



# Whale Hill Primary School 2020-2021 Subject Overview



## Reliaious education

EYFS including Nursery is taught in topics throughout the year and may not be completed in the term suggested.

Year Group	Autumn Term	Spring Term	Summer Term
EYF S	<p><b>F1 Which stories are special and why?</b></p> <p>1. <b>What is your favourite story? What do you like about it, and why? (covered throughout the year)</b> Share special objects and why they are special to children. What are special book to them? Do they have favourite stories? Share stories and discuss how they make children feel. ). (Lesson found F1, Which stories are special and why? Page 4)</p> <p>2. <b>Do you know any Bible stories? What stories do you know that are special to Christians? What do you think Jesus is like?(covered throughout the year)</b> Introduce Grace (a Christian girl). Share a special book to Grace (Bible). Look at a picture of Jesus Calming the storm and ask children to describe the picture. Share the story as Grace's favourite, learn and discuss meaning. (Lesson found F1, Which stories are special and why? Page 5-6)(covered throughout the year)</p> <p>3. <b>What stories are special to Christians? What happens in a story from the Bible? Does the story tell you about God? What do you learn?</b> Talk about shepherds and what they do. Learn the story of David and Goliath. Discuss being brave. How did God help David in the story?(Lesson found F1, Which stories are special and why? Page 7)</p> <p>4. <b>What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What do you learn? (covered throughout the year)</b> Look at what a promise is. In child friendly tell the parable of the two sons (Matthew's Gospel 21:28-32). What promises are made in the story? Who breaks a</p>	<p><b>F2 Which people are special and why?</b></p> <p>1. <b>Who is special to you and why? (ROA)</b> What makes children special? How are people special in different ways? What makes their friends special? Who is special to children outside the classroom?. (Lesson found F2 Which people are special and why? Page 4-5)</p> <p>2. <b>Why are some people special? (covered throughout the year)</b> Look at different people who help pupils and talk about their jobs. What is good about them? Talk about who is special to Grace (a Christian). (Lesson found F2 Which people are special and why? Pages 6-7).</p> <p>3. <b>What is a good friend like? How did Jesus make some very special friends? (covered throughout the year)</b> Share stories about friendship. What makes a good friend? Who are their friend? Share the story of the calling of the first disciples. (Lesson found F2 Which people are special and why? Page 10-12)</p> <p>4. <b>What can a Christian learn from actions in a story?(covered throughout the year)</b></p>	<p><b>F5 Where do we belong?</b></p> <p>1. <b>What makes us feel special? What makes Christians feel special to God?</b> Share stories where the characters turn out to be special but don't realise it (Ugly Duckling, lion and the mouse). What is special about us? Share that Grace believes that everyone is special to God and God knows everything about them. (only one you topic) (Lesson found F3, Where do we belong? Pages 4-5)</p> <p>2. <b>How do Christians know that children are special to God?</b> Tell pupils the story of Jesus blessing the children from the gospel of Mark 10:13-16.Explain to pupils that many Christians (just like Grace) believe Jesus was God. Ask pupils what they think the story shows about how much God must care for children. (Lesson found F3, Where do we belong? Pages 6)</p> <p>3. <b>What groups do we belong to? How do we know we belong to a group? What groups do religious people belong to? (My family topic)</b> Talk about belonging to their families and share some of their experiences as a family. Discuss other groups children belong too (school, clubs). Explain to pupils that a type of group to which many people belong is a religious group. (Lesson found F3, Where do we belong? Pages 7-8)</p> <p>4. <b>How do we show people they are welcome? How are babies welcomed into the Christian family?</b> Look at welcoming visitors and how babies are welcomed into families. Ask pupils to bring in a picture of themselves as a baby and a special memento to show how they were welcomed into the world (e.g. hospital tag, birth</p>

<p>promise? Explain that stories Jesus told were often meant to teach us something. What does the story teach? (Lesson found F1, Which stories are special and why? Page 8-9)</p> <p><b>5. What stories do you know that are special to Muslims? Who are the stories about? What happens in the story? Does the story tell you about God?</b></p> <p>What ways can you send a message? Email, post box, notes etc. Ask pupils to imagine a brilliant messenger - a man who was so trustworthy and such a good messenger that he was chosen by God to deliver messages. Tell the story of the first revelation of the Qur'an. Ask pupils to talk about: Where they like to go when they want to be quiet, how they think Muhammad felt when he was able to read/recite the words. (Lesson found F1, Which stories are special and why? Page 10)</p> <p><b>6. What is the holy book for Muslims?</b></p> <p>Share about the Qur'an being special for Muslims and how they look after it.</p> <p><b>7. What are the similarities and differences between different people's special stories?</b></p> <p>Recap some stories that have been learnt and what the special books for Grace and Imran are called.</p> <hr/>	<p>Look at the story of feeding the 5000. What is the meaning? Talk about the boys kind actions. (Lesson found F2 Which people are special and why? Page13-14)</p> <p><b>5. What story shows Jesus being a friend and caring for others?</b></p> <p>Share the story of Jesus meeting Zacchaeus. How was Jesus being a good friend and caring for others? (Lesson found F2 Which people are special and why? Page 15-16)</p> <hr/>	<p>announcement, baptism certificate, book of their first year, new baby card). Talk about how Christians welcome babies into their religious family. (Lesson found F3, Where do we belong? Pages 9-10)</p> <p><b>5. How is a baby welcomed into the Muslim religion?</b></p> <p>What is whispering? Talk about Muslim giving their babies a message at the very beginning of life to welcome them into the world and religion. Show an image of a baby having its hair shaved at an aqiqah ceremony . (Lesson found F3, Where do we belong? Pages 11-12)</p> <p><b>6. How do Hindu brothers and sisters show their love for each other at a festival?</b></p> <p>Which members of the class have siblings? Help pupils to understand that Raksha Bandhan is a time for brothers and sisters to show how much they love and want to look after each other. (Lesson found F3, Where do we belong? Pages 13-14)</p> <hr/> <p><b><u>F6 What is special about our world?</u></b></p> <p><b>1. What are our favourite things about nature?</b></p> <p>Explore nature, Sound walks etc. What is the children favourite things about nature? Who do they think made nature? Bring up the idea that many religions believe God made and designed the world. (Lesson found F6, What is special about our world? Page 4-5)</p>
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#### **F4 Which times are special and why?**

##### **1. What special times have you had? What do other people celebrate?**

What are some special times that children know of? Share items of different celebrations. Introduce that you will learn about Grace's Hannah's and Samit's special times and celebrations.

[\(Lesson found F4, Which times are special and why? Page 3-5\)](#)

##### **2. What happens at Sukkot and why?**

Share Hannah's special time of Sukkot. Talk about harvest festival, growing plants. Explain that Sukkot is a time when Jewish people think about food that has been harvested and thank God for it. Build a sukkah. [\(Lesson found F4, Which times are special and why? Page 6-8\)](#)

##### **3. What story do Hindu people remember at Diwali? What happens and Diwali and why?**

Share Samit's special time. Tell a very simple version of Diwali. Talk about good and bad characters in the story. Look at ways Diwali is celebrated. (rangoli, divas etc. )

[\(Lesson found F4, Which times are special and why? Page 9-10\)](#)

##### **What happens at Christmas and why?**

Talk about birthdays and discuss Grace's special time, Christmas. Tell the story of the birth of Jesus and look at why and how we celebrate Christmas.

[\(Lesson found F4, Which times are special and why? Page 11-14\)](#)

##### **4. What can we say about Christmas, Diwali and Sukkot?**

Recap learning about different festivals and stories.

[\(Lesson found F4, Which times are special and why? Page 15-16\)](#)

#### **F3 Which places are special and why?**

##### **1. Where is special place to me?**

What are their favourite places at school? Are these places special to them? What are some special places outside of school? Why might they be special to people?

[\(Lesson found F3, Which places are special and why? Pages 4-5\)](#)

##### **2. Where is a special place for Christians to go?**

Introduce a Church being a special place for Grace (Christian). Who works in a Church? What do they do? [\(Lesson found F3, Which places are special and why? Pages 6-7\)](#)

##### **3. Where is a special place for Christians to go? What makes a church special?**

Visit or virtual tour of a Church. Look at different parts of Church and what they are/how they are used.

[\(Lesson found F3, Which places are special and why? Pages 8-9\)](#)  
[\(Lesson found F3, Which places are special and why? Pages 14-15\)](#)

##### **4. What is need to make a truly special place of our own?**

What is a special place? How can we make a place special? Can children make/design a special place for them?

[\(Lesson found F3, Which places are special and why? Pages 16-17\)](#)

#### **2. Why do some people say the world is special? What do you think is special about the world?**

What can we appreciate in the world? Look at nice views and talk about what is special in the world. What an children create? What parts are they proud of? [\(Lesson found F6, What is special about our world? Page 6-7\)](#)

##### **3. What story do Christians tell about how the creation of the world?**

Look at how Grace and Hannah believe the world was created. Explore the creation story and the different things God made on each day.

[\(Lesson found F6, What is special about our world? Page 8-10\)](#)

##### **4. How can we tell the Christian story of creation?**

[\(Lesson found F6, What is special about our world? Page 11-12\)](#)

##### **5. What stories do Muslim people tell about God's creation?**

Tell the story of Muhammad and the crying camel. What parts of nature were in the story? Discuss Allah as the creator. How can we take care of animals?

