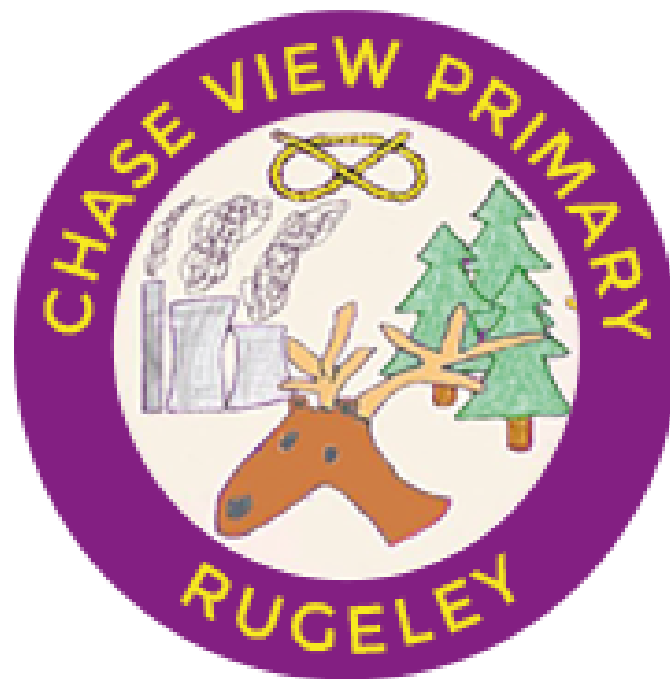


Religious Education

Autumn Term

With reference to the Staffordshire 2023 Agreed Syllabus.



Intent,
Implementation,
Impact

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Year 1 - RE - How do Christians worship?

1. What is a church?

Intent	Children to understand that a church is a special place of worship for Christians. Children to be able to name key parts of a church and start to explain what happens there.
Implementation	Children to visit a church and discuss the different areas within the church and what happens there. Children to match labels to the correct part of a church and brief description.

2. What happens at a church?

Intent	Children to understand what different events happen at a church: hymns, worship, prayers, mass, Sunday school, weddings, funerals, baptisms & communions - which of these can also be done outside of a church?
Implementation	Watch videos of different ceremonies/acts of worships (not funerals), discuss what is happening and the reason for each ceremony/worship. Listen to and learn an extract of a popular hymn from a Christian church. https://www.bbc.co.uk/bitesize/topics/ztkxpv4/resources/1 (baptism & holy communion)
Impact	How do Christians worship? Understand what a church is and the different parts within it. To be able to name different ways that Christians worship within a church and things that they can also do at home/anywhere (prayer/hymns). To be able to join in with a popular Christian hymn.

Year 2 - RE - Why are there stories in the Bible?

1. What is the Bible?

Intent	Children to understand that the Bible is the holy book for Christians and that it is split into two main sections: the Old Testament and New Testament.
Implementation	Look at a selection of different Bibles and discuss what it is used for and why there are different versions (children's, illustrated, King James etc). Explore both sections of the Bible in the different versions to show that all contain the Old & New Testaments.

2. Why are there stories from before Jesus was born?

Intent	Children to understand that the Old Testament contains stories from before Jesus was born and that these are still important to Christians as it tells them about how the world was created up until Jesus was born. Link to Judaism as Old Testament contains many of the same stories as the Hebrew Bible - Jesus was a Jew.
Implementation	Read and understand several stories from the Old Testament and discuss any morals/lessons that we can learn from them. Create storyboard versions of their favourite so they can retell them in their own words. Make links to Judaism and the Hebrew Bible and why is this important to Christianity.

