



RE Curriculum – Year 5 and 6 – Cycle A

By the end of Lower Key Stage 2, children will have studied;

- Christianity
- Islam
- religions and beliefs represented in the local community
- aspects of festivals and celebrations from other faiths where appropriate

Caythorpe Consistencies - [Links to Lincolnshire Locally Agreed RE Syllabus](#)

The curriculum is based on five threshold concepts; Understand beliefs and teachings, understand practices and lifestyles, understand how beliefs are conveyed, reflect and understand values

**Understanding beliefs and teachings:** RE1: Explain how some teachings and beliefs are shared between religions. RE2: Explain how religious beliefs shape the lives of individuals and communities.

**Reflect:** RE7: Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. RE8: Explain their own ideas about the answers to ultimate questions. RE9: Explain why their own answers to ultimate questions may differ from those of others.

**Understanding Values:** RE10: Explain why different religious communities or individuals may have a different view of what is right and wrong. RE11: Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). RE12: Express their own values and remain respectful of those with different values.

	Autumn	Spring	Summer			
	<p><b>Where does the bible come from? Christianity - God</b>  <a href="#">Y3/4 What is the bible</a>  <b>Understanding practices and lifestyles;</b> RE2: Explain how religious beliefs shape the lives of individuals and communities            RE3: Explain the practices and lifestyles involved in belonging to a faith community.</p>	<p><b>What is the Qu’ran and why is it important to Muslims?</b>  <b>Islam – Being Human</b>  <b>Understanding practices and lifestyles;</b>            RE2: Explain how religious beliefs shape the lives of individuals and communities            RE3: Explain the practices and lifestyles involved in belonging to a faith community.            RE4: Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.            RE5: Show an understanding of the role of a spiritual leader.</p>	<p><b>What do Hindu’s believe?</b>            Hinduism – God  <b>Understanding practices and lifestyles;</b>            RE2: Explain how religious beliefs shape the lives of individuals and communities            RE3: Explain the practices and lifestyles involved in belonging to a faith community</p>	<p><b>How can we express our faith through the arts?</b>  <b>LA Optional Unit</b>  <b>Understanding how beliefs are conveyed:</b>            RE6: Explain some of the different ways that individuals show their beliefs.</p>	<p><b>How do Hindu’s worship?</b>            Hinduism – Being Human</p>	<p><b>Belief in the Community</b>  <a href="#">Year 3 unit global citizenship</a>  <b>Understanding practices and lifestyles;</b>            RE2: Explain how religious beliefs shape the lives of individuals and communities            RE3: Explain the practices and lifestyles involved in belonging to a faith community.            RE4: Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.            RE5: Show an understanding of the role of a spiritual leader.</p>
Resource	<a href="#">Links to Christian resources</a>	<a href="#">Links to Islam resources</a> , Islamic artefacts,	<a href="#">Links to Hinduism resources</a> , The story of Knappar the Hunter, the story of Ajamil, Hindu artefacts, the story of Kabir	Prayer mat, examples of Islamic art and calligraphy, ink pens, ink,	<a href="#">Links to Hinduism resources</a> ,	Artefacts which reflect the beliefs within the community,
Vocabulary	Christianity, bible, truth, figurative,	Islam, sacred, Muslim, Qur’an, Bismillah, Allah, Madrasah,	Hindu, Hinduism, shivalingas, Khrisna, truth,	Faith, art, impression, express, expression, belief, value, symbolism, euphemism, metaphor, emotion,	Hinduism,	Faith, belief, community, non-religious, atheist, humanist,
Flashbacks	<ul style="list-style-type: none"> <li>• Identify and name Christian signs and symbols and what they represent</li> <li>• Muslims believe in one God – Allah, their Holy Book, The Qur’an, was revealed to the prophet Muhammed.</li> <li>• The hold book of the Jewish faith is the Torah – it is the Old testament of the bible – Holy Book of Christianity</li> </ul>	<ul style="list-style-type: none"> <li>• Christians, Jews, Muslims and Hindus all believe in one God – Muslim’s is called Allah, Hindu’s believe God is in many forms</li> <li>• The Hold book of Christians is the Bible, Judaism is the Torah which is the Old Testament of the bible.</li> <li>• Muslim’s holy book is the Qur’an</li> </ul>	<ul style="list-style-type: none"> <li>• main features of a church and that feature’s symbolism</li> <li>• The Christian Holy book of the Bible is a collection of writings from many different times</li> <li>• Jewish, Christian and Muslim faiths believe in the importance of community to build a sense of belonging</li> <li>• Muslim Holy Book is the Qur’an which was revealed to the prophet Muhammed</li> </ul>	<ul style="list-style-type: none"> <li>• that Muslims study the Qur’an in order to understand their faith and Muslims’ behaviour is influenced by the Qur’an</li> <li>• Religions have rituals and ceremonies to welcome individuals to their faith</li> <li>• Can name some religious festivals of Christian, Jewish and Muslim faiths</li> </ul>	<ul style="list-style-type: none"> <li>• why religious people sometimes choose to express their faith through the arts (show a piece of art, listen to religious music etc)</li> <li>• Muslim’s place of worship is a mosque – features of a mosque include washroom, minaret, dome(from Y1/2)</li> <li>• Jewish Holy Book is the Torah</li> </ul>	<ul style="list-style-type: none"> <li>• Christians, Jews, Muslims and Hindus all believe in one God – Muslim’s is called Allah, Hindu’s believe God is in many forms</li> <li>• Religions have rituals and ceremonies to welcome individuals to their faith</li> <li>• Can name some religious festivals of Christian, Jewish and Muslim faiths</li> </ul>
	How do symbols in the Bible help Christians relate to God? What do symbols in the story of Jesus’ baptism reveal about the nature of God? What visual symbols and symbolic acts can be seen in a Christian church? How might language within worship express Christian beliefs?	What does the Qur’an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice? How do beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals?	How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?	How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively? Why are some people not comfortable to use pictorial representation to express belief, e.g. Muslims and Jewish people. Spirited Arts competition run by NATRE (National Association of Teachers of RE)	How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha? How do beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals?	Why do people need to belong? How do people show they belong? What is a community?