[\(Lesson found F6, What is special about our world? Page 13-14\)](#)

##### **6. How does Prophet Muhammad show Muslims how to behave in the story of Muhammad and the Kittens?**

Tell the story of Muhammad and the Kittens. How did Muhammad show kindness towards the kittens? Look at caring for pets and animals and importance to Muslims.

[\(Lesson found F6, What is special about our world? Page 15\)](#)

##### **7. Is our world very good?**

How do children care for the world at school? throw away litter, recycle etc. Talk about religious people

			<p>believing humans have a job to look after the world God created.  <a href="#">(Lesson found F6, What is special about our world? Page 16-17)</a></p>
<p>YEA R 1</p>	<p><b><u>1.1 Who is a Christian and what do they believe?</u></b>  <b>1. Who is a Christian and what do they believe?</b>          Explore Christian artefacts and items. Introduce key question. Pupils will describe what they think Christians believe and think is important and be 'introduced' to a Christian (doll/picture of imaginary child). <a href="#">(Lesson found 1-1, Who is a Christian? Page 4)</a>  <b>2. What do Christians believe about God?</b>          Explore that people have different ideas about God - look at pictures from Where is God? by following the link: <a href="https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-gallery/2020/">https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-gallery/2020/</a> (there are more pictures in archive). Discuss roles and what Christians think about God and his many roles.  <a href="#">(Lesson found 1-1, Who is a Christian? Page 5-6)</a>  <b>3. What does the Bible teach us about God?</b>          Look at bibles and explain that it teaches about God and how God wants people to live their lives. Share stories from bible and look at which parts of the stories would teach Christians about God. <a href="#">(Lesson ideas found 1-1, Who is a Christian? Page 7-9)</a></p>	<p><b><u>1.5 What makes some places sacred?</u></b>  <b>1. Where do I feel safe? Where is a sacred place for believers to go?</b>          Talk to pupils about where they feel safe. Why is their safe place special to them? Talk about special places in the community and where believers go. Introduce places of worship (Church, Mosques, synagogues) and discuss importance. <a href="#">(Lesson ideas found 1.5, What makes some places sacred? Page 4-5)</a>  <b>2. Which place of worship is sacred for Christians?</b>          Talk about Churches, look at artefacts and key areas. Reflect and ask questions Visit a Church? Over two lessons. <a href="#">(Lesson ideas found 1.5, What makes some places sacred? Page 6-7)</a></p>	<p><b><u>1.7 What does it mean to belong to a faith community?</u></b>  <b>1. Do we all belong to something?</b>          Discuss what makes children who they are and how we are all different but have things in common. Discuss belonging (family, clubs, school, friends).  <a href="#">(Lesson ideas found 1.7, What does it mean to belong to a faith community? Page 4)</a>  <b>2. How do Christians show they belong?</b>          Look at Christian artefacts. Discuss Christians belonging to a group and Jesus being the most important person to them. Tell the story of the Lost Coin and link to Christian beliefs about God. <a href="#">(Lesson ideas found 1.7, What does it mean to belong to a faith community? Page 5)</a></p>

<p><b>4. Why is Jesus important to Christians?</b> Introduce that Christians believe Jesus is the son of God and seen as a hero. Talk about them believing he is real and that Jesus was a storyteller. Tell the Lost Sheep story and The Good Samaritan. Why did he tell these stories? What do you learn from them? (<a href="#">Lesson ideas found 1-1, Who is a Christian? Page 10-12</a>)</p> <p><b>5. What do the miracles of Jesus teach us about what is important to Christians?</b> Share some miracle stories of Jesus. What can we learn from these miracles? What does it tell us about God? Recap learning about Jesus and what it shows about God. (<a href="#">Lesson ideas found 1-1, Who is a Christian? Page 13-14</a>)</p> <p><b>6. Why do Christians Pray?</b> Explore the Lord's Prayer and discuss its content and purpose. Follow the links to see the Lord's Prayer explained and altered to use modern language. <a href="https://www.churchofengland.org/our-faith/what-we-believe/lords-prayer">https://www.churchofengland.org/our-faith/what-we-believe/lords-prayer</a> <a href="https://www.biblegateway.com/passage/?search=Matt+hew+6%3A6-13&amp;version=NCV">https://www.biblegateway.com/passage/?search=Matt+hew+6%3A6-13&amp;version=NCV</a> Talk about others time people pray and what it is for (mealtime, before bed, forgiveness). Give children images and ask them what they think these people might pray for e.g. family around a table might be saying thanks for the food. Do children want to write their own prayer? (Give a choice or write a prayer for a picture). (<a href="#">Lesson ideas found 1-1, Who is a Christian? Page 15-16</a>)</p> <p><b>7. Who is a Christian? - Summary lesson</b> Use clue bag from original lesson and look at why they are important and relevant to Christians. Children to label a picture of a Christian with things they have learnt. (<a href="#">Lesson ideas found 1-1, Who is a Christian? Page 17</a>)</p>	<p><b>3. Which place of worship is sacred for Jewish people?</b> Talk about synagogues and key areas/artefacts. (<a href="#">Lesson ideas found 1.5, What makes some places sacred? Page 8-9</a>)</p> <p><b>4. Which place of worship is sacred for Muslims?</b> Look at key areas of mosques. Talk about removing shoes and women covering their heads when they enter a mosque. Discuss prayer mats facing east. Why do Muslims do this? (<a href="#">Lesson ideas found 1.5, What makes some places sacred? Page 10-11</a>)</p> <p><b>5. How are places of worship similar and different?</b> Recap the last few sessions and compare what they have learnt for each place of worship. Compare symbols. (<a href="#">Lesson ideas found 1.5, What makes some places sacred? Page 12</a>)</p> <p><b>6. Why are places of worship important to our community?</b> Reflect on roles of places of worship in our community. What do they do? Why do people feel important to meet together? (<a href="#">Lesson ideas found 1.5, What makes some places sacred? Page 13</a>)</p>	<p><b>3. How do Muslims know that they belong?</b> Look at calligraphy of the words 'Allah' and 'Muhammad'. Talk about belonging to Allah. Look at story of 'The boy who throws stones at trees'. Discuss. (<a href="#">Lesson ideas found 1.7, What does it mean to belong to a faith community? Page 6-7</a>)</p> <p><b>4. How do Jewish people show they belong together as a community?</b> Look at Shabbat. <a href="https://www.bbc.co.uk/bitesize/clips/z3hyr82">https://www.bbc.co.uk/bitesize/clips/z3hyr82</a> Discuss signs of Jewish belonging. (<a href="#">Lesson ideas found 1.7, What does it mean to belong to a faith community? Page 8</a>)</p> <p><b>5. How do Christians welcome a new baby?</b> Discuss baptism in Christianity and being welcomed into the Church. <a href="https://www.bbc.co.uk/bitesize/clips/zm87tfr">https://www.bbc.co.uk/bitesize/clips/zm87tfr</a> <a href="https://www.bbc.co.uk/bitesize/clips/zr34wmn">https://www.bbc.co.uk/bitesize/clips/zr34wmn</a> (<a href="#">Lesson ideas found 1.7, What does it mean to belong to a faith community? Page 9-10</a>)</p> <p><b>6. How do Muslims welcome a new baby?</b> Look at different objects which link to welcoming a baby in Islam. Search Call to prayer and talk about Allah being the centre of Muslim life. A prayer (Call to the Prayer) is whispered into the babies ear., Muslims weigh the babies hair and give the weight of the hair in gold, silver or precious metal to</p>
<p><b><u>1.6 How and why do we celebrate special and sacred times?</u></b></p>	<p><b><u>1.6 How and why do we celebrate special and sacred times?</u></b> <b>1. What happened at Easter and how does it make people feel?</b> Recap celebrations.</p>	