3. Who wrote the stories in the New Testament?

Intent	Children to understand that the Bible is not written by one person, that in the New Testament many different people wrote the stories within it and some of those sections are name after the person who wrote it. Children to become familiar with some of the miracles of Jesus through stories from the New Testament: water into wine, walking on water, feeding the 5000 & healing a leper.
Implementation	Children to look at different sections of the Bible written by Jesus' disciples, discuss who his disciples were and what they did. Children to use drama to act out different miracles in small groups to the rest of the class.
Impact	Why are there stories in the Bible? Explain that the Bible is the holy book for Christians. Name the different sections within the Bible. Explain the differences between the Old & New Testament and what they tell us. Recall a story from both the Old and New Testament.

Year 3/4 B - RE - Has Christmas lost its true meaning?

4. What is the true meaning of Christmas?

Intent	Children will make links between the nativity story, Christian belief and the way Christmas is celebrated.
Implementation	Recall the nativity story and how this links to Christian belief. Investigation into a traditional Christmas.

5. How is the true meaning different to the modern one?

Intent	Children will explain how Christmas is about giving and receiving and what difference they could make to the world
Implementation	A comparison study into different versions of a modern Christmas. Discussion about each person's individual gift to the world.
Impact	What is the true meaning of Christmas? Understanding of the beliefs of Christians surrounding Christmas. To discuss whether sacred texts have to be true to help people to connect with their religion. To demonstrate an understanding of the influence and inspiration of religion in everyone's life.

Year 3/4 A - RE - What is the most important part of the Christmas story?

1. What are the main parts of the Christmas story?

Intent	Children will understand the main events in the Christmas story: Angel Gabriel, journey to Bethlehem, birth, angels appearing, shepherds following the star, wise men following star to visit.
Implementation	Recap of the Christmas story and then children to sequence key events and discuss timeline (Angel Gabriel would have visited many months before birth & wise men did not actually arrive on the day Jesus was born but 12 days later - link to Christmas tree/decorations coming down).

2. What symbols do Christians use to represent the Christmas story?

Intent	Children will know the different symbols that are important to Christians and how they relate to Christmas (candles/lights, star, wreaths, candy canes, angels, Christmas tree, gifts, bells, nativity scene, holly, carols)
Implementation	Children to use pictorial representations of the different symbols and then explain each one's individual meaning to Christians.

3. How do these symbols help Christians remember what is important about the Christmas story?

Intent	To understand how symbols are used to help Christians remember the important parts of the Christmas story.
Implementation	Children to design their own Christmas decoration incorporating different symbols for Christmas and to be able to explain which part of the story it relates to. Children to explain which symbol(s) they think is the most important to Christians and which one they feel symbolises Christmas the most to them personally.
Impact	What is the most important part of the Christmas story? Understand the key parts of the Christmas story and how each part is important to Christians. Understand the different meanings of the symbols that are commonly used by Christians and many others to represent different aspects of Christmas. Express their own opinions of the importance of the different symbols and parts of the Christmas story.

Year 5/6 B - RE - Is the Christmas Story True?

1. Why are there different versions of the Christmas Story?

Intent	To understand that there are different version of the Christmas story and that we known a mix of them both.
Implementation	Look at the different versions from the Bible, video and reading, and sort the well-known aspects of the story into whether it comes from Luke or Matthew's recount. Relate this to the story that we know and discuss whether the specific details (eg. date) need to be 'true'.

2. Was Jesus the incarnation of God?

Intent	To understand the term incarnation and the belief that Jesus was not just the son of God but God's presence on Earth.
Implementation	Look at the term 'incarnation' and what it means. Talk about whether it matters if Christians believe that Jesus was God's son or his physical representation earth.

3. Is the Christmas Story true?

Intent	To be able to discuss whether they believe that the Christmas story is true and the impact upon Christians of their opinion.
Implementation	Classroom discussion about the concept of 'true' and their opinion, using the evidence, on whether they believe it is real and discuss how their opinion impacts Christians.
Impact	Is the Christmas story true? Explain how 'true' could mean different things to different people and how stories can be true in different ways. To explain the Christian belief that Jesus was the incarnation of God. To express an opinion on whether the Christmas story is true and what this might mean to Christians.

