Compare and contrast <b>worship</b> at home with worship in the synagogue, in particular considering <b>Shabbat and daily prayers.</b></li> </ul> <p><b>Sikhism:</b></p> <ul style="list-style-type: none"> <li>• Give reasons why <b>Amritsar</b>, is a special place of <b>pilgrimage</b> for Sikhs Explain why Sikhs, from all over the world, want to visit the Harmandar (Golden Temple).</li> <li>• Know that Panjab is a region in north India and be able to explain that <b>Panjab is special</b> to all Sikh people because Guru Nanak and the Sikh gurus lived and taught there.</li> </ul> <p><b>Buddhism:</b></p> <ul style="list-style-type: none"> <li>• Give examples of how a shrine – a holy or sacred place is used</li> </ul>
<p><b>Unit: 56.1. (Cycle 2)</b> What values are shown in codes for living?</p>	<p><b>Islam:</b></p> <ul style="list-style-type: none"> <li>• Summarise the <b>five pillars of Islam</b>, noticing how the Shahadah (testimony of faith) is the foundation. Understand that these are basic pillars of Islam, without them, you are not considered a Muslim. These obligatory pillars are there to make a godlier, spiritual and caring citizen of the world.</li> </ul>

- Give a considered response why prayer is important to Muslims, noting why there are five daily prayers, the direction of prayer towards Mecca and the positions used in prayer.
- Explain how observance includes the recitation of the Qur'an, Qiyam or night prayer, the night of destiny, iftar (breaking the fast) and charity.
- Know that there is a range of expressions of **worship** beside ritual prayer and fasting. Among others, these include: helping the needy, giving charity, being kind and looking after the planet.
- Compare and contrast how some Muslims show **other expressions** of love and connection with God, such as Sufi dance, Islamic songs (poetry of praise and Madeeh) and Islamic art/calligraphy.
- Reflect on how Muslims may express their faith in a variety of ways, exploring the **difference between culture and religious belief**, for example in wearing a head covering.

#### **Christianity:**

- Explain how Christian teachings represent a code for living, derived from texts such as: the Ten Commandments (Exodus 20) and The Golden Rule (Love God, Love your neighbour).

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#### **Judaism:**

- Explore how the Ten Commandments help Jews to live their lives. Research and respond to other obligations and instructions such as those about eating (kosher) and also Tikkun Olam – Repairing the world. This is one of the major elements of Judaism and influences how most Jews live their Judaism.
- Describe the place of the **rabbi in guiding and supporting the Jewish community**.
- Understand and describe how the **Shema** is an important **commandment** and how this affects daily life in prayer and the significance of the **mezuzah**.

#### **Sikhism:**

- Give reasons why Sikh people use the **5 Ks as symbols of their faith**. Understand and explain the symbolism of each of the 5 Ks.
- Reflect on what it might be like to wear a **kara** (steel bangle) as a reminder of God's presence.

#### **Hinduism:**

- Understand that a person's actions (**karma**) affects how they are reincarnated.
- Give reasons why Hindus follow **Ahimsa** (the law of non-injury)

#### **Buddhism:**

- Explain why Buddhists believe **in animal rights**. Why do they respect all living things and how do they show this in their daily lives?