<p><b>1. What do you celebrate and why? What stories do your family tell?</b> Talk about what children celebrate (birthdays, weddings, sporting achievements) and how they celebrate them (decorations, food, songs, words, parties). Talk about their favourite celebration and introduce Christmas. How do we celebrate? Talk about songs, decorations etc. (Lesson ideas found 1.6, How and why do we celebrate special and sacred times Page 4)</p> <p><b>2. Learn the story of the first Christmas.</b> Why do we celebrate it. Think about how symbols match the story (angel - Angel Gabrielle, Star - Three wise men follow, candles - Jesus is the light of the world)</p>	<p>Teach about Palm Sunday. Children could create palm leaves and retell this part of story. (Lesson ideas found 1.6, How and why do we celebrate special and sacred times Page 5-7)</p> <p><b>2. What happened at Easter and how does it make people feel?</b> <b>Maunder Thursday/Good Friday</b> Teach about the Passover meal and Judas' betrayal leading to crucifixion. (Lesson ideas found 1.6, How and why do we celebrate special and sacred times Page 5-7)</p> <p><b>3. What happened at Easter and how does it make people feel?</b> Teach about the empty tomb and Easter Sunday. (Lesson ideas found 1.6, How and why do we celebrate special and sacred times Page 5-7)</p> <p><b>4. What happened at Easter and how does it make people feel?</b> <b>Happy and Sad</b> Explain that the stories of Holy Week and Easter are special for Christians as they are about turning sadness to happiness. Discuss happiness and sadness and strategies to make yourself feel better. Find questions on page 6. Listen to Easter music. How does it make them feel? (Lesson ideas found 1.6, How and why do we celebrate special and sacred times Page 5-7)</p> <p><b>5. How do Christians celebrate Easter?</b> Identify symbols of Easter and recap how they link to the story and help Christians remember. Look at the four</p>	<p>the poor in hopes they will grow up to be loving and generous. Compare to Christian baptism. (Lesson ideas found 1.7, What does it mean to belong to a faith community? Page 9-10)</p> <p><b>7. How do some people show they belong to one another? Belonging to each other in a Christian Wedding.</b> Talk about marriage and why people get married. Show wedding rings and talk about promises made in a marriage. (Lesson ideas found 1.7, What does it mean to belong to a faith community? Page 11-13)</p> <p><b>8. How do some people show they belong to one another? Belonging to each other in a Jewish marriage.</b> Talk about marriage and why people get married. Compare with Christian weddings. Jewish people also make vows and give wedding rings. Discuss a woman leaving the home and homes being an important symbol of a Jewish wedding. Look at a wedding chuppah and talk about its symbolism. (Lesson ideas found 1.7, What does it mean to belong to a faith community? Page 11-13)</p> <p><b>9. Summary of topic - discuss key words, recall ceremonies and ways we all belong</b> (Lesson ideas found 1.7, What does it mean to belong to a faith community? Page 13)</p>
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		<p>common services in Holy Week (Palm Sunday, Maundy Thursday, Good Friday and Easter Monday). How do Christians feel at these services? Share times children feel similar emotions. (<a href="#">Lesson ideas found 1.6, How and why do we celebrate special and sacred times Page 8</a>)</p> <p><b>6. What matters most at Easter?</b> Recap symbols/items associated with Easter and Holy Week. Play games related to discussing their importance. Children to think about which objects might matter most to Christians and why. (<a href="#">Lesson ideas found 1.6, How and why do we celebrate special and sacred times Page 9</a>)</p>	
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<p>YEA R 2</p>	<p><b><u>Who is a Muslim and what do they believe? 1.2</u></b></p> <p><b>1. What do people think about God?</b> Think about what is important to children and people. Talk about things that cannot be seen but we know exist and compare link to God. Talk about Muslims and their belief about God and his importance. Recap prayer said in babies ear when they are born. (Lesson ideas found 1.2, Who is a Muslim? Page 4)</p> <p><b>2. Who was the Prophet Muhammad, and why is he important to Muslims?</b> The Prophet Muhammad is a leader for Muslims. He taught Muslims how to follow God. (link to Jesus or Moses). Read Muhammad and the cat and discuss. (Lesson ideas found 1.2, Who is a Muslim? Page 5)</p> <p><b>3. What stories of the Prophet do Muslims love to tell?</b> The stories of the Prophet teach Muslims an inspiring lesson and teach how to follow God. Tell some stories (Muhammad and the tiny ant, Muhammad and the camel etc). What do these stories teach Muslims and how might it inspire them to be better? (Pictures of the story prompts and underneath write about what it teaches Muslims) (Lesson ideas found 1.2, Who is a Muslim? Page 6)</p> <p><b>4. What makes a place or an object special to us? And to Muslims?</b> Look at special places around school/local area. What makes them special? Talk about how being a Muslim is about belief and ways of living not race and skin colour and remind them of Muhammad. Introduce mosques ad</p>	<p><b><u>Who is Jewish and what do they believe? 1.3</u></b></p> <p><b>1. What is precious to us? What is precious to Jewish people?</b> Ask what is precious to children and why. Look at precious symbols and objects to Jewish people and their significance. (Lesson ideas found in 1.3, Who is a Jewish? Page 4-5)</p> <p><b>2. What does a mezuzah remind Jewish people about?</b> Look at a mezuzah. Why is it important to Jewish people? Talk about the Jewish prayer 'Shema' written on the scroll. Why do Jewish people put mezuzot on the doorposts of their houses? (Lesson ideas found in 1.3, Who is a Jewish? Page 6-7)</p> <p><b>3. How and why do Jewish people celebrate Shabbat?</b> Discuss the Holy day 'Shabbat' where Jewish people rest and really think about God. Share a child friendly creation story and link this to the seventh day of rest. Discuss setting up for Shabbat and what happens. (Lesson ideas found in 1.3, Who is a Jewish? Page 8-11)</p> <p><b>4. What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah?</b> Look at the story of Chanukah and learn the key facts. Explain that the story is the root of the Jewish festival 'Chanukah'. How do Jewish people celebrate Chanukah? How does this link to the story? Why is Chanukah an important time for Jewish people? (Lesson ideas found in 1.3, Who is a Jewish? Page 12-14)</p>	<p><b><u>How should we care for others and the world, and why does it matter? 1.8</u></b></p> <p><b>1. Should we care for everyone?</b> Christians believe that each person is valuable and unique. Share stories of people bringing their children to Jesus. Share Matthew 6:26. Other religions and even people who don't have a religion think people are valuable. How should you treat people? What makes you unique? Listen to 'You are a Star' what is caring and uncaring in the song? Why would the world be a sad place if we didn't care? (Lesson ideas found in 1.8, How should we care for others and the world, and why does it matter? Page 4)</p> <p><b>2. What do Christians believe about caring for people?</b> Talk about being good neighbours and bad neighbours. Tell the story of the Good Samaritan. Share some other stories. What do these show about how Christians should care? Sing</p>
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religious building. How does this make them feel closer to God?

(Lesson ideas found 1.2, Who is a Muslim? Page 7)

**5. What is a mosque, and what happens in a mosque?**

Look at images/virtual tour of Mosques and talk through different aspects (prayer mat, water, Qur'an stand etc). Tell story of Aysha and discuss feelings.

(Lesson ideas found 1.2, Who is a Muslim? Page 8)

**6. How and why do Muslims pray and worship in a mosque?**

Recap Mosque tour. Focus on the outside minaret and dome Look at the hall where people pray. Why is this the most important part? Why isn't there much furniture? Which direction do they face? What times of day are daily prayers? Why are women separate? Who is Imam? No stained glass windows or statues, why? How do Islamic patterns, carpets etc show the idea that God is perfect?

(Lesson ideas found 1.2, Who is a Muslim? Page 9)

**7. Mosques near where we live: What can we find out?**

Are there any mosques near us? Compare the importance of a Mosque for Muslims to importance of Churches and Synagogues to Muslims and Jewish. How do we know a building is a mosque? Link to first lesson, is a mosque like your special place? Can they identify mosques, churches and synagogues and the different religions that worship there? Do they know names? Is it good to have these places?

(Lesson ideas found 1.2, Who is a Muslim? Page 10)

**8. What can we learn from Muslim Holy words?**

Introduce the Qur'an and talk about why it is on a stand and covered. Tell the story of the first revelation of the Qur'an to Muhammad. Explain that to Muslims this is the word of God. Look at the Shahadah and discuss its meaning and why the words are special. Think of four words that are special to you. Why? Look at the prayer

**How and why do we celebrate special and sacred times?**

**1.6**

**1. Why do Jewish people tell the story of Passover (Pesach) every year?**

Read the story of Passover up to the part where the Pharaoh reneged on his promise to let the Jewish people leave Egypt. Reflect on the story. What should Moses do? Listen to Two Candles Burn by Stephen Melzack. How do they music reflect the story? How does the music make you feel/sound? Look at key aspects of Seder meal. What is the meaning of the food?

(Lesson ideas found 1.6, How and why do we celebrate special and sacred times Page 12)

**What can we learn from sacred book?**

**1.4**

**1. What stories are special to us? What is a holy book?**

Long, long ago... What were children expecting you to carry on with? What is a story? What are their special stories? Why? Recap the holy book bible and explain what it is. Explore bible.

(Lesson ideas found in 1.4, What can we learn from sacred books. Page 4)

**2. What did Jesus teach about God in a story?**

Explain that Jesus is a storyteller. Recap the story of The Lost Coin. What does this story teach Christians? Discuss what a parable is.

'Build up'. Give children challenges to make others feel better and build them up.

(Lesson ideas found in 1.8, How should we care for others and the world, and why does it matter? Page 5)

**3. What do some religions say about caring for other people?**

Tzedakah is the Jewish idea of charitable giving to those who need help. Who might the Jewish community notice needs help in our local area/country/wider world? What might they offer? (Lesson ideas found in 1.8, How should we care for others and the world, and why does it matter? Page 6)

**4. How have some people shown they cared? How is the golden rule an encouragement to care?**

Look at Mother Teresa, Doctor Barnardo, local people and show how these people show they care in a specific way. Their beliefs inspired them to do the things they did. Who has encouraged them today? Who have they encouraged? Discuss 'Treat other people as you would like them to treat you'. Share scenarios. (Lesson ideas found in 1.8, How should we care for others and the world, and why does it matter? Page 7-8)

beads and talk about there being 99 beads for the different names of God (creator, judge etc.) What names do mums have? Talk about sacred words and books and what we have learnt.

(Lesson ideas found 1.2, Who is a Muslim? Page 11-12)

**9. What happens at the celebration of Eid-ul-Fitr, and why?**

Look at Ramadan and Eid-ul-Fitr. Discuss fasting and what this means. Why does Muslims do this? Discuss how pupils might feel if they have to go without food? What would be the hardest thing? Watch bbc video (Wafa's Eid). Children to record how it is celebrated and talk about the meaning. Look at 'What matters most?' questions. Link to Easter

(Lesson ideas found 1.2, Who is a Muslim? Page 13) or

(Lesson ideas found 1.6, How and why do we celebrate special and sacred times Page 13)

**10. Who is a Muslim, and what do they believe? Final learning ideas.**

Summarise learning through topic.

