



Religious Education

SUBJECT INTENT



Our Curriculum Map

	Cycle A				Cycle B			
	EYFS	Year 1/2	Year 3/4	Year 5/6	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn 1	Can We Be Friends? Come Rhyme With Me	Why do I love to be beside the seaside?	Sticks and stones	Hurry up, you've Benin there a while!	Can We Be Friends? Come Rhyme With Me	The great animals	The Vikings on the wall	It's all Greek to me!
Autumn 2	Tell Me A Story	Darling, put the fire out!	We built this mega city on rock and roll!	Lavas all you need	Tell Me A Story	Happily Everest after	You crack me up!	Ain't no mountain high enough
Spring 1	Are We Nearly There Yet?	A toy story!	Bronze ain't bad!	What did the Romans do for us?	Pole To Pole	What's the nurse that can happen?	Where's my mummy?	The big Shang theory
Spring 2	It's A Bug's Life	Why don't penguins need to fly?	National parks	Walking on sunshine	Land Of The Giants	Wicked weather!	Don't rainforest on my parade	How is fair trade fair?
Summer 1	How Does Your Garden Grow?	It's pasture bedtime!	I've got my iron you	Mirror, Royal Signal, Manoeuvre	Commotion in the Ocean	Location, location, location	Great scot!	Only we can save the world!
Summer 2	The Best Show Of Your Life!	On the road again!	Save it for a train-y day	Current affairs	Here Comes The Sun!	Too hot to handle	Ch-ch-changes!	Who do you think you are, Mr Hitler?

What does Religious Education look like at Downlands?



At Downlands Community School, we follow 'Discovery RE' – a progressive scheme of learning for ages 3-11.

Volume of content:

1. Each mixed-age class will complete **6** units per year.
2. Each unit will be at least **5** lessons.

Subject delivery:

Each lesson will have evidence recorded in either pupil's books or the class Floorbook (e.g. a class discussion)

Each lesson will contain a form of retrieval practise. This could be to either the previous lesson's learning, or to a prior unit.

Date and learning objective (to be written in an 'I can' form) for each lesson.

Summative assessment will be (but not exclusively) in the form of an end-of-unit quiz, discussion, creation of a knowledge organiser, or an extended piece of writing.

Religious Education – progression of skills (disciplinary knowledge)



SKILL	FS2	End of KS1	End of LKS2	End of UKS2
<p>Personal resonance with or reflection on</p> <ul style="list-style-type: none"> The concept / belief underlying the subject matter of the enquiry Child's own thoughts, opinions, belief, empathy. 	<ul style="list-style-type: none"> I can tell you/talk about what concepts like kindness and forgiveness mean to me in my world. I can verbalise and/or express my own thoughts. 	<ul style="list-style-type: none"> I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world I can verbalise and / or express my own thoughts 	<ul style="list-style-type: none"> I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews. I can express my own opinions and start to support them with rationale. 	<ul style="list-style-type: none"> I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/ beliefs I can express my own thoughts etc having reflected on them in relation to other people's.
<p>Knowledge and understanding of the subject matter of that enquiry (subject knowledge)</p>	<ul style="list-style-type: none"> I know that there are religious festivals celebrated by different cultures. I can use some related vocabulary to those religions/beliefs. I can recognise that people have different beliefs and celebrate special times in different ways. . 	<ul style="list-style-type: none"> I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc. 	<ul style="list-style-type: none"> I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance. 	<ul style="list-style-type: none"> I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.
<p>Skills of evaluation and critical thinking in relation to the big enquiry question</p>	<ul style="list-style-type: none"> I can share my thoughts in relation to the enquiry question and join in with discussions to come up with possible answers. 	<ul style="list-style-type: none"> I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer. 	<ul style="list-style-type: none"> I can apply my knowledge to the enquiry question and give an answer supported by one or more facts. 	<ul style="list-style-type: none"> I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.