Lesson 1	<p><b>WALT: ask and respond to questions about the Bible.</b>  <b>Activities:</b> Children will understand that the Bible is the bestselling book of all time and relate this to other bestselling books. They will consider what they already know about the Bible, including stories, characters and teachings, and generate questions about the Bible they would like to find answers to.  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• that the Christian Bible is the bestselling book of all time</li> <li>• to questions about the Bible</li> <li>• to respond to questions about the Bible</li> </ul>	<p><b>WALT: know the meaning of the word ‘sacred’ and why the Qur’an is important to Muslims</b>  <b>Activities:</b> Children will understand what the Qur’an is - recap how it was presented to Prophet Muhammed (may peace be upon him) and where it originated. They will consider what the word ‘sacred’ means and identify that the Qur’an is sacred to Muslims. “Muslim” means submission. Reflect on what is important or sacred to them in their own lives.  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• the meaning of the word ‘sacred’</li> <li>• some of the ways in which the Qur’an is revered by Muslims and why</li> <li>• reflect on what is important in their own lives</li> </ul>	<p><b>WALT: know that Hindus believe God is represented in different forms.</b>  <b>Activities:</b> Recognise Hinduism as one of the major religions of the world and start to identify some key Hindu deities. Hinduism as an umbrella term for a collection of religious expressions. Some Hindus describe it as Sanatana Dharma (the ‘eternal duty’) Hinduism is a monotheistic religion (belief in one ultimate reality) •Brahman, the ultimate reality, the life force in all things. Read the story of Knappar the Hunter and find out what Shivalingas are.  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• some main facts about Hinduism</li> <li>• compare elements of Hinduism with their own beliefs</li> <li>• that Hindus believe there is one God who takes many forms</li> </ul>	<p><b>WALT: know expressing faith involves feelings and emotions</b>  <b>Activities:</b> Children will consider the idea that faith is an emotional experience. They will think about ways in which emotions can be portrayed using facial expressions, tone of voice and body language, as well as identifying why people like to express their emotions in a variety of different ways.  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• use drama to show their understanding of how people express their feelings</li> <li>• why religious people sometimes choose to express their faith through the arts</li> <li>• how emotions can be portrayed through a variety of media</li> </ul>	<p><b>WALT: know the key beliefs of Hinduism</b>  <b>Activities:</b>  <b>Recap Hindu knowledge from previous learning.</b> Hindus believe in the doctrines of samsara (the continuous cycle of life, death, and reincarnation) and karma (the universal law of cause and effect). One of the key thoughts of Hinduism is “atman,” or the belief in soul. This philosophy holds that living creatures have a soul, and they’re all part of the supreme soul.  Brahman – the ultimate reality, the Trimurti – the 3 most significant gods  Brahman as creator, Vishnu the preserver and Shiva the destroyer, samsara – the beginning, atman – the soul or spirit, karma – actions have consequences, moksha – end of death and rebirth cycle, dharma – eternal duty to god – showing virtues in daily life  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• the 3 most significant gods  Brahman as creator, Vishnu the preserver and Shiva the destroyer</li> <li>• Hindus believe in the doctrines of samsara and karma</li> </ul>	<p><b>WALT: To find out about the different beliefs of religious and non-religious communities in our local area</b>  <b>Activities:</b> Children will consider differences between what it means to have 'faith', and what it means to have 'beliefs' (including how non-religious people have beliefs). They will go on to find out about religious and non-religious communities in their local area  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• some beliefs that are shared by our school community</li> <li>• about religious and non-religious communities in their local area</li> <li>• that many people consider ‘beliefs’ and ‘faith’ to be different things</li> </ul>