(Lesson ideas found 1.2, Who is a Muslim? Page 14-15)

(Lesson ideas found in 1.4, What can we learn from sacred books. Page 5-6)

**3. What did Jesus say about how to treat others?**

Recall the class rules. Why do we have them? Which ones are about how we treat others? Compare Jesus to a teacher. What does Jesus teach? Go through some of the things Jesus taught people. Give scenarios, what would Jesus' teachings mean a Christian might do? Look at Sermon on the Mount (Matthew Chapter 5-7) where Jesus taught lessons talked about.

(Lesson ideas found in 1.4, What can we learn from sacred books. Page 7-8)

**4. How are holy books treated?**

Compare the Qur'an, Bible and Torah. How do each religion treat the books? How are they stored? Do they touch them?

(Lesson ideas found in 1.4, What can we learn from sacred books. Page 9-10)

**5. What story is special for Jewish people in the Torah?**

Look at the story of Moses. Talk about the 10 commandments and significance of the story. Discuss that the story is found in the Bible and Torah.

(Lesson ideas found in 1.4, What can we learn from sacred books. Page 11-12)

**6. Which story do Muslims tell about the Prophet Muhammad?**

Tell the story of Muhammad and the Black Stone. What is this story about? Think back to other stories learnt. Why are stories told?

(Lesson ideas found in 1.4, What can we learn from sacred books. Page 13-14)

**7. What can be learnt from the story of Jonah? What is special about Jonah?**

Look at the story Jonah and the Big Fish. Discuss that this story is in both the bible and Torah with a slightly different version in the Qur'an. What are the important

**5. What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?**

Look at how Christians and Jewish people believe the world was made. Explore what 'we have spoiled God's good earth' might mean to Christians. 'The world is broken'. What might that idea mean to Jewish people? How should people treat the world? (Lesson ideas found in 1.8, How should we care for others and the world, and why does it matter? Page 9-10)

		lessons of the story? (Lesson ideas found in 1.4, What can we learn from sacred books. Page 15-17)	
YEA R 3	<p><b><u>What do different people believe about God?</u></b> <b><u>L2.1</u></b></p> <p>1. 'Seeing is believing' - is it? What do I think about believing in God? Discuss things which exist but we cannot see and things we trust. Ask children what their beliefs about God are. Explore the idea of God and if he was real what children think he might be/look like etc. through games. (Lesson ideas found in 2.1, What do people believe about God? Page 4-5)</p> <p>2. What do Christians believe about God? God as Love, Father, Light, Creator Trinity, Listener to Prayers Discuss and compare to children's lives the four Christian ideas - God as Love, Father, Light and Creator. Look at the Trinity (Father, son, Holy Spirit) and explore how he is all three things to Christians. Look at how Christians communicate with God. (Lesson ideas found in 2.1, What do people believe about God? Page 6-7)</p> <p>3. What do the stories of Moses and the Burning Bush and of Saint Paul's conversion tell us about God in Christianity? Watch/read the stories of Moses and the Burning Bush / Saint Paul's conversion. Compare the two stories. How did the encounter with God change each person? (Lesson ideas found in 2.1, What do people believe about God? Page 8-9)</p> <p>4. What do Muslims believe about Allah? Look at 99 Beautiful Names of Allah and discuss how learning them shows devotion. Explore what his names mean for Muslims and what they believe. Look at Muslim's belief that Allah is revealed in nature. (Lesson ideas found in 2.1, What do people believe about God? Page 10-11)</p>	<p><b><u>Why is the bible important for Christians today</u></b> <b><u>L2.2 Continued</u></b></p> <p>6. Can Bible stories of lost and found help people today? What makes these stories popular? Explore different stories (Lost Coin done in year 1 and 2, Lost Sheep (year 1), Lost Son new). What stories did Jesus tell about forgiveness? Who was in the wrong? What was forgiven? Etc. Why is the Bible important in teaching forgiveness and seeking a good life full of love? (Lesson ideas found in 2.2, Why is the Bible important to Christians? Page 15-16)</p> <p>7. What are the main ways Christians use the Bible? Which ones explain why it is so popular? Recap the unit - How do people use the Bible? (Prayer, reading, Church, art, music etc. Give different 'contexts' and get children to discuss how the Bible might be used. Is there anything in the children's lives they value as much as Christians value a bible? (Lesson ideas found in 2.2, Why is the Bible important to Christians? Page 17-18)</p> <p>8. What are your favourite wise words? What Bible ideas are your favourite? How can you express them?</p>	<p><b><u>What does it mean to be a Christian in Britain today? L2.7</u></b></p> <p>1. How do Christians show their beliefs in the home? Discuss key events in a Christian's life. What might be on their calendar? Church, Sunday school, praying etc. How does a Christian's life compare to that of the children's? (Lessons found in 2.7, What does it mean to be a Christian in Britain today? Page 4)</p> <p>2. What do Christians do to show their beliefs at Church? Give children images of 3 Church windows. What do children think they will see if they looked through at different times of the week? Look at a Church noticeboard and the events that happen. Were the children correct? Discuss what goes on and why? Match bible quotes to events on the noticeboard. (Lessons found in 2.7, What does it mean to be a Christian in Britain today? Page 5)</p> <p>3. How and why do different Christians use music in worship? <a href="https://www.bbc.co.uk/teach/class-clips-video/what-is-christian-worship/zvjv92p">https://www.bbc.co.uk/teach/class-clips-video/what-is-christian-worship/zvjv92p</a> Watch the clip of Nathan explaining why music is important in worship. Explore how and why different Christians use music in worship. Explore feelings from music. (Lessons found in 2.7, What does it mean to be a Christian in Britain today? Page 6-7)</p> <p>4. How and why do different Christians celebrate holy communion? Try different types of bread. Who do you need to thank for the bread? Recap how bread and wine link to the Last Supper and what they symbolise. Watch Nathan explain Holy Communion.</p>

**5. What do Muslims believe about the Holy Qur'an, Allah's gift to humanity?**

How do Muslims care for the Qur'an? Tell the story of the first revelation of the Qur'an. Explore Muhammad's feelings and explain that for Muslim's this is the Word of God and is a guide for Muslims to live their lives. Watch

<https://www.bbc.co.uk/programmes/p02mwjsw>  
(Lesson ideas found in 2.1, What do people believe about God? Page 12)

**6. How do Hindu people show what they believe about gods and goddesses?**

Introduce beliefs about Trimurti (Brahma (creator), Vishnu (preserver), Shiva (destroyer). Look at how to explore and ask questions about different objects. Use an image of a Durga and tell children they are going to learn about one of the Hindu gods and goddesses. What questions could they ask? Explore and tell the story of Durga. [www.balagokulam.org/kids/stories/durga.php](http://www.balagokulam.org/kids/stories/durga.php)  
(Lesson ideas found in 2.1, What do people believe about God? Page 13-14)

**7. Why are three of the gods of the Hindu way especially important?**

What is the Trimurti? Hindu teachings says that the Ultimate Reality is Brahman. Explore Hindu's believe in one God (Brahman) but that he can be represented in many ways, as gods and goddesses.  
(Lesson ideas found in 2.1, What do people believe about God? Page 15-16)

**8. What difference does it make to life if you believe there is no God? Finding out about Humanism.**

What is a Humanist? Humanism is an alternative to religion 'good without God'. What rules do they live by? Compare to religions.  
(Lesson ideas found in 2.1, What do people believe about God? Page 17-18)

Think back through the stories you have learnt. What are the lessons? Which do you like?  
(Lesson ideas found in 2.2, Why is the Bible important to Christians? Page 19)

<https://www.bbc.co.uk/teach/class-clips-video/what-is-holy-communion/zjfjt39>

(Lessons found in 2.7, What does it mean to be a Christian in Britain today? Page 8-9)

**5. How do Christians make a difference in their local community?**

Look at the Church noticeboard again. What is on their that will help the local community? Why do Churches get involved in the local community? Churches are not the only people who help others. Look at some charities, how can children help?  
(Lessons found in 2.7, What does it mean to be a Christian in Britain today? Page 10)

**1. Why do people stand up against injustice because of their religion?**

Share the story of Rosa Parks who was a Christian. What parts of the bible might have inspired her to stand up for herself and others? Reflect on the events from a modern perspective. Who was right and wrong? How do you think the bus driver today would feel?