Year 5/6 A - RE - Is Christianity still strong after 2000 years?

1. Do festivals and symbols show that Christianity is still a strong religion?

Intent	Children will examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.
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Implementation	Children will sort Christian festivals and symbols establishing which symbols/objects are associated with each festival. Children to identify the symbols and where we might see them in everyday life.
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2. Where else in British society do you see the influence of Christianity?

Intent	Children will learn about how different places and people in society are influenced by Christianity.
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Implementation	Explore different ways of places where you are influenced by Christianity and compare this with the Ten Commandments, people taking oath in court by swearing on the Bible, national anthem, no death penalty in this country any more.
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Impact	Is Christianity still strong after 2000 years? Identify a variety of Christian festivals and symbols and explain their meanings. Identify where in society these symbols are used and how Christianity influences our lives without people realising. Explain whether they believe Christianity is a strong religion now and give reasons for their opinion.
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Religious Education

Spring Term



Intent,
Implementation,
Impact

Year 1 – RE – Why is Easter important to Christians?

1. How did Jesus die?

Intent	Children to understand the series of events that led up to the death of Jesus and how this is linked to Easter.
Implementation	Children to use a sequencing activity to order the main events of the Easter Story, paying particular attention to key celebration days: Maundy Thursday & Good Friday. https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6

2. What happened after Jesus died?

Intent	Children will understand that after Jesus died, he came back to life before ascending to Heaven to be reunited with God.
Implementation	Storyboard of events that occurred after His death beginning with being placed in the tomb and ending with Jesus' ascent to Heaven.

3. How do Christians celebrate Easter?

Intent	Secure understanding of the different ways that Easter events are celebrated by Christians, including key symbols and their relevance, and how their own celebrations may link to these beliefs.
Implementation	Create a picture diagram with short captions/labels including the different symbols and ways that Christians celebrate Easter: cross, church services, candles, thorns, fish, hot cross buns, link to new life & Easter eggs, processions, Last Supper etc.
Impact	Why is Easter important to Christians? Understand the events that led up to Jesus' crucifixion. Explain that Jesus came back to life and then ascended into Heaven. Understand why Christians believe that this is important. Give examples of how Christians celebrate Easter and link to their own experiences.

Year 2 - RE - What is 'good' about Good Friday?

1. What happened on Good Friday?

Intent	Children will recall the events of the lead up to Good Friday and what actually happened on Good Friday.
Implementation	Recap of the main events covering the whole of Easter, including betrayal of Judas, and then go into detail for the events that happened on Good Friday by creating a timeline of events up until this point: Palm Sunday to step by step events on Good Friday itself.

2. Why do Christians see Jesus' death as something to celebrate?

Intent	Children to understand why the death of Jesus can be seen as worth celebrating according to Christian beliefs: sacrifice for the good of mankind and his subsequent resurrection.
Implementation	<p>Look at Easter as a whole (death to resurrection/ascension to Heaven) and the reasons why God meant for Jesus to die (save mankind from its sins). While death itself is not 'good', the reason for it was good and Good Friday was the beginning of Jesus's miraculous return to life.</p> <p>Children to then use pictures and explanations as to why each aspect of his death can be viewed as a positive: death on cross, rose from the dead and ascended to heaven.</p> <p>https://www.bbc.co.uk/bitesize/clips/zqr87ty</p>

3. Is Good Friday really 'good'?

Intent	Children to be able to use their knowledge to explain whether they think that Good Friday is something that should be celebrated.
Implementation	<p>Children to have an open discussion on whether they agree with the Christian belief that Good Friday is indeed 'good' and should be celebrated.</p> <p>Link with ideas of other people who have made sacrifices for the greater good that may be relevant to their lives.</p>
Impact	<p>What is 'good' about Good Friday?</p> <p>Understand the beliefs of Christians surrounding Easter.</p> <p>Explain why the death of Jesus is actually celebrated by Christians.</p> <p>To be able to explain their own thoughts on whether Good Friday should be considered a good thing.</p> <p>Make links to others in their lives who have made sacrifices.</p>

Year 3/4 B - RE - What is Hinduism?