Lesson 2	<p><b>WALT: know about the history of the Bible and some of its features.</b>  <b>Activities:</b> Children will learn about the history and layout of the Bible. They will learn that the earliest parts of the Bible were passed down through generations orally before looking at examples of some of the oldest written Bible texts. They will know that the Bible is a selection of writings from different periods.  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• that the material in the Bible predates the written text</li> <li>• how to differentiate dates before and after Jesus</li> <li>• that the Bible is a collection of writings from many different times</li> </ul>	<p><b>WALT: know what the Qur’an teaches about God and to reflect on your own ideas about God</b>  <b>Activities:</b> Children will start by listening to the ‘Bismillah’ and identifying what it says about God. They will consider what the words ‘compassionate’ and ‘merciful’ within this recitation mean before looking at the ‘99 Beautiful Names of Allah’. Through these names, your class will start to get an understanding of how Muslims view God.  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• some of the characteristics of God as shown in the Qur’an</li> <li>• what the ‘Bismillah’ is and what this shows about Islamic beliefs about God</li> </ul> <p>their own ideas about the characteristics of God</p>	<p><b>WALT: know how the Trimurti represents the cycle of life in Hinduism</b>  <b>Activities:</b> Trimurti – Brahma (creator – the beginning of life), Vishnu (preserver – the sustaining of life), Shiva (destroyer – the end of life) – representing the cycle of life (helping Hindus worship Brahman, the ultimate reality) The symbol of the lotus flower and its association with Brahma, Vishnu and the story of creation  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• the story of Creation of the Hindu religion</li> <li>• the cycle of life in Hinduism is represented by the Trimurti</li> </ul>	<p><b>WALT: know how music can be a form of religious expression in many religions</b>  <b>Activities:</b> Children will think about how music can evoke emotions and feelings. They will identify that music can make them feel different things before moving on to explore how religious music is often taken directly from scripture. Children will consider how they can express their own religious beliefs through music.  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• religious beliefs, ideas and feelings can be expressed through music</li> <li>• that religious music is often taken directly from scripture</li> <li>• they can express their own religious ideas through music</li> </ul>	<p><b>WALT know that Hindus believe in karma and to understand the cycle of Samsara</b>  <b>Activities:</b> The key importance of dharma (duty) and the way in which it relates to beliefs about samsara, the atman and moksha;  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• karma is the universal causal law by which good or bad actions determine the future modes of an individual's existence.</li> <li>• The Samsara is the Hindu belief in reincarnation</li> </ul>	<p><b>WALT: know the ways in which belonging to a religious community can help people</b>  <b>Activities:</b> Children will read about a teenager's experiences as a member of a Jewish community, then consider ways in which being a member might help her in situations outside of that community. They will also consider some difficulties she might experience as a consequence of her beliefs.  <b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• how being a member of a religious community can affect daily life</li> <li>• how being a member of a religious community helps people make decisions</li> <li>• positive aspects of membership of a community in their local area</li> </ul>