(Lessons found in 2.7, What does it mean to be a Christian in Britain today? Page 11-12)

<p><b>9. What are the similarities and differences between different ideas about God?</b>  Compare that each religion/non religion say about God. How do the children feel about religion and what they have learnt?  (Lesson ideas found in 2.1, What do people believe about God? Page 19-20)</p>		
<p><b><u>Why is the bible important for Christians today</u></b>  <b><u>L2.2</u></b></p> <p><b>1. Do we all need wisdom on the journey of life? How do Christians find and use ancient wisdom from the Bible?</b>  Explore how people decide what matters most and the best ways to live. Introduce that the Bible is used to make sense of life for Christians. Explore sacred/special books/ Why are they Special? How are they used etc.  (Lesson ideas found in 2.2, Why is the Bible important to Christians? Page 5-6)</p> <p><b>2. The Bible is a Big book. How is it put together? Why is it so popular?</b>  Introduce the Bible (2 Testament, 66 books etc). Explore some Bibles and look at how to use them. Explain that the 'Old Testament' is also Jewish scripture. Look at most popular books sold and consider why the Bible is so important.  (Lesson ideas found in 2.2, Why is the Bible important to Christians? Page 7-8)</p> <p><b>6. What does the Bible teach Christian people about God, life, the universe and everything?</b>  The bible tells Christians about what God is like. It also tells a 'big story' of God's dealing with humans and why Christians feel they need to say sorry to God, follow Jesus and be grateful that God sent Jesus. Compare God to everyday things. Is he like a father, stone, wind etc. Which ideas work for God? Which would be in the bible? Explore what the Bible teaches and tells us about God.</p>	<p><b><u>Why do people pray? L2.4</u></b></p> <p><b>1. What is a prayer? Is a prayer helpful? How could we answer this question?</b>  Who and what helps you when things go wrong? Compare prayer to talking to others. Why do religious people pray?  (Lesson ideas found in 2.4 Exploration unit planner, Why do people pray? Page 4)</p> <p><b>2. What happens in Islamic prayer?</b>  Look at how Muslims prayer through artefacts, pictures etc. Watch videos of how they prepare (wudu) and Muslims doing their daily prayers. Explore and discuss different aspects.  (Lesson ideas found in 2. 4 Exploration unit planner, Why do people pray? Page 5)</p> <p><b>3. How and why do Christians like to pray?</b>  Look at how and why Christians pray and prayers they may say.  (Lesson ideas found in 2. 4 Exploration unit planner, Why do people pray? Page 6)</p> <p><b>4. How do Hindus pray and worship at home and in the Mandir?</b></p>	

(Lesson ideas found in 2.2, Why is the Bible important to Christians? Page 9-10)

**4. How do Christians use Bible stories such as a story of creation to inspire drama, music, art or dance?**

Telling the creation story (Genesis 1) is the focus of this lesson. Children to create a piece of art for each day. What does the story tell us about God? (He is powerful, creative etc.) Explore different ways the story is taught/depicted. How do people show God they are thankful for what he has made?

(Lesson ideas found in 2.2, Why is the Bible important to Christians? Page 11-12)

**5. How can the Bible help people if they are tempted to do wrong things?**

Discuss the word 'temptation'. When pupils might be tempted, what might tempt people? Tell the story of Adam and Eve. What will Christians learn from this story? Can God help with temptation? Compare to movies (hero usually has to avoid some kind of temptation, make a good choice).

(Lesson ideas found in 2.2, Why is the Bible important to Christians? Page 13-14)

Explore a Hindu shrine and Puja tray. Compare pray and worship at home and in Mandir. (Lesson ideas found in 2. 4 Exploration unit planner, Why do people pray? Page 7-9)

**5. What is similar and difference in the words of three prayers (Muslim, Christian and Hindu)?**

Listen to and compare the three prayers.

(Lesson ideas found in 2. 4 Exploration unit planner, Why do people pray? Page 10)

**6. Reflection: What more can we discover? Does reflection matter to me**

Explore 6 sentence starters and get children to complete the sentences. Make water lilies with their sentences and float them. Was this activity similar to prayer? What do prayers help people reflect on?

(Lesson ideas found in 2. 4 Exploration unit planner, Why do people pray? Page 11)

**7. Prayer and me: Why do some people pray every day, but other not at all?**

Recap how each religion prays. Discuss difficulties, benefits and compare each practise.

(Lesson ideas found in 2. 4 Exploration unit planner, Why do people pray? Page 12)

**8. What have we learned from Muslims, Hindus and Christians about prayer, symbols and worship?**

		<p>Look at religious buildings and discuss how religious people feel when they go there to worship and prayer. Compare words children came up with for each religion.</p> <p>(Lesson ideas found in 2. 4 Exploration unit planner, Why do people pray? Page 13)</p> <p>9. Concluding activities - summary of learning</p> <p>(Lesson ideas found in 2. 4 Exploration unit planner, Why do people pray? Page 14)</p>	
<p>YEA R 4</p>	<p><b><u>Why is Jesus inspiring to some people? L2.3</u></b></p> <p>1. What does the word 'inspiring' mean? Who is inspiring?</p> <p>Create a list of heroes children like. What do they have in common? Why do people like them? Discuss real life heroes (sport, music) What might a person do if they were inspired by these people? Discuss the meaning of inspiration. Talk about religious people who inspire (Jesus, Moses). Share Galatians 5:22. Do our heroes show these qualities?</p> <p>(Lesson ideas found in 2.3, Why is Jesus inspiring to some people? Page 4)</p> <p>2. What do we know about Jesus' life story? Is his story inspiring for some people?</p> <p>Discuss the 4 famous books about Jesus' life (Gospels) and who wrote them (Mark, Luke, Matthew, John). How do the stories inspire? Look at pictures of Jesus and discuss why the artists depicted him in this way. There are no descriptions of what Jesus looked like in the bible and painting were not done until 150 years after his death. Discuss that Jesus was God come to earth as a human.</p> <p>(Lesson ideas found in 2.3, Why is Jesus inspiring to some people? Page 5)</p> <p>3. Was Jesus inspiring because of his actions?</p>	<p><b><u>Why do some people think that life is a journey? What significant experiences mark this? L2.6 (says 2.5 in title when document is open)</u></b></p> <p>1. What does a journey mean to us?</p> <p>Discuss journey in different contexts (travelling to places, life). Explore the idea of life as a journey. Explain that religious people may go on religious journeys and believer feel their faith keeps them safe and gives guidance.</p> <p>(Lesson ideas found in 2.5, Why do some people think life is a journey? Page 2-3)</p> <p>2. What is the significance of Baptism to Christians?</p> <p>Baptism looked at in year 1. What do children remember about Baptism? Recap the ceremony. Look at the symbolism of different aspects. Explore a 'fresh start'. What does this mean. If children got a 'fresh start' how would they change? What</p>	<p><b><u>What can we learn from religions about deciding what is right and wrong? L2.9</u></b></p> <p>1. What rules are important? How is the Golden Rule important?</p> <p>Recap school rules and importance. Give groups the Golden Rule from Christianity, Humanism and Judaism and ask them to work out what the message of the rule actually is. Christianity: Love your neighbour as yourself. Humanism: Treat other people as you'd want to be treated in their situation; don't do things you wouldn't want to have done to you. British Humanist Association, 1999 Judaism: What is hateful to you, do not do to your neighbour. Explore the idea of pay it forward and good deeds</p> <p>(Lesson ideas found in 2.9, What can we learn from religions about what is right and wrong? Page 4-5)</p> <p>2. What important messages are in the Ten Commandments? How do they help Jewish people know how to live?</p> <p>What do the ten commandments mean? Children to decide which they think is most and least important. What rule do children think is the most important to make a good world? How would following the Ten Commandments affect actions of children?</p>

Religious people see God at work through miracles. Retell Jesus feeding 5000 with 5 loaves and 2 fish (John chapter 6 verses 1-33) or Jesus walking on water. Why/how would these events inspire?

(Lesson ideas found in 2.3, Why is Jesus inspiring to some people? Page 6)

**4. What did Jesus teach? Was he a good teacher? Was he an inspiring teacher?**

Create an ingredients list of what children think make a good teacher. Tell the parable of the two builders: Matthew 7:24-27 and Luke 6:46-49. What was Jesus teaching? Was he a good teacher and how?

(Lesson ideas found in 2.3, Why is Jesus inspiring to some people? Page 7)

**5. Did Jesus' teachings inspire people? How and why?**

Read a children's version of the Happiness sayings of Jesus (The Beatitudes) Matthew 5: 3-12. These sayings are about being "Blessed" (happy). They contain advice on how Christians should live their lives. Jesus' list of 'happiness statements' is very different to the values most people live by. How do these inspire Christians? What does it inspire them to do?

(Lesson ideas found in 2.3, Why is Jesus inspiring to some people? Page 8)

**6. Who did Jesus say he was? Why is he so important to Christians?**

Share the 7 symbols Jesus chose for himself. He said: I am the Light, the Bread of Life, the Door, the Good Shepherd, the Way, Truth, Life, the Resurrection, the True Vine. What is Jesus trying to say about himself?

(Lesson ideas found in 2.3, Why is Jesus inspiring to some people? Page 9)

**7. Why do Christians call the day Jesus died ' Good Friday' and the following Sunday his resurrection day?**

Recap the Easter story and main day (taught year 1 and 3). How do Christians feel about the events?

are the promises made during the ceremony?

(Lesson ideas found in 2.5, Why do some people think life is a journey? Page 4-5)

**3. How do Jewish people mark becoming an adult?**

Show pupils a clip of a bar or bat mitzvah.

<https://www.bbc.co.uk/programmes/p02n2kqx> Explore what happens and what a bar or bat mitzvah signifies.

(Lesson ideas found in 2.5, Why do some people think life is a journey? Page 6-7)

**4. What ceremonies do Hindus mark in the journey of life?**

Explore the idea of reincarnation and the cycle of life and death for Hindus.

<https://www.bbc.co.uk/programmes/p02n5v2q>. Look at the Hindu sacred thread ceremony. The ceremony is sometimes called second birth

because it is meant to purify the person giving him a fresh start for the next stage of his life as an adult.

Explore what Hindus mean when they talk about purifying a person.

(Lesson ideas found in 2.5, Why do some people think life is a journey? Page 8-9)

**5. Why do people choose to get married?**

Look at reasons people get married. Are they good or bad reasons why? Share key ideas/principles of Christian, Jewish and Hindu weddings.