Religious Education – curriculum map – EYFS – FS2 Cycle A and B



	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Unit	Christianity/Judaism Special People	Christianity Christmas	Hinduism Celebrations	Christianity Easter	Christianity, Islam, Hinduism, Sikhism Stories	Christianity, Islam, Judaism Special Places
Key Question	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
Skills (disciplinary knowledge)	Show a sense of responsibility when it comes to being part of a community e.g. class charter, make an effort in building relationships (PSED) Begin to understand that we all have similarities /differences and are all unique in our own way (PSED) Talk about members of their immediate family and community (UTW)	Compare and contrast characters from stories, including figures from the past e.g. characters from the bible (UTW) Can retell a familiar story through pictures, sequencing, story maps (Literacy) Recognise that people have different beliefs and celebrate special times in different ways (UTW)	Recognise that people have different beliefs and celebrate special times in different ways (UTW) Understand that some places are special to members of their community e.g church, Ghurka Temple (UTW)	Understand that some places are special to members of their community e.g church, ghurka temple (UTW) Identify symbols of Easter that are important to Christians (UTW) Can retell a familiar story through pictures, sequencing, story maps (Literacy)	Recognise that people have different beliefs (UTW) Develop an understanding of the similarities and differences between one another (PSED) Think about the perspective of others (PSED)	Understand that some places are special to members of their community e.g church, ghurka temple, mosque, synagogue (UTW)
Knowledge (substantive knowledge)	Know that there are special people in our lives. Know that God is special to Christians.	Retell the story of Christmas.	Know how different religions celebrate important events.	Recognise familiar symbols of Easter to a Christian. Retell the story of Easter.	Know how people have different beliefs. Retell an important story from another religion e.g Bilal Butterfly (Islam)	Name places of worship. Know some practices of places of worship.
Learning Objectives	To understand that we all have special people in our lives and be able to explain why they are special.	To be able to retell the story of Christmas and understand the meaning of giving.	To understand that important events are celebrated in different ways by different people.	To be able to retell the story of Easter.	To understand that people from different religions have different beliefs.	To understand that different religions have a place of worship.
Vocabulary	Special, role-model, Jesus, God, heal, miracle, Moses, 10 commandments, Christianity, Judaism	Christmas, nativity, gifts, Bethlehem, nativity character names, God, Jesus	Chinese New Year, Nowruz, Holi, resolution	Easter, crucifixion, resurrection, Jerusalem, temple, God, Jesus, Spring	Moral, Christian, Muslim, Hinduism, Sikhism, Islam, Allah	Synagogue, Jew, Kippah, Muslim, Mosque, church, God, ceremony, Christian,

Religious Education – curriculum map – KS1 – cycle A



	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Unit	Christianity Creation Story	Christianity Christmas	Christianity Jesus as a friend	Christianity Easter – Palm Sunday	Judaism Shabbat	Judaism Rosh Hashanah and Yom Kippur
Key Question	Does God want Christians to look after the world?	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Was it always easy for Jesus to show friendship?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Is Shabbat important to Jewish children?	Are Rosh Hashanah and Yom Kippur important to Jewish children?
Skills (disciplinary knowledge)	I can say how it felt to make something. I can remember the Christian Creation story and talk about it. I can express an opinion about the Christian belief about creation.	I can talk about a gift that is special to me I can remember some of the Christmas story. I can suggest a gift I would give to Jesus.	I can talk about my friends and why I like them. I can remember a story about Jesus showing friendship and talk about it. I can say how Jesus tried to be a good friend.	I can talk about a person I admire. I can recall parts of the Easter story. I can recognise some symbols in the story. I can start to show understanding that Jesus is special to Christians and say why.	I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. I can use the right names for things that are special to Jewish people during Shabbat and explain why. I can start to make a connection between being Jewish and decisions about behaviour.	I can say how it feels to say sorry and what I have said sorry for. I can tell you something that either Rosh Hashanah or Yom Kippur is about. I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.
Knowledge (substantive knowledge)	Retell the Creation story.	Retell the Christmas story.	Retell a bible story about friendship.	Retell the Easter story. Know some Easter symbols.	Name the things that are important to Jewish people during Shabbat.	Know facts about Rosh Hashanah and Yom Kippur.
Learning Objectives	We are learning to retell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.	We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.	We are learning to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.	To know that Jesus is special to Christians and how his welcome on Palm Sunday shows this.	To empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.	To empathise with Jewish children by understanding what Rosh Hashana and Yom Kippur mean to them.
Vocabulary	Christians, God, creation	God, Jesus, Bethlehem, characters of christmas story	Jesus, Zacchaeus	Celebrity, palm sunday, Jesus, Easter	Shabbat, Jewish	Rosh Hashanah, Yom Kippur, Jewish