Lesson 3	<p><b>WALT: know the bible has many different books and genres within it</b></p> <p><b>Activities:</b> Children will understand that the Bible is comprised of many different books that are divided into the Old and New Testaments. They will explore some of the different genres of the Bible and identify examples of each. They will consider the purpose of different genres within the Bible.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• some of the different literary genres in the Bible</li> <li>• that writers write in different ways for different purposes</li> <li>• explain why they find a section of the Bible interesting</li> </ul>	<p><b>WALT: know the behaviour of Muslims is influenced by the Qur’an.</b></p> <p><b>Activities:</b> Children will read some extracts from the Qur’an to help them identify ways in which the Qur’an can give Muslims guidance for how to live their lives. They will then consider where they look for guidance themselves when they have a problem and consider texts that have influenced them. They will also suggest ways in which the guidance in the Qur’an is similar or different to guidance in other religious texts.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• that Muslims’ behaviour is influenced by the Qur’an</li> <li>• other texts that influence their or others’ behaviour</li> </ul> <p>similarities and differences between guidance from the Qur’an and other religious texts</p>	<p><b>WALT: know how Krishna is represented in Hindu stories</b></p> <p><b>Activities:</b> Children will identify Krishna as the eighth avatar of Vishnu. Read stories about Krishna and discuss what they can learn from them. They will use the stories as a basis for considering some big questions, such as ‘Is it always wrong to steal?’</p> <p>Story of Arjuna and Krishna in the Mahabarata – a story about doing your duty (dharma), even when it is challenging to do so; the ways in which this links with the idea of Brahman, the ultimate reality, and the cycle of life</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• who Krishna was and why he is important to the Hindu religion</li> <li>• the themes and messages in the two Hindu stories</li> <li>• of their own ‘big questions’ to answer</li> </ul>	<p><b>WALT: know how colour can be used to express religious feelings and ideas</b></p> <p><b>Activities:</b> Children will find out why members of the clergy wear different coloured vestments at different times during the Christian calendar. They will also think about other symbols associated with Christian festivals and consider how symbols and colours can often be linked.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• the meaning of vestments and colours in many churches</li> <li>• and explain the significance of some Christian symbols</li> <li>• how and why colours and symbols are used in different Christian festivals</li> </ul>	<p><b>WALT: know the concept of Karma in Hinduism</b></p> <p><b>Activities:</b> How do Hindus reflect their faith in the way they live? Ways in which a Hindu may try and fulfil their dharma (duty): carrying out good actions (karma) and avoiding bad actions (karma. What is karma and how does it drive the cycle of samsara?</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• Dharma is how a Hindu tries to fulfil their duty in how they live</li> <li>• Karma means to carry out good actions to avoid bad things happening to them</li> </ul>	<p><b>WALT: know impact faith and beliefs have had on the lives of inspirational figures</b></p> <p><b>Activities:</b> Children will learn about Mo Farah (a Muslim) and Daniel Radcliffe (an atheist) – their achievements, what they have said about faith and beliefs, and their charity work. They will consider how their beliefs may have shaped their lives. Following this, children may research and write about significant and inspirational figures.</p> <p><a href="#">Children describe the achievements of inspirational figures</a></p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• ways in which inspirational figures attribute their successes to their beliefs</li> <li>• attributes of well-known people that they find inspirational</li> </ul>
Lesson 4	<p><b>WALT: know there are different translations of the Bible and what it means for Christians today</b></p> <p><b>Activities:</b> Children will learn that the Bible was originally written in Hebrew and Greek. They will then find out how it was written in Latin until the Reformation. They will go on to consider why there are so many translations of the Bible today and compare and contrast some different English translations of Bible verses</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• that there are many different translations of the Bible</li> <li>• some reasons why the Bible is still relevant to Christians today</li> <li>• able to evaluate and discuss Bible verses and what they mean</li> </ul>	<p><b>WALT: know ways in which Muslim children learn about the Qur’an</b></p> <p><b>Activities:</b> Children will understand what Madrasah is and what Muslim children do there. They will consider why it is important to Muslim parents to send their children to Madrasah to learn about the Qur’an and grow in their faith. Children will relate this to their own experiences of what their parents or other adults in their lives want for them when they grow up.