(Lesson ideas found in 2.9, What can we learn from religions about what is right and wrong? Page 6)

**3. What does Christianity say about how to live a good life?**

Look at what Jesus' guidance for a good life says. How would you follow these/what do they mean? Compare to the Ten Commandments. How might the teachings help Christians and Jewish do the right thing?

(Lesson ideas found in 2.9, What can we learn from religions about what is right and wrong? Page 7 - 8)

**4. How can people decide what is right and wrong without God's help?**

Look at different situations. What is right and wrong? What are some solutions for the problems? Look at how humanists reason and use their conscience to make good choices. Can they compare?

(Lesson ideas found in 2.9, What can we learn from religions about what is right and wrong? Page 9-10)

**5. What do religious stories tell believers about temptation?**

Discuss the meaning of temptation. Look at the story of Adam and Eve (taught in year 3). What does this teach Jewish and Christian children? Share the story of Jesus' temptation in the desert. Did Jesus give in?

(Lesson ideas found in 2.9, What can we learn from religions about what is right and wrong? Page 11-12)

**6. How have religious teachings helped to affect somebody's actions?**

Introduce children to Desmond Tutu and/or Trevor Huddleston and look at what he/they did. What did they do that showed they were putting Jesus' guidance and teachings into action?

(Lesson ideas found in 2.9, What can we learn from religions about what is right and wrong? Page 13-14)



<p>(Lesson ideas found in 2.3, Why is Jesus inspiring to some people? Page 10)</p> <p><b>8. Is Jesus still important today? Why? Who to? How does it show?</b></p> <p>How do Christians feel about Jesus and why is he important to their lives? What difference does believing in him make?</p> <p>(Lesson ideas found in 2.3, Why is Jesus inspiring to some people? Page 11)</p> <p><b>9. What kind of image of Jesus for the 21<sup>st</sup> Century would pupils like to create? Might it be inspiring to other?</b></p> <p>Children to imagine they have been asked to design a stained glass window which celebrates Jesus. How do children want to depict Jesus? Why?</p> <p>(Lesson ideas found in 2.3, Why is Jesus inspiring to some people? Page 12)</p> <p><b>10. Does being inspired by Jesus make a person stronger?</b></p> <p>Summarise what inspiring means. Does Jesus show these qualities? Do children's heroes show these qualities? Have the children reflect on the type of person they want to be? How can they achieve this? What will help them to be strong in doing these things?</p> <p>(Lesson ideas found in 2.3, Why is Jesus inspiring to some people? Page 13)</p> <p><b>11. Who is inspiring for me? Who is inspiring for other children in my class?</b></p> <p>Children to reflect on who inspires them. Do they copy these people? Why are they inspiring? In 20 years time who do the children want to be? (Not just job but parents/person).</p> <p>(Lesson ideas found in 2.3, Why is Jesus inspiring to some people? Page 14)</p>	<p>Compare each wedding to each other. What are the main reasons people get married? How does religion support them. What happens if you are not married. (Lesson ideas found in 2.5, Why do some people think life is a journey? Page 10-11_)</p> <p><b>6. Are all journey similar? Can we compare journeys of Christians, Jewish people and Hindus?</b></p> <p>Summarise and recall what has been learnt through the unit. Why do religions describe life as a journey? What are similarities and differences in their beliefs?</p> <p>(Lesson ideas found in 2.5, Why do some people think life is a journey? Page 12-13)</p>	
	<p><b>What does it mean to be a Hindu in Britain today? L2.8</b></p> <p><b>1. How do Hindus show their faith? Faith in what?</b></p>	

<https://www.bbc.co.uk/programmes/p02n5xj7>

What is important to Simran and Vraj? Discuss Hindu deities and views on gods and goddesses [millions of gods, representing aspects of the one God, designed to help humans focus in worship]. (recap from year 3) Focus on a puja tray. What is each aspect for?

(Lesson ideas found in 2.8, Hindu Britain today full plan. Page 4-6)

## 2. A Hindu life; what is important?

Recap journeys and Hindus beliefs.

Explain that the metaphor of life as a journey can be used about Hindu **aims and duties**. Introduce the word 'dharma', which means 'duty' in Hinduism. Explore Karma

<https://www.bbc.co.uk/programmes/p02n5v2q>

(Lesson ideas found in 2.8, Hindu Britain today full plan. Page 7-9)

## 3. Why is Mahatma Gandhi a Hindu Hero?

Remind pupils that a Hindu duty is to work for justice. Define 'justice' as fairness or equality. Watch this clip: [www.bbc.co.uk/programmes/p0114rp3](http://www.bbc.co.uk/programmes/p0114rp3)

**Mahatma Gandhi:** display a picture of Mahatma Gandhi. We are going to learn about a man who devoted his whole life to fighting injustice.

Explore him and why he is a Hindu hero.

(Lesson ideas found in 2.8, Hindu Britain today full plan. Page 10-12)

## 4. What is it like to be a Hindu in Britain today?

		<p>Explore ways Hindus have fitted in to British life through food and festivals. Share clips of a Hindu wedding. Discuss why it is good for Hindus to be able to live out their culture and beliefs in Britain. (stick to own beliefs, worship God the way you want to, earn good karma, maintain link with India, etc). Discuss why it might be difficult (Lesson ideas found in 2.8, Hindu Britain today full plan. Page 13-15)</p>	
Year 5	<p><b><u>What would Jesus do? Can people live by the values of Jesus in the twenty-first century? U2.2</u></b></p> <p><b>1. Can you work out what mattered to Jesus from 10 things he said? What was his 'mission statement'?</b> Introduce Jesus' 'Mission Statement' and what his main aims were. Discuss that Christians try and put these into action today, (Lesson ideas found in U2.2, What would Jesus do? Can we live by the values of Jesus in the twenty-first century? Page 4-6)</p> <p><b>2. What is the importance of the value of love? How did Jesus teach his followers to love?</b> Christians believe that the love of God is the greatest treasure; that giving your life for others is the greatest love, and that in the end, love wins and even death will be destroyed. Focus on the Christian value of Love and discuss love. (Lesson ideas found in U2.2, What would Jesus do? Can we live by the values of Jesus in the twenty-first century? Page 7)</p> <p><b>3. What do Jesus' parables about forgiveness teach to Christians today?</b> Share some parables about forgiveness. Read the different scenario cards and think about how hard it may</p>	<p><b><u>If God is everywhere, why go to a place of worship? U2.4</u></b></p> <p><b>1. What is a place of worship? What is it for?</b> Recap what is a place of worship. Can they recall particular places of worship and who worships there? What are some key features? etc. (Lesson ideas found in U2.4, If God is everywhere, why go to a place of worship? Page 4)</p> <p><b>2. What is a Christian place of worship? What is it for?</b> Look at different features of a Church and why they are there. Compare Baptist and Anglican churches. What are the differences between the two churches? What differences to this show in their beliefs? (Lesson ideas found in U2.4, If God is everywhere, why go to a place of worship? Page 5-6)</p> <p><b>3. What is a Hindu place of worship? What is it for?</b></p>	<p><b><u>What does it mean to be a Muslim in Britain today? U2.6</u></b></p> <p><b>1. What helps you through the journey of life? What helps Muslims through the journey of life?</b> What are some things pupils think they will need in order to be supported through life? Recap the idea that life is a journey. Introduce the five pillars of Islam as essentials of the life of a Muslim. Muslims must not only believe in the five pillars but must act on their beliefs. (Lesson ideas found in U2.6, What does it mean to be a Muslim in Britain today? Page 4)</p> <p><b>2. What is the key belief of Muslims? How does this affect their life?</b> Share the Shahadah with the class and explain that this is one of the most important beliefs in Islam and forms one of the five pillars of Islam. The Shahadah says 'I witness that there is no other god but Allah, and Muhammad is the prophet of Allah'. Discuss what it shows about Muhammad. Share the story of Bilal, the first Muezzin. Ask the pupils to work in pairs to consider what mattered most to Bilal. Share the story of the placing of the Black Stone. In pairs discuss the meaning and teaching of the story and ask pupils to</p>

be to forgive in that situation. Talk about Jesus forgiving those who crucified him.

[\(Lesson ideas found in U2.2, What would Jesus do? Can we live by the values of Jesus in the twenty-first century? Page 8-9\)](#)

**4. How do Christians today try to follow Jesus' teaching about justice and fairness? The example of Mother Teresa.**

Discuss the words of Mother Teresa's prayer with pupils. From stories of Mother Teresa, consider: in what ways did Mother Teresa putting into action the teachings of Jesus? Someone once said, "God has no voice but ours, no hands but ours": discuss with pupils what this might mean for Christians today. What does Mother Teresa's prayer say about sharing, fairness and kindness?

[\(Lesson ideas found in U2.2, What would Jesus do? Can we live by the values of Jesus in the twenty-first century? Page 10-11\)](#)

**5. What did Jesus teach about being generous and being greedy?**

Look at the Widow's Generosity story and Jesus and /Zacchaeus. What do they stories teach? Look at some Christian charities. Why do people give to charity? What do they hope might happen with the money?

[\(Lesson ideas found in U2.2, What would Jesus do? Can we live by the values of Jesus in the twenty-first century? Page 12\)](#)

**6. What does the teaching of Jesus have to say about some problems people face today? What would Jesus do?**

Discuss the USA movement called 'WWJD' (What would Jesus do). Give children different scenarios and discuss what they think Jesus would do and what they could do.