Religious Education – curriculum map – LKS2 – cycle A



	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Unit	Sikhism The Amrit Ceremony and the Khalsa	Christianity Christmas	Christianity Jesus' Miracles	Christianity Easter - Forgiveness	Sikhism Sharing and Community	Sikhism Prayer and Worship
Key Question	Does joining the Khalsa make a person a better Sikh?	Has Christmas lost its true meaning?	Could Jesus heal people? Were these miracles or is there some other explanation?	What is 'good' about Good Friday?	Do Sikhs think it is important to share?	What is the best way for a Sikh to show commitment to God?
Skills (disciplinary knowledge)	I can discuss how, for some groups I belong to, there is an initiation ceremony, and for others there isn't. I can talk about the difference that makes to my sense of belonging. I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this. I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/ Khalsa.	I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts. I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. I can start to tell you what Christmas means to Christians and what it means to me.	I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. I can explain one Christian viewpoint about one of Jesus' healing miracles. I can start to say whether I believe Jesus actually healed people or not.	I can suggest how a person may rescue/ help others who are in difficult situations. I can start to tell you why Christians believe Jesus' death is important. I can start to reflect on whether I agree with Christian beliefs about Jesus' death.	I can discuss why it is important to share even though it is not always easy. I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs. I can begin to tell you if I think sharing is important or not to Sikhs.	I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me. I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary. I can start to evaluate which ways may show more or less commitment to God for Sikhs.
Knowledge (substantive knowledge)	Know about Sikh ceremonies and can compare them to my experiences.	Understand Christian beliefs about Christmas.	Know and talk about one of Jesus' miracles.	Know why Jesus' death was important to Christians.	Know about the importance of sharing to Sikhs and explain why.	Know some ways that Sikhs show their commitment to God.
Learning Objectives	To understand the reasons why a Sikh may choose to join the Khalsa.	To find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.	To retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.	To recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.	To explore how Sikh beliefs affect their ways of life and the importance they place on sharing.	To understand different ways that Sikhs show their commitment to God, comparing their practices in order to explore which shows the most commitment
Vocabulary	Sikh, Khalsa, Amrit Ceremony, Gurmurkhi, bangle	Nativity	Miracle, heal, paralysed	Good Friday, crucifixion, disciples, The Last Supper, resurrection	Langar Meal, Karah Parshard, Gurdwara, Langar, Vaisakhi.	Guru Granth Sahib, Amrit Ceremony, Gurdwara, Langar

Religious Education – curriculum map – UKS2 – cycle A



	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Unit	Hinduism Prayer and Worship	Christianity Christmas	Hinduism Hindu Beliefs	Christianity Easter	Hinduism Beliefs and moral values	Christianity Beliefs and Practices
Key Question	What is the best way for a Hindu to show commitment to God?	Is the Christmas story true?	How can Brahman be everywhere and in everything?	How significant is it for Christians to believe God intended Jesus to die?	Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	What is the best way for a Christian to show commitment to God?
Skills (disciplinary knowledge)	<p>I can show an understanding of why people show commitment in different ways.</p> <p>I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others.</p> <p>I can express why I think Hindus might choose different ways to show commitment to God.</p>	<p>I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.</p> <p>I can start to explain the Christian belief that Jesus was the Incarnation of God.</p> <p>I can start to express an opinion on whether the Christmas.</p>	<p>I can describe some of the characteristics that make me me even when I am playing different roles.</p> <p>I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives, (assessed through Activity Sheet 2).</p> <p>I can express my understanding of how Brahman can/ cannot be in everything.</p>	<p>I can give an example of someone with a strong sense of purpose for their life and give my opinions on this.</p> <p>I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p> <p>I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.</p>	<p>I can start to express my own views about life after death.</p> <p>I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives.</p> <p>I can express my own views about Hindu beliefs and whether they make sense to me or not.</p>	<p>I can show an understanding of why people show commitment in different ways.</p> <p>I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.</p> <p>I can explain why I think some ways of showing commitment to God would be better than others for Christians.</p>
Knowledge (substantive knowledge)	Know some of the ways that Hindus show their commitment to God.	Know that 'true' can mean different things to different people.	Make links between Hindu beliefs regarding Brahman.	Know that Jesus was crucified and give an opinion on whether God intended this or not.	Know Hindu and Christian beliefs about life after death.	Know some practices enable Christians to show their love for God.
Learning Objectives	To understand how Hindus show their commitment to God and to evaluate if there is a best way.	To evaluate different accounts of the Christmas story and understand that stories can be true in different ways.	To understand the Hindu belief that there is one God with many different aspects.	To question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.	To understand the impact of certain beliefs on a Hindu's life.	To understand how Christians show their commitment to God and to evaluate if there is a best way.
Vocabulary	Commitment, vegetarianism, River Ganges, temple	Incarnation, Gospels, Nativity	Brahman, Vishnu, Shiva, Krishna	Crucifixion, resurrection, Jerusalem, Holy Week	Karma, Samsara, Moksha, reincarnation	Commitment, Ten Commandments