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• that Muslims study the Qur’an in order to understand their faith</li> <li>• reasons why Muslim parents want their children to learn about their religion</li> <li>• to make connections with the hopes that the adults in their lives have for them</li> </ul>	<p><b>WALT: know the Hindu teachings on success</b></p> <p><b>Activities:</b> Children will consider what they work hard at and what they have succeeded at so far in life, even when they have found something challenging initially. Read two stories which portray Hindu beliefs of hard work, effort and success, and consider what messages lie within the stories.</p> <p>Stories from the Ramayana, Bhagavad Gita, Mahabarata, e.g. the story of Rama and Sita in the Ramayana – a story about doing – or not doing – your duty (dharma),</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• examples of how and why they work hard</li> <li>• the themes and messages in the Hindu stories</li> <li>• relate the messages taught in these stories to their own lives</li> </ul>	<p><b>WALT: know how art can be sacred and spiritual for believers</b></p> <p><b>Activities:</b> Children will look at a variety of different paintings from different world religions. They will think about why people choose to express religious ideas and beliefs through art. They will focus particularly on Christian art and the symbols that are often used in Christian paintings. Children will also have the chance to express their own religious ideas through art.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• reasons why believers choose to express religious beliefs and ideas through art</li> <li>• that artwork can be sacred and spiritual to believers</li> </ul> <p>they can express their own religious ideas through artwork</p>	<p><b>WALT: to know the concept of Ahimsa in Hinduism</b></p> <p><b>Activities:</b> Ahimsa – the principle of non-violence; the way in which this relates to beliefs about ahimsa, samsara, moksha and karma; vegetarianism in Hinduism. The concept of ahimsa (non-violence – the sacredness of all life) and the reverence of life in all forms are fundamental aspects of Hinduism, culture and tradition. However, some Hindus have also adopted a meat-based diet.</p> <p>Moksha is the fourth and ultimate goal – the end of the death and rebirth cycle.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• Hindus follow a vegetarian diet</li> <li>• Ahimsa is the principle of non-violence in Hinduism</li> </ul>	<p><b>WALT: know the difficulties for people of different religious beliefs living in non-religious communities</b></p> <p><b>Activities:</b> Children will consider how members of religious communities are also a part of many other, nonreligious communities too. They will suggest reasons why religious people may experience difficulties in these communities at times, and consider how their beliefs may help them overcome difficulties. They may also consider how others can support people from different communities.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>• examples of non-religious or multi-faith communities in their local area</li> <li>• some of the shared beliefs of non-religious communities</li> <li>• the difficulties faced by religious members of non-religious communities</li> </ul>
Lesson 5	<p><b>WALT: know the difference between literal and symbolic truth and to reflect on personal emotions</b></p> <p><b>Activities:</b> Children will consider the meaning of the word ‘truth’ before reading the Christian creation story. They will consider why Christians</p>	<p><b>WALT: know the significance of the Qur’an to Muslims today</b></p> <p><b>Activities:</b> Children will summarise the importance of the Qur’an for Muslims through class discussions and through independent work in a variety of</p>	<p><b>WALT: know the themes of punishment and forgiveness in a Hindu story</b></p> <p><b>Activities:</b> Children will consider the idea of transformation through the story of Ajamil. They will think about</p>	<p><b>WALT: know how Islamic art helps Muslims to worship</b></p> <p><b>Activities:</b> Children will explore the idea of idolatry and identify why Muslims believe it is wrong to portray Muhammad and Allah in artwork. They</p>	<p><b>WALT: know how Hindus focus on their beliefs</b></p> <p><b>Activities:</b> The role of yoga, meditation and renunciation in helping Hindus focus on Brahman and their dharma; sadhus and</p>	<p><b>WALT: know what makes it difficult to live life according to our own beliefs</b></p> <p><b>Activities:</b> Children will continue to consider ways in which everyday life can make it difficult to live according to some religious beliefs, and suggest ways in which people can help themselves, and</p>