[\(Lesson ideas found in U2.2, What would Jesus do? Can we live by the values of Jesus in the twenty-first century? Page 13-14\)](#)

**7. What have we learned about living by the values of Jesus in the modern world?**

Compare worship at home and worship at the Mandir.

[\(Lesson ideas found in U2.4, If God is everywhere, why go to a place of worship? Page 7-8\)](#)

**4. What is a Jewish place of worship? What is it for?**

Synagogues themselves not only have different purposes. They are different depending on whether the Jewish community is Orthodox (traditional) or Reform (modernised). Discuss differences and similarities.

[\(Lesson ideas found in U2.4, If God is everywhere, why go to a place of worship? Page 9\)](#)

**5. Are people more important than the place?**

Christianity: What does it mean to say the church is the 'body of Christ'? Reflect on silence and places of worship. Christian churches and cathedrals are usually open all the time so anyone can enter and sit quietly by themselves. Reflect on nature. Christians believe that all life on earth ultimately derives from God. Some Christians feel closest to God when they can get out of towns and cities and connect with the natural world. Reflect how places of worship create community.

[\(Lesson ideas found in U2.4, If God is everywhere, why go to a place of worship? Page 10-11\)](#)

**6. What is a place of worship? What is it for?**

consider what it teaches us about the character and qualities of Muhammad.

[\(Lesson ideas found in U2.6, What does it mean to be a Muslim in Britain today? Page 5-6\)](#)

**3. Why does prayer matter to Muslims?**

Watch a video clip showing Muslims performing salah, with the sound down. Ask pupils to look carefully at the prayer movements. Look at quotes from Muslim pupils. Why is prayer important to them? Compare how they pray to Christian prayer.

[\(Lesson ideas found in U2.6, What does it mean to be a Muslim in Britain today? Page 7-9\)](#)

**4. How is charity important to Muslims? How is charity important to you?**

Research Muslim charity or almsgiving - Zakah, and the ways in which Muslims help and care for the world wide Muslim community (Ummah). Discuss why and how is Zakah performed and who benefits. Tell a story of the prophet and Money

[\(Lesson ideas found in U2.6, What does it mean to be a Muslim in Britain today? Page 10-11\)](#)

**5. Why do Muslims fast?**

Share information with pupils about fasting in Islam. The main period of fasting happens during the month of Ramadan. Fasting helps Muslims to appreciate how poor people suffer. It also concentrates the mind on what it means to be a Muslim and obey the command of Allah. It helps to build discipline into the life of a Muslim. [\(Lesson ideas found in U2.6, What does it mean to be a Muslim in Britain today? Page 12\)](#)

**6. Why do Muslims want to go on pilgrimage?**

Explain the desire shown by Muslims to visit Mecca/Makkah, the significant sites such as the cave at Hira where the prophet (pbuh) received the Qur'an, the Kab'ah and sites significant to other prophets of Islam. Muslims believe that hajj is only compulsory when they have enough money and can provide for their family whilst they are away. Explain the

What does the cross represent? Recap learning from over the topic and look at what impact it has on Christians. How does it make them better?  
(Lesson ideas found in U2.2, What would Jesus do? Can we live by the values of Jesus in the twenty-first century? Page 15)

**Why do some people believe God exists? U2.1**

**1. How many people believe in God?**

Look at how many people in 100 belong to each religion. Sort groups into theist' agnostic and atheist. What reasons might people believe, be unsure or not believe in God?

(Lesson ideas found in U2.1, Why do some people believe God exists? Page 4)

**2. Is God real? What do Christians think?**

Share some quotes from the bible. What does this tell them about how Christians view God? Come up with ideas of what God is not like. Gather some opinions of people...why do some people believe in God? Why do others not believe in God?

(Lesson ideas found in U2.1, Why do some people believe God exists? Page 5-6)

**3. How do we know what is true? Why do people believe or not believe in God?**

Explore the difference between fact, opinion/belief. Look at how people justify their opinion/fact. Look at some reasons why people do/do not believe.

(Lesson ideas found in U2.1, Why do some people believe God exists? Page 7-8)

**4. What do Christians believe about how the world began? Do they all share the same idea?**

Consider the idea of evolution - does this rule out God? Look at the creation story (genesis 1). Do all Christians believe the same? Do all take the story literally?

Introduce a simple 'big bang' theory. Did God create the big bang? If not how did it happen?

Look at features of different places of worship and sort them into the correct religion. What is the purpose of these features? What do these do and places of worship do for believers?

(Lesson ideas found in U2.4, If God is everywhere, why go to a place of worship? Page 12)

**7. What does a place of worship mean to believers?**

Christian-How have churches changed over time? How do they help people in difficult time?

Hinduism - Why is pilgrimage part of Hindu worship? These lines of enquiry allow pupils to think about the importance of pilgrimage in Hinduism. Judaism: Why is the synagogue only part of the picture? These lines of enquiry allow pupils to think about the value of the synagogue and Torah in Jewish life and how they provide ongoing guidance.

(Lesson ideas found in U2.4, If God is everywhere, why go to a place of worship? Page 13-16)

different parts of Hajj, Focus on the actions completed on Eid-ul-Adha

(Lesson ideas found in U2.6, What does it mean to be a Muslim in Britain today? Page 13-14)

**7. Where do people get advice and guidance from?**  
Ask the class to think about where they get good advice from

Explain that Muslims get their good advice from a variety of sources including; Qur'an, Hadiths. Share the story of the revelation of the Qur'an to the Prophet Muhammad. Share with the children these 'commandments' from Surah (chapter) 17 of the Qur'an. Commandments from Surah 17.

(Lesson ideas found in U2.6, What does it mean to be a Muslim in Britain today? Page 15-16)

**8. What is a special place for Muslims?**

Look at different aspects of a Mosque and what they mean/show. What signs of respect are used? What do they mean? Ask pupils to identify 10 different ways that respect is shown to Allah, the Prophet Muhammad (pbuh) and the holy Qur'an.

(Lesson ideas found in U2.6, What does it mean to be a Muslim in Britain today? Page 17)

**9. Can you think of similar commitments to the five pillars in your life? What matters to Muslims?**

Recap the five pillars that the pupils have learnt about over the last few weeks. The five pillars of Islam are shahadah - a belief in one God, salah - prayer, five times a day, sawm - fasting, hajj - pilgrimage and zakah - the giving of alms. Why is the metaphor of pillars used?

Return to the key question of the unit What does it mean to be a Muslim? (Lesson ideas found in U2.6, What does it mean to be a Muslim in Britain today? Page 18)

	<p>(Lesson ideas found in U2.1, Why do some people believe God exists? Page 9-10)</p> <p><b>5. Is God real? Why do some people believe God exists? Why do some people believe God doesn't exist?</b></p> <p>Summarise views of people. What evidence is there for each view point? What do children consider strong and weak points?</p> <p>(Lesson ideas found in U2.1, Why do some people believe God exists? Page 11)</p>		
<p>YEA R 6</p>	<p><b><u>What do religions say to us when life gets hard? U2.3</u></b></p> <p><b>1. What questions have you got about what happens when we die?</b></p> <p>Think of difficult questions and how they can be complicated to answer. Read the story 'heaven' by Nicholas Allan. Use this to generate questions and answers about death and dying. What do children want to learn from the unit?</p> <p>(Lesson ideas found in U2.3, What do religions say to use when life gets hard? Page 4)</p> <p><b>2. What do some people think carries on after we have died? What is our soul?</b></p> <p>Explore beliefs about soul. How do the children think a soul is represented? What do they think happens to our soul? (Lesson ideas found in U2.3, What do religions say to use when life gets hard? Page 5)</p> <p><b>3. Do some people believe that you can come back to life as a different thing? What is reincarnation?</b></p> <p>Investigate: Do some people believe that you come back to life as a different thing? What is reincarnation? Sharing ideas of reincarnation and karma. Ask the pupils to write a note to Lil as if from a Hindu explaining what they think will have happened to dill the dog when he died. Ensure that pupil use the terms reincarnation and Karma in their note. Ensure pupils make a link between a belief in reincarnation and living a good life. (Lesson</p>	<p><b><u>What matters most to Christians and to Humanists? U2.7</u></b></p> <p><b>1. Do rules matter? Why? What is a code for living?</b></p> <p>Look at villains in movies. What makes them bad? What rules do they break? Think about things which children think are naughty, consequences. Think about how conscience in your mind helps you choose between right or wrong.</p> <p>(Lesson ideas found in U2.7, What matters most to Christians and to Humanists? Page 4)</p> <p><b>2. Who is a humanist? What codes for living do non-religious people use?</b></p> <p>Introduce the work of Humanists UK to pupils. What do Humanists think is good? Think about the rules Humanists live by.</p> <p>(Lesson ideas found in U2.7, What matters most to Christians and to Humanists? Page 5)</p> <p><b>3. What can we learn from discussion and dram about good &amp; bad, right and wrong?</b></p>	<p><b><u>What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)? U2.8</u></b></p> <p><b>1. What can we learn from the game 'Everyone's committed'? What does it mean for Hindus, Muslims and Christians to commit to beliefs?</b></p> <p>Explore commitments. Introduce the 3 big concepts - Muslims committed to Ummah. Christians to believing in God's grace or generosity, Hindus committed to Ahimsa or harmlessness.</p> <p>(Lesson ideas found in U2.8, What difference does it make to believe in Ahimsa, grace and ummah? Page 4-5)</p> <p><b>2. How do Muslim people build their community, the Ummah, by following their Prophet?</b></p> <p>Teach pupils the life story of the Prophet. Why is Prophet Muhammad so important to Muslims? How does sharing stories unite Muslims in one Ummah (community)</p> <p>(Lesson ideas found in U2.8, What difference does it make to believe in Ahimsa, grace and ummah? Page 6_)</p> <p><b>3. How does it feel to be a part of the Muslim Ummah? What difference does it make?</b></p> <p>Teach the fours ways of sharing in the worldwide Ummah, the global Muslim community (Zakat and</p>

ideas found in U2.3, What do religions say to use when life gets hard? Page 6)

**4. Do you get to heaven if you do things wrong?**

Discuss what judgement means. Introduce and explain the belief of one life and judgement. Share with pupils that Christians and Muslims believe this.