#### **Humanist:**

	<ul style="list-style-type: none"> <li>• Explain and show understanding of Humanist beliefs in <b>shared human moral values</b>: kindness, compassion, fairness, justice, honesty.</li> <li>• Weigh up the belief that human beings alone can make the world a better place for everyone</li> <li>• Summarise some <b>principles of non-religious ethics</b> including: individual responsibility, the use of reason, empathy, compassion, and respect for the dignity of all. Give reasons for why the absence of religious texts may affect decisions.</li> <li>• Explore how the <b>Golden Rule</b> is a shared ethical principle, present in a wide variety of cultures throughout history and is a result of human evolution as a social animal</li> </ul>
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<p><b>Unit 56.2 Section 1</b></p> <p>What do creation stories tell us?</p>	<p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>• Describe how the Bible is made up of many different books with different purposes (narratives, poetry, letters, law, etc) and how there are different translations and interpretations.</li> <li>• Describe and show understanding of how Christians believe God to be an all-powerful Creator as well as eternal, loving and righteous.</li> <li>• Consider some similarities and differences between <b>Christianity</b>, Abrahamic, Judaism and <b>Islam</b>.</li> </ul> <p><b>Islam:</b></p> <ul style="list-style-type: none"> <li>• Explain how the Prophet Muhammad is seen as the final prophet and how Muslims look to his teachings and leadership.</li> <li>• Explore some important Islamic stories.</li> <li>• Explore similarities and differences between <b>Muslims, Christians</b> and Jews.</li> <li>• Distinguish the difference between Islamic teachings that are agreed and considered universal, and others which are open to <b>interpretation</b> or based on cultures and traditions.</li> </ul> <p><b>Sikhism:</b></p> <ul style="list-style-type: none"> <li>• Talk about how Sikhs believe <b>God is the Creator</b> of the world and all life.</li> </ul> <p><b>Humanist:</b></p> <ul style="list-style-type: none"> <li>• Explore, apply and make reasoned responses to Humanist beliefs about finding <b>meaning, purpose and value in life</b> without the need for religion.</li> <li>• Describe and explain how Humanists believe that the material world is the only one that exists and that there is no supernatural cause for it's existence</li> <li>• Explain how Humanists believe that humans have evolved, as other animals, contrasting this with a belief in divine creation.</li> </ul>
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	<ul style="list-style-type: none"> <li>Show understanding of how humanists believe that human reason and evidence rather than sacred texts and revelation are the key sources of knowledge.</li> </ul>
<p><b>Unit: 56.2. Section 2</b> What do Christians believe about Jesus' death and resurrection?</p>	<p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>Compare traditional stories and celebrations with Biblical accounts. Show understanding of the meanings of the word incarnation; how Jesus is seen as fully human and fully divine.</li> <li>Explore and weigh up different titles used by and of Jesus, such as Son of man, servant, Rabbi, Messiah, Christ</li> <li>Explore and summarise how Christians understand the significance of Jesus' death and resurrection, considering narratives such as: Palm Sunday and the link to kingship (John 12:12-15); Maundy Thursday and the Last Supper (Mark 14:12-26); Good Friday and the crucifixion (Luke 23:26-56); Easter day and the empty tomb (Luke 24:1-12).</li> <li>Express understanding and ask questions about how Jesus' death is seen as a sacrifice, as a way of forgiveness and salvation. Show understanding of these terms and weigh up what they mean for Christians today.</li> </ul> <p><b>Humanist:</b></p> <ul style="list-style-type: none"> <li>Weigh up the belief that human beings alone can make the world a better place for everyone</li> <li>Explore the <b>absence of belief in an afterlife</b> and the implication that the time to seek happiness and meanings in this life</li> <li>Consider how <b>human beings are responsible</b> for their own personal and communal destiny</li> <li>Enquire into Humanist <b>beliefs about death</b> as the end of personal existence and the absence of anything immaterial, such as a soul. Explain Humanist funerals as a celebration of life and an occasion for those still living.</li> </ul>
<p><b>Unit: 56.2 Section 3</b> Should we forgive others?</p>	<p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>Give a considered response to how Christians express their beliefs through working for ideas such as: forgiveness and reconciliation; social justice and equality; charity; lifestyle choices, reflecting on local or national examples.</li> <li>Explain how Christian teachings represent a code for living, derived from texts such as The Ten Commandments (Exodus 20) and The Golden Rule (Love God, Love your neighbour). Explore how these may be applied or interpreted in different ways.</li> </ul> <p><b>Islam:</b></p> <ul style="list-style-type: none"> <li>Give a considered response to Muslim teachings about life and decisions, such as forgiveness, kindness, ties of kinship, social justice, equality, the greater jihad (inner self-development) and halal (food, drink, money and conduct).</li> <li>Explain how the Prophet Muhammad is seen as the final prophet and how Muslims look to his teachings and leadership.</li> <li>Reflect on some sayings and stories about the Prophet Muhammad and <b>explain their meanings.</b></li> </ul> <p><b>Humanist:</b></p> <ul style="list-style-type: none"> <li>Explain and show understanding of Humanist beliefs in <b>shared human moral values</b>: kindness, compassion, fairness, justice, honesty.</li> </ul>