	<p>disagree as to whether the story is literally or figuratively true, offering their own opinions as to what they believe.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>the difference between literal and figurative truth</li> <li>the emotions experienced by other people and the reasons for those emotions</li> <li>they can reflect on their own emotions in relation to a story</li> </ul>	<p>formats. They will consider everything they have found out about the Qur'an and how Muslims use it to deepen their faith and help them live their lives.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>summarise their knowledge of why the Qur'an is important to Muslims</li> <li>communicate their knowledge and understanding in a variety of ways</li> <li>specialist vocabulary in communicating their knowledge and understanding</li> </ul>	<p>the concepts of punishment and forgiveness, and debate their opinions.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>the events and themes in the story of Ajamil</li> <li>reasons to back up their arguments</li> <li>to listen to the views of others</li> </ul>	<p>will go on to explore Islamic art, looking at the patterns, colours and features used, and consider ways in which Islamic and Christian artwork differ.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>the importance of calligraphy and arabesque art to Muslims</li> <li>the significance of the design of a prayer mat</li> <li>how art is used differently in Christianity and Islam</li> </ul>	<p>sadhvi (men and women who have renounced worldly life) – sometimes known as a yogi – they follow a path of spiritual devotion. They are considered the holiest of people. Research Holy men of India</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>sadhvi (men) and sadhvi (women) are people who have let go of worldly attachments</li> <li>know how sahus and sadhvi live their lives</li> </ul>	<p>each other, in this regard. They may then either create art to show their own sense of pride as a member of a community, or discuss some given dilemmas.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>about a time when they had difficulty living up to their own beliefs</li> <li>some reasons why it is hard for young people to live up to some religious beliefs</li> <li>how young people might cope with pressure to behave in a manner not according to their beliefs</li> </ul>
Lesson 6		<ul style="list-style-type: none"> <li></li> </ul>	<p><b>WALT: know Hindu teaching about telling the truth</b></p> <p><b>Activities:</b> Children will read the story of Kabir to help them identify Hindu beliefs about honesty. They will consider why telling the truth can sometimes be challenging and identify the consequences of not telling the truth in a variety of scenarios.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>what the Hindu teaching on the truth is</li> <li>the events and themes in the story of Why Speak the Truth?</li> <li>that telling the truth can be a difficult thing to do</li> </ul>	<p><b>WALT: know how drama is used to reinforce important teachings and stories in religions</b></p> <p><b>Activities:</b> Children will think about why portraying religious stories through drama might help people to understand religious concepts or ideas. They will then have the chance to portray a religious story of their choice through drama or through a variety of other activities.</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>about why portraying religious stories through drama might help people to understand religious concepts or ideas</li> <li>they can portray a religious story of their choice through drama or through a variety of other activities.</li> <li>how drama can be used as a way to reinforce religious beliefs and teachings</li> </ul>	<p><b>WALT: know the importance of family, community and society to a Hindu</b></p> <p><b>Activities:</b> Satsang (togetherness) – the importance of the family, the community and society in thinking about one's dharma (duty). Examples of Hindus and the way they lived their lives, <a href="#">e.g. Mahatma Gandhi (guided by the principle of ahimsa)</a>, or another as suggested on LA Scheme of Work</p> <p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>the importance of family, community and society to a Hindu</li> <li>of a Hindu who have lived their life in the way of Hindus</li> </ul>	
Key Knowledge	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>that the Bible is a collection of writings from many different times</li> <li>Christians discuss the literal and figurative "truth" within the bible</li> <li>they can reflect on their own emotions in relation to a story</li> </ul>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>some of the ways in which the Qur'an is revered by Muslims and why</li> <li>the meaning of the word "sacred"</li> <li>that Muslims study the Qur'an in order to understand their faith and Muslims' behaviour is influenced by the Qur'an</li> </ul>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>that Hindus believe there is one God who takes many forms</li> <li>Hindus learn important life lessons from the stories they tell</li> <li>Trimurti – Brahma (creator – the beginning of life), Vishnu (preserver – the sustaining of life), Shiva (destroyer – the end of life) – representing the cycle of life (helping Hindus worship Brahman, the ultimate reality)</li> </ul>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>why religious people sometimes choose to express their faith through the arts</li> <li>importance of creativity as a way to express meaning, emotion, knowledge etc</li> <li>human beings communicate meaning in different ways (e.g. language, art, music, drama, dance, computer code, mathematical equations, scientific formulae, etc.); the fact that different forms of expression are more suited to particular contexts</li> </ul>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>the importance of family, community and society to a Hindu</li> <li>Ahimsa is the principle of non-violence in Hinduism – they follow a vegetarian diet (most)</li> <li>Dharma is how a Hindu tries to fulfil their duty in how they live</li> <li>Karma means to carry out good actions to avoid bad things happening to them</li> </ul>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>some beliefs that are shared by our school community</li> <li>about religious and non-religious communities in their local area</li> <li>ways in which inspirational figures attribute their successes to their beliefs</li> <li>attributes of well-known people that they find inspirational</li> </ul>