How do you think Christians and Muslims can 'increase their score?' What might they do to lower the score? (Lesson ideas found in U2.3, What do religions say to use when life gets hard? Page 7-8)

**5. What do Christians think happens when we die?**

Read the poem 'Heaven' by Steve Turner. Look at a funeral service and explore passages and the order of service. How do funerals help Christians who are sad? (Lesson ideas found in U2.3, What do religions say to use when life gets hard? Page 9)

**6. What do people who don't believe in God think happens when we die?**

Draw a time line for a person, ending at the point of death. Fork this line in 3 ways to demonstrate the different answers to 'What happens when we die?' - judgement, re-incarnation and then the response, 'nothing'. Extend understanding of this by making it clear that this response often leads to a desire to live life to the full. Explain that at a funeral of a non-believer, the life is celebrated for what was achieved and what was given to others. The focus is on the life lived, not on a life to come. Share some readings that could be chosen for a non-religious funeral service.

(Lesson ideas found in U2.3, What do religions say to use when life gets hard? Page 10)

**7. What different ideas are there about what happens when we die? What do I think?**

Can children sort ideas of death into the correct religion? Compare beliefs. Read the poem Heaven by Peter Blowfield (age 10) and discuss in groups.

(Lesson ideas found in U2.3, What do religions say to use when life gets hard? Page 11-12)

Introduce the idea of freedom of action. Each individual is free to choose how they act in most situations, but the decision about what to do in any given situation is based on beliefs about the situation and the consequences of the action taken.

(Lesson ideas found in U2.7, What matters most to Christians and to Humanists? Page 6)

**4. What codes for living do Christians try to follow?**

Read the Good Samaritan and read the account of the crucifixion. What values did Jesus want people to follow. (Lesson ideas found in U2.7, What matters most to Christians and to Humanists? Page 7)

**5. What can we learn from a Values Game?**

Play a values game and compare what Humanists and Christians would value most.

(Lesson ideas found in U2.7, What matters most to Christians and to Humanists? Page 8)

**6. Peace: is it more valuable than any money?**

Reflect on peace and how religious and non-religious people can cooperate. How do charities help bring 'peace' to others?

(Lesson ideas found in U2.7, What matters most to Christians and to Humanists? Page 9)

**7. Can we create a code for living that would help the world?**

Qurbani, Charity across the world, The Hajj, Stories of the Prophet and the words of the Qur'an).

(Lesson ideas found in U2.8, What difference does it make to believe in Ahimsa, grace and ummah? Page 7)

**4. What does harmlessness mean in the Hindu religion? The example of the ways Gandhi stood up for his beliefs and commitments?**

Share the story of Gandhi and discuss the concept of ahimsa. Explain that he was a Hindu who believed in and was committed to the principle of ahimsa, meaning harmlessness or non-violence.

(Lesson ideas found in U2.8, What difference does it make to believe in Ahimsa, grace and ummah? Page 8)

**5. How do Hindus show their commitment to ahimsa through acts of service or sewa?**

Selfless Service: Ahimsa is about harmlessness, but is positive too: about serving others generously. Sewa is selfless service to humanity. Service to God (in Hindu life, the gods and goddesses) may include worship. Service to humans may include giving money to charity or looking after those in need. Acts of sewa towards fellow human beings may be long, short, big, small, loud or quiet, but must always be selfless - acts of kindness without expectation of anything in return. Look at Sewa charity.

(Lesson ideas found in U2.8, What difference does it make to believe in Ahimsa, grace and ummah? Page 9)

**6. What did Jesus teach about God's grace and forgiveness?**

Read, tell or watch video of Jesus story about forgiveness, the Lost Son (from Luke 15). Talk about grace in the story. Discuss the meaning of grace for Christians.

**Is it better to express our religion in arts and architecture or in charity and generosity? U2.5**

**1. What makes a place special? What is a sacred place? Are all places sacred? What is the value of a sacred place?**

Start this unit with a general development of the concept of sacred space. Read an extract from the early section of 'The Lion, the Witch and the Wardrobe' by C S Lewis, where some children discover a doorway through a wardrobe to the magical kingdom of Narnia. Talk about the excitement of discovering new places. What could be behind the wardrobe door? Ask the children to think of a special place for them which they enjoy. Discuss what 'sacred' means and how special places for those with a faith are considered to be sacred places, places for worship. (Lesson ideas found in U2.5,

**Is it better to express our religion in arts and architecture or in charity and generosity? Page 4)**

**2. How do mosque buildings express Islamic beliefs and values? What makes a fine mosque?**

Explain that in Islamic art and architecture there are no images of Allah and for many Muslims no image of humans because they mislead rather an enlighten us. Instead geometric and natural pattern is used to create beauty. Look at websites and pictures of mosques near your school.

**(Lesson ideas found in U2.5, Is it better to express our religion in arts and architecture or in charity and generosity? Page 5-6)**

**3. Muslim calligraphy, paintings and poetry: What is happening?**

Use the 99 Beautiful Names as a way to understand what Islam teaches. Teach / remind children that Muslims make beautiful writing, but no pictures of Allah. Use the poetic lines of Al Ghazali (born 1058CE, over 950 years ago) to explore Muslim belief about Allah. (Lesson ideas found in U2.5, Is it better to express our religion in

Reflect on some of the codes Christians and humanists live by. What rules do children think are important? Why do we need them and what would happen without them?

**(Lesson ideas found in U2.7, What matters most to Christians and to Humanists? Page 10-11)**

**(Lesson ideas found in U2.8, What difference does it make to believe in Ahimsa, grace and ummah? Page 10)**

**7. Why did Jesus share bread and wine with his disciple, the night of his arrest? How did Jesus show the meaning of grace?**

Recap the Easter story and Holy Week. How did Jesus show grace in these stories? Reflect on the foot washing and Jesus' last supper. How did this show grace?

**(Lesson ideas found in U2.8, What difference does it make to believe in Ahimsa, grace and ummah? Page 11)**

**8. How can the life of a great Christian person show us the meaning of grace?**

Research the life of a Christian. What did the person do that was difficult or unusual in the circumstances? What did they sacrifice? What helped them to maintain that commitment? What words/phrases describe their action or qualities? In what ways is this person a good follower of Jesus? How did this person put Jesus' ideal of grace, or generosity into action? How did they live generously?

**(Lesson ideas found in U2.8, What difference does it make to believe in Ahimsa, grace and ummah? Page 12)**

**9. What have we learning from the Muslims, Christians and Hindus about their commitments to the Ummah, to Ahimsa and to Grace? How are these religions similar, and how are they different?**

Who's committed to what? What difference do 'big beliefs' make?

Why do the concepts of Ahimsa, Ummah and Grace matter?

**(Lesson ideas found in U2.8, What difference does it make to believe in Ahimsa, grace and ummah? Page 13)**



arts and architecture or in charity and generosity?  
Page 7)

**4. How do Christians use art in worship and in remembering Jesus? What do you admire about some works of art?**

Look at different images of art work from the life of Jesus. Children to review the pictures and think about which concepts connect to the pictures. Can children make their own works of art based on different bible quotes?

(Lesson ideas found in U2.5, Is it better to express our religion in arts and architecture or in charity and generosity? Page 8)

**5. Can a Christian place of worship be a building for the 'glory of God'? What does this mean?**

Show children some examples of Christian Cathedrals. There are, for example, 44 Anglican cathedrals in England, and many more globally

Tell pupils the story of Christchurch Cathedral in New Zealand, a beautiful building destroyed in 2011 by an earthquake. Show the rebuild. In what ways is this 'for the glory of God'? Ask pupils to consider these 4 Christian ideas and prepare to write about why cathedrals matter to people who are Christians, and what cathedrals say about belief in God.

(Lesson ideas found in U2.5, Is it better to express our religion in arts and architecture or in charity and generosity? Page 9)

**6. How and why do Muslim charities try to change the world?**

Ask students what it means to 'be charitable'. What sorts of things can people give? Why should they? Why should we? Explore with pupils what the Qur'an teaches. Look at some sayings and teachings of Islam about the Ummah (the worldwide community of Muslims), Zakat (the pillar of charitable giving) and wealth and poverty, and consider what difference they would make to life

today if everyone followed them. Look into some Muslim charities.

(Lesson ideas found in U2.5, Is it better to express our religion in arts and architecture or in charity and generosity? Page 10-11)

**7. How and why does Christian Aid try to change the world?**

Read Matthew 19:16-30 - 'The Rich Young Ruler' . What does it tell you about Christians' attitudes to wealth and poverty? Look at some sayings of Jesus about helping people, fellowship and generosity (e.g. *The Good Samaritan*, Luke 10:25-37). Respond by applying the ideas: what would happen if everyone did this? How would the world change if everyone followed the teaching