Religious Education – curriculum map – KS1 – cycle B



	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Unit	Christianity What did Jesus teach?	Christianity Christmas – Jesus as gift from God	Judaism Passover	Christianity Easter - Resurrection	Judaism The Covenant	Judaism Rites of Passage and good works
Key Question	Is it possible to be kind to everyone all of the time?	Why do Christians believe God gave Jesus to the world?	How important is it for Jewish people to do what God asks them to do?	How important is it to Christians that Jesus came back to life?	How special is the relationship Jews have with God?	What is the best way for a Jew to show commitment to God?
Skills (disciplinary knowledge)	I can tell you when I have been kind to others even when it was difficult. I can retell a story Jesus told about being kind or give an example of when Jesus showed kindness. I can say if I think Christians should be kind and give a reason.	I can say how I could help solve a problem by showing love. I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. I can tell you why Christians think God gave Jesus to the world.	I can talk about why I do as some people ask but not others. I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this. I can suggest what I think are the most and least important things Jews do that God.	I can say what I believe happens to you when you die and tell you how I remember people close to me. I can recall what Christians believe happened on Easter Sunday. I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.	I can explain why agreements are important and why they should be kept. I can tell a story about Abraham or Moses and say why one of these men is important to Jews today. I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God.	I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life. I can talk about one of the ways Jews show commitment to God. I can talk about a way that Jews show commitment to God and say why this might be important.
Knowledge (substantive knowledge)	Know and retell a Bible story about kindness. Understand the word kindness and be able to give examples of this in Bible stories and own life.	Know and retell the Christmas Story. Understand that Jesus was a gift from God.	Know and talk about some Jewish practice, including use of the correct vocabulary.	Know and retell the Easter story. Explain what the word 'resurrection' means.	Know that Abraham and Moses are important to Jewish people and understand why.	Know some ways that Jewish people show their commitment to God.
Learning Objectives	To re-tell Bible stories that show kindness. To explore how this makes Christians behave towards other people.	To reflect on the Christmas story and the reasons for Jesus' birth.	To understand the special relationship between Jews and God and the promises they make to each other.	To retell the Easter story and understand what Jesus' resurrection means for Christians.	To understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.	To understand different ways that Jews show their commitment.
Vocabulary	Kindness, Christian, Jesus	Christmas, Nativity, Jesus, God, Bethlehem, Jerusalem, Mary, Joseph, Gold, Frankincense, Myrrh	Jewish, Seder, God, Passover, shawls, kippahs, slaves, matzo, synagogue	Easter, crucifixion, resurrection, tomb, salvation	Jew, covenant, Abraham, Moses, Passover, Kashrut	Abraham, Moses, Shema, 10 commandments, Dreidel, Torah/Rabbi, Seder, Chanukah