1. Where are Hindus from?

Intent	Children to understand where the origins of Hinduism comes from and where the current Hindu population can be found in the wider world and within the UK.
Implementation	Overview video of Hinduism: https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p Looking at a world map, children to annotate and discover where the Hindu religion originated from and where the majority of Hindus currently live. Using the following map from 2011 census, highlight areas of the UK that also have Hindus living there. https://external-preview.redd.it/q2KYDtiek5U1sR1qNXr4jSP2l4Xj3BXef3p-9STtUXI.jpg?auto=webp&s=31bee8ec39766f0752e0f33ad9ba51b4670ee83e

2. What is a mandir?

Intent	Children will understand what a mandir is and what happens there at different times of the year.
Implementation	Visit to a mandir (Derby Faith trail) and then following this, complete a diagram of a mandir with appropriate labels and explanations as to what happens in each different area.

3. Who are the main Hindus gods?

Intent	Children to be aware that Hindus believe in one supreme being, Brahma, but that there are many other gods that are worshipped for different things in life and can be found in different mandirs.
Implementation	Using pictures of some of the more important and popular Hindus gods, children can then research who they are, what they represent and why people might pray to or worship them, including Brahma.
Impact	What is Hinduism? Children to be aware of and understand where Hinduism originated from and how the religion has spread across the world and into the UK. Understand that Hindus have a special place of worship and what happens there. Explain that Hindus have more than one god but that they all originate from the same supreme being; Brahma.

Year 3/4 A - RE - What festivals do Hindus celebrate?

1. What happens at Diwali?

Intent	Children will understand how Hindus celebrate Diwali and why this festival is celebrated.
Implementation	Create a fact file on Diwali, its origins and how it is celebrated. https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zjpp92p https://www.bbc.co.uk/bitesize/clips/zxjxn39 https://www.bbc.co.uk/bitesize/clips/z787tfr

2. How and why is Holi celebrated?

Intent	Children to be able to explain why Hindus celebrate the festival of Holi and the different, colourful ways in which they do this.
Implementation	Children to create their own colourful way to explain the meaning of Holi and how it is celebrated. https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/z4qqy9q

3. What other ceremonies & celebrations do Hindus take part in?

Intent	Children to understand that there are other ways that Hindus celebrate different stages of their lives and how the temple is involved in this.
Implementation	Explore other ceremonies that Hindus take part in such as: naming ceremonies, marriage ceremonies, making note of similarities and differences to Christian ceremonies that are similar.
Impact	What festivals do Hindus celebrate? Explain what happened at Diwali and the story behind the origins of the festival. Explain why Holi is an important celebration to Hindus and how the whole community gets involved with the celebrations. Understand that there are numerous times within a Hindu's life that are cause for celebration.

Year 5/6 A- RE - Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?

1. What are the core beliefs of Hindus?

Intent	Children to be able to discuss and explain the core beliefs of Hindus: Karma, Samsara & Moksha.
Implementation	Create a fact file on each of the core beliefs covering rebirth, good actions resulting in good events and enlightenment. This will include information on where these beliefs have come from and their origins.

2. How do these beliefs help Hindus lead good lives?

Intent	Children to be able to explain how key beliefs can encourage Hindus to lead their lives in a specific way, that is seen as good, and how these principles could be applied to their own lives.
Implementation	Children to create a table of cause/effect/us using the 3 core beliefs as the cause. How do each of these beliefs effect the way that Hindus live their lives and in the final column, how could we apply similar principles into our own lives to ensure that we are living good lives.
Impact	Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Understand the 3 main beliefs of Hindus, Karma, Samsara & Moksha, and be able to explain what each one means. Explain how these beliefs encourage and enable Hindus to lead positive and 'good' lives with examples to how they may be able to apply these principles in their own lives.

Year 5/6 B - RE - How can Brahma be everywhere and in everything?

1. Who is Brahma?

Intent	Children to understand that Brahma is considered the supreme being to Hindus and that all other gods are linked to/come from Brahma himself in many different forms.
Implementation	Children to create a fact file on Brahma: why is he important, where do the origins of Brahma come from, how is Brahma represented, what are the key beliefs surrounding Brahma etc?

2. Why are there so many Hindu gods?

Intent	Children to understand that Brahma is considered to be everywhere through the hundreds of different Hindu gods, each representing a different aspect of life or their beliefs.
Implementation	After researching 3/4 gods of their choosing, children will then create a mind map/spidergram on each one about what each god is represented by, why people choose that god to pray to, what luck/help they bring to those who worship them, how they connect to Brahma, what do they look like etc.

3. How do Hindus show that Brahma is in their life everyday?

Intent	Children to understand that Hindus worship their chosen gods and Brahma in their everyday lives, not just in the mandir but at home as well.
Implementation	Children to look at the shrines that are used at home and create a diagram to show what each element of the shrine represents and why the gods are treated as living beings in many ways.
Impact	How can Brahma be everywhere and in everything? Understand who Brahma is and that he is considered the supreme being. Explain how this supreme being is linked to many other gods. Explain how the lives of Hindus include worship to their chosen gods and Brahma in their everyday lives.

Religious Education

Summer Term



Intent,
Implementation,
Impact

Year 1 - RE - What is Islam?

1. Where does Islam come from?

Intent	Children to understand where the origins of Islam comes from and where the current Muslim population can be found in the wider world and within the UK.
Implementation	https://www.bbc.co.uk/bitesize/topics/zpdtbkb/articles/zrxxgwx - brief overview of Islam. Looking at a world map, children to annotate and discover where the Islam religion originated from and where the majority of Muslims currently live. Stick in annotated map - Makkah (Mecca) plus key countries where found. https://www.worldatlas.com/articles/islamic-countries-in-the-world.html https://en.wikipedia.org/wiki/Muslim_world - Click on map top right for better view.

2. Who is Muhammad?

Intent	Children to understand that Muhammad is the prophet who brought Allah's word and teaching to Earth for Muslims to follow.
Implementation	https://www.youtube.com/watch?v=0BsZt69B91Q Children to write Muhammad's name (discuss no picture representations) and then annotate the ideas he brought from Allah, including the Qu'ran, around the outside.

3. Why is Allah so important?

Intent	Children will understand all that Allah has created and why He is unique to Muslims.
Implementation	Look through PowerPoint about the different creations of Allah, how Muslims view Him as unique and where Muslims believe Allah is. Create a mini fact file on: his creations, how many names he has (examples), what Muslims are thankful to Him for & what makes Him unique.
Impact	What is Islam? Children will understand where in the world Islam originated from and the main countries that are Muslim - including in the UK. Children will recall who Muhammad is and why he is important to the Muslim faith. Children to explain what Allah has created and why Muslims believe that Allah is so important and unique.

Year 2 - RE - Why do Muslims have special times of the year to celebrate their faith?

1. What is Ramadan?

Intent	Children to understand why fasting is undertaken (Sawm - link to 5 pillars briefly), why Ramadan is celebrated and why it is celebrated at a different time each year.
Implementation	https://www.bbc.co.uk/bitesize/topics/zpdtstk/articles/zjc2bdm Children to create a fact file on Ramadan to include: 5 pillar link, when they fast, why they fast and why the dates move each year (lunar cycle).

2. How is Eid al-Fitr celebrated?

Intent	Children to understand that this celebration marks the end of Ramadan and what is done to celebrate.
Implementation	Children to stick in pictures of all the elements of celebration that take part at Eid al-Fitr - mosque service, special meal, finest clothes, friends and family plus giving money to charity - and explain what happens at each one.

3. What happens at Eid al-Adha?

Intent	Children to understand who Ibrahim was (link to prophet Muhammad) and the sacrifice he made to Allah. Children to know how Muslims celebrate Eid al-Adha (link to similar celebrations for Eid al-Fitr) plus mehndi designs.
Implementation	https://www.bbc.co.uk/bitesize/topics/zpdtstk/articles/zhjjf4j Watch video & look at information on PowerPoint and create a story board on the sacrifice made by Ibrahim to Allah. Children will then designs their own mehndi hands in the style of Eid al-Adha and try some foods if possible.
Impact	Why do Muslims have special times of the year to celebrate their faith? Children will be able to explain what Ramadan is and why many Muslims fast. Children will understand how both Eid al-Fitr and Eid al-Adha are celebrated. Children will be able to retell the story of Ibrahim's sacrifice to Allah.

Year 3/4 B - RE - How do Muslims practice their faith?

1. What is a Mosque?

Intent	Children to understand that a mosque is a special place of worship for Muslims. Children to be able to name key parts of a mosque and start to explain what happens there.
Implementation	Children to visit a mosque and discuss the different areas within the mosque and what happens there. Children to match labels to the correct part of a mosque and brief description.

2. Why do Muslims pray 5 times a day?

Intent	Children will understand that Muslims pray to be closer to Allah, not for Allah's benefit but for their own, and the different times of the day that they pray. They will also be aware that the most important prayer meeting is on a Friday afternoon.
Implementation	Children create a timetable of the prayer day and link this to when in their day these times would be. Children are expected to pray 3 times a day rather than 5 due to the lateness of some of the prayer times. Research and explain the call to prayer from the minaret and importance of Friday's afternoon prayer time - fact boxes underneath.

3. Why is Mecca so important to Muslims?

Intent	Children to recap Muhammad and his birth in Mecca and then relate this to the holy pilgrimage that happens to Mecca (Hajj) and why some Muslims undertake the Hajj pilgrimage.
Implementation	https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-muslim-pilgrimage-hajj/zndfcqt Children to stick in pictures of important elements of the Hajj and write brief description of why each element is important - map of Mecca/Saudi Arabia, Ka'bah, Safa and Mawah, ihram, Mina (stoning of the Devil). See PowerPoint too.
Impact	How do Muslims practice their faith? Children will be able to talk about a mosque, why Muslims go there and what happens inside. Children to identify that Muslims pray up to 5 times a day and be able to talk about these times and why prayer is important. Children to describe why a Hajj pilgrimage is important to Muslims and link this to the prophet Muhammad's birth place of Mecca.

Year 3/4 A - RE - What rules do Muslims try to live by?

1. What are the 5 Pillars?

Intent	Children to understand that there are 5 core beliefs in the Muslim religion and be able to explain the main concepts of each pillar.
Implementation	https://www.youtube.com/watch?v=H9U8T8x1AhQ Research the 5 pillars to gain knowledge to complete their own fact file on each pillar, including the name of each pillar in Arabic. Use individual pillar pictures on a double page to present their research - link to previous knowledge of fasting, prayer & Hajj. (Shadah, Salah, Zakat, Sawm & Hajj)

2. How do the beliefs of the 5 Pillars affect how Muslims live their lives?

Intent	Children will understand how Muslims accommodate each of the pillars' beliefs into their everyday lives, including Muslim children.
Implementation	Using each of the 5 pillars as a heading, children will find and record evidence of what actions Muslims can undertake in order to follow each of the pillars. Look at Hajj & whether it is physically/financially possible for every Muslim - belief that does not expect all to go if they can't. Note any exemptions or alterations made for prayer and fasting for children.
Impact	What rules do Muslims live by? Children will be able to demonstrate a clear understanding of the 5 pillars that Muslims live their lives by. Children will be able to explain how these pillars are followed in their daily lives.

Year 5/6 A - RE - What happens when we die?

1. According to Christians, what happens in heaven and hell?

Intent	Children to understand Christian beliefs of heaven and hell and how they will be judged before entering. Children will also be aware of the addition of purgatory in the Catholic belief system. Differences in beliefs can be explained by interpretation of the language used in the Bible as translated literally or metaphorically.
Implementation	Children to divide their page in two, one side for heaven and one side for hell. List what is believed to happen on the relevant side and include what sins may result in hell (link to 10 commandments). Have an additional section for purgatory to show that if sins are absolved, they may transfer to heaven (or hell if they're not absolved).

2. What do Muslims believe happens when they die?

Intent	Children to understand the terms Akhirah and Yawm al-din and how they relate to Muslim expectations of life after death and moving on to Paradise or not (Jannah or Jahannam).
Implementation	Children to create a timeline of events after a Muslims death with 2 pathways after Judgement Day (Yawm al-din) going to either Paradise or Hell. Include labels and explanations for each section to explain what it happening and why.

3. What is reincarnation and why do Hindus believe in it?

Intent	Children to understand the concept of reincarnation and the different forms it may take as well as the desire for moksha.
Implementation	Children to stick in the life cycle of reincarnation, as well as moksha, and explain what it believed at each stage.
	Compare similarities and differences between all three religions afterlife beliefs.

Impact	<p>What happens when we die?</p> <p>Children will be able to explain how Christians get to either heaven or hell and what happens at each one, including Catholic concept of purgatory. Children will understand the key concepts of Akhirah, Yawm al-din and Paradise and be able to explain what happens at each stage.</p> <p>Children will be able to explain the cycle of Samsara and how Hindus may eventually end up in moksha.</p> <p>Children to be able to explain the similarities between the 3 religions afterlife concepts depending on how you have lived your life.</p>
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Year 5/6 B - RE - How does faith inspire people to do good things in and for their community?

1. How do Christians help and support their community?

Intent	Children to understand the range of charities and organisations that are run by Christians and churches within the community. From charities such as CAFOD, The Salvation Army and Christian Aid, to community based offerings such as food banks, churches opening their halls and doors to community events, youth groups, somewhere to seek support and guidance or shelter, Christian community support can found throughout the community.
Implementation	https://www.bbc.co.uk/bitesize/guides/znqck2p/revision/7 Children to create a short fact file under headings of 'Charities', 'Events' and 'Community Support' using bullet points to explain their understanding of the offerings from Christians within their communities.

2. How does 'Zakat' help Muslims to do good within their community?

Intent	Children will develop more knowledge of the pillar of 'Zakat' and the obligation that is put upon Muslims to donate money to charity to support those in the local and worldwide community and the different forms that this can take.
Implementation	Children to write notes around the picture of the pillar of Zakat and the smaller picture from the PowerPoint (money, food and clothes) to show how and what Zakat inspires Muslims to do within their community to help.

3. How does being a Hindu encourage Hindus to help and support their community?

Intent	Children to understand the concepts of dana (donating food/money etc to charities) and seva (serving those within their communities) and how they will affect their dharma and concept of moksha.
Implementation	https://www.bbc.co.uk/bitesize/guides/zvrsv9q/revision/9 https://www.bbc.co.uk/bitesize/articles/zgqsn9q Children will use the headings of 'Dana' & 'Seva' to explain what each concept means and link these with their previous knowledge of dharma and moksha to explain why Hindus donate to charities and serve their communities.
Impact	How does faith inspire people to do good things in and for their community? Children will be able to name and explain a range of areas that Christians and relevant groups support within the local community. Children will be able to explain what the third pillar of Islam (Zakat) means to a Muslim and the things that they will do in order to help their community. Children will be able to explain what dana and seva are and why they are important to Hindus' lives.