	<ul style="list-style-type: none"> <li>• Weigh up the belief that human beings alone can make the world a better place for everyone</li> <li>• Summarise some <b>principles of non-religious ethics</b> including: individual responsibility, the use of reason, empathy, compassion, and respect for the dignity of all. Give reasons for why the absence of religious texts may affect decisions.</li> <li>• Explain and explore <b>key areligious values</b> including democracy, human rights, rule of law, secularism, freedom of expression and tolerance.</li> </ul>
<p><b>Unit: 56.3a (Cycle 1)</b> How do Sikhs show commitment?</p>	<p><b>Sikhism:</b></p> <ul style="list-style-type: none"> <li>• Give reasons why Sikh people use the 5 Ks as symbols of their faith. Understand and explain the symbolism of each of the 5 Ks.</li> <li>• Reflect on what it might be like to wear a <b>kara</b> (steel bangle) as a reminder of God’s presence.</li> <li>• Explain what each of the <b>5 K’s</b> symbolises. Reflect on how a Sikh person might decide they wanted to initiate as a <b>Khalsa Sikh</b>; and</li> <li>• understand that not all Sikhs take initiation.</li> <li>• Recognise, name and explain the Ik Onkar symbol.</li> <li>• Recognise, name and explain the different components of the <b>Khalsa symbol</b>. Describe what happens during Amrit initiation. Explain why Sikh surnames are normally Singh (meaning Lion) for men, and Kaur (meaning princess) for women.</li> <li>• Explain the <b>Langar</b> and how this is an expression of <b>sewa</b> and inclusivity; eg by cultivating a sense of community and everybody welcome.</li> <li>• Explain that Panjab is special to all Sikh people because Guru Nanak and the Sikh gurus lived and taught there.</li> <li>• Summarise the story of Guru Nanak’s three-day disappearance and his encounter with God. Explain why this encounter makes Guru Nanak extra-special for Sikhs.</li> <li>• Explain the <b>meanings of the story</b> of Guru Nanak’s encounter with Bhai Lalo (poor carpenter) and Malik Bhago (wealthy tax collector) and identify how these are similar to other stories they know from different religions and how these are applied to believers’ lives.</li> <li>• Give reasons why Amritsar, is a special place of pilgrimage for Sikhs</li> <li>• Summarise the story of the Panj Pyare. Explain why the story is very important to Sikhs, and remembered.</li> <li>• Give reasons why Amritsar, is a special place of pilgrimage for Sikhs</li> <li>• Give some reasons how the Mool Mantar is the statement of faith for Sikhs.</li> </ul>
<p><b>Unit 56.3b (Cycle 1) 1 lesson</b> What do Christians believe about the old and new covenant?</p>	<p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>• Recall the stories in the <b>Old Testament</b> about Abraham and explore how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering some similarities and differences between these world faiths.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explore the narratives about Moses, the Ten Commandments and the Kingdom, including David, making links between stories and the idea of a <b>covenant</b> between God and the people.</li> <li>• Describe and give a considered response to accounts of <b>Jesus' birth</b>, including his Jewish identity and family. Reflect on narratives such as: Mary, Joseph, the shepherds and angels (Luke 1:26 -38, 2:1-20; the magi (Matthew 1:18-2:12), applying ideas about their meaning. Compare traditional stories and celebrations with biblical accounts. Show understanding of the meaning of the word <b>incarnation</b>; how Jesus is seen as fully human and fully divine.</li> <li>• Compare and contrast <b>stories about Jesus</b> and explore the meaning of these, such as: the Feeding of the Five Thousand (Matthew 14: 13- 21); the healing of the Blind Man (John 9:1-12), the call of Zacchaeus (Luke 19:1-10) or the raising of Lazarus (John 11). Explore the concept of miracle and weigh up different ideas about how they might be interpreted.</li> </ul>
<p><b>Unit: 56.3a (Cycle 2)</b> How does growing up bring responsibilities?</p>	<p><b>Judaism:</b></p> <ul style="list-style-type: none"> <li>• Know that a Bar or Bat Mitzvah is a coming of age ceremony for Jewish boys and girls when they reach the age of 12 or 13.</li> <li>• Explain what happens at the synagogue and give reasons why the synagogue is an important place of worship and community in Judaism.</li> <li>• Understand and describe how the Shema is an important commandment and how this affects daily life in prayer and the significance of the mezuzah.</li> <li>• Show understanding about <b>antisemitism</b>, exploring and reflecting on the causes and impact for Jews and others.</li> <li>• Explore how the Ten Commandments help Jews to live their lives. Research and respond to other obligations and instructions such as those about eating (kosher) and also Tikkun Olam – Repairing the world. This is one of the major elements of Judaism and influences</li> <li>• how most Jews live their Judaism.</li> <li>• Give reasons for <b>Jewish Kosher laws</b> and how these have an impact on followers' daily lives.</li> <li>• Compare and contrast <b>worship</b> at home with worship in the synagogue, in particular considering <b>Shabbat and daily prayers</b>.</li> <li>• Describe the place of the <b>rabbi in guiding and supporting the Jewish community</b>.</li> <li>• Compare and contrast <b>worship</b> at home with worship in the synagogue, in particular considering <b>Shabbat and daily prayers</b>.</li> </ul>
<p><b>Unit 56.3b (Cycle 2) 1 lesson</b> How do Jews remember the Kings and Prophets in worship and life?</p>	<p><b>Judaism:</b></p> <ul style="list-style-type: none"> <li>• Suggest reasons <b>why the Torah is a sacred text</b> to most Jewish people.</li> <li>• Name some of the <b>key figures</b> in the Torah and early Jewish history, such as <b>Noah, Abraham, Isaac, Jacob and Joseph</b>, explaining these stories and giving reasons for their importance to Jews.</li> <li>• <b>Describe</b> and show understanding of the meaning and <b>significance of Moses</b> as a key figure in Judaism past and present.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Describe <b>other stories</b> in the Jewish Bible, reflecting the <b>Kingdom</b> (including David) and the <b>Prophets</b> (such as Jeremiah or Isaiah) and the messages about the covenant that Jews can find from these stories.</li><li>• Reflect about <b>later stories</b> in Jewish history such as <b>Esther, Daniel and Jonah</b> and explore how these are remembered today, including through festivals such as Purim.</li></ul> |
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