Religious Education – curriculum map – LKS2 – cycle B



	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Unit	Buddhism Buddha's teachings	Christianity Christmas	Buddhism The 8-fold path	Christianity Easter	Buddhism The 8-fold path	Christianity Prayer and Worship
Key Question	Is it possible for everyone to be happy?	What is the most significant part of the nativity story for Christians today?	Can the Buddha's teachings make the world a better place?	Is forgiveness always possible for Christians?	What is the best way for a Buddhist to lead a good life?	Do people need to go to church to show they are Christians?
Skills (disciplinary knowledge)	<p>I can start to show an understanding of why people think it is difficult to be happy all the time.</p> <p>I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him.</p> <p>I can begin to show an understanding of what being happy means to Buddhists.</p>	<p>I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me.</p> <p>I can describe one thing a Christian might learn about Jesus from a Christmas symbol.</p> <p>I can ask questions about what Christmas means to Christians and compare this with what it means to me.</p>	<p>I can suggest why there may be problems in the world and how people could help solve them.</p> <p>I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it.</p> <p>I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.</p>	<p>I can talk about what sort of help I might need to show forgiveness.</p> <p>I can describe what a Christian might learn about forgiveness from a Biblical text.</p> <p>I can show an understanding of how Christians believe God can help them show forgiveness.</p>	<p>I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice.</p> <p>I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives.</p> <p>I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.</p>	<p>I can explain some of the feelings my special place gives me and suggest why that is.</p> <p>I can describe some of the ways Christians use churches to worship /celebrate Holy Communion or participate in baptism.</p> <p>I can start to understand the impact a Christian's special place has on him/her.</p>
Knowledge (substantive knowledge)	I know some of the things Siddhattha did to try and be happy. To know some facts about the life of Buddha.	I can identify some Christmas symbols. I know what some of these symbols mean to Christians.	I can retell a story about Buddha.	I can retell the story of Easter and explain how it teaches Christians about forgiveness.	I know the aspects of the 8-fold path.	I can explain the ways in which Christians use churches.
Learning Objectives	To learn about the life of the Buddha and explore how he tried to be happy and stay happy.	To understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.	To learn about the teachings of the Buddha and explore what he taught about change.	To understand how Jesus's life, death and resurrection teaches Christians about forgiveness.	To learn how Buddha's teachings make a difference to how Buddhists choose to live.	To understand how important going to church is to show someone is a Christian.
Vocabulary	Buddha, Buddhism, Sidhattha	Nativity, Incarnation	Buddha, Buddhism	Salvation, resurrection, , biblical	8-fold path	Holy Communion, Baptism

Religious Education – curriculum map – UKS2 – cycle B



	Autumn A	Autumn B	Spring A	Spring B	Summer
Unit	Islam Beliefs and Practices	Christianity Christmas	Christianity Beliefs and Meaning	Christianity Easter	Islam Beliefs and moral values
Key Question	What is the best way for a Muslim to show commitment to God?	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Is anything ever eternal?	Is Christianity still a strong religion 2000 years after Jesus was on earth?	Does belief in Akhirah (life after death) help Muslims lead good lives?
Skills (disciplinary knowledge)	<p>I can show an understanding of why people show commitment in different ways.</p> <p>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.</p> <p>I can think of some ways of showing commitment to God that would be better than others for Muslims.</p>	<p>I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not.</p> <p>I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.</p> <p>I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.</p>	<p>I can express the feelings I have when I think about situations or things I would like to last forever.</p> <p>I can make links between different Christian beliefs and their views on whether anything is ever eternal.</p> <p>I can reflect on my own beliefs about whether anything is eternal.</p>	<p>I can explain how the influence people have had on me has affected what I see as important.</p> <p>I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.</p> <p>I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</p>	<p>I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</p> <p>I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.</p> <p>I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</p> <p>I can give examples of times when I misinterpreted something.</p> <p>I can explain two different Muslim interpretations of Jihad.</p> <p>I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.</p>
Knowledge (substantive knowledge)	Know the different practices of Muslims.	Know the different ways that Christians celebrate Christmas .	Know some Christian beliefs about eternity.	Know some of the influences Christianity has had on the world.	Give information about Akhirah. Talk about 2 different Muslim interpretations of Jihad.
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.	We are learning to evaluate different Christmas traditions and celebrations in the light of their reference and relevance to Christian beliefs in Jesus.	We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this.	To examine the influence Christianity still has in the world and evaluate whether it is still a strong religion.	To identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this. To challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven.
Vocabulary	Muslim, sawm, Ramadam	Incarnation, Christian	Eternal, Christian, Ten Commandments, heaven	Christianity	Muslim, Akhirah, Jihad, Zakah, Allah, Hajj, Sawm, Mosque, Ramadam, Makkah, pilgrimage, Qur'an, 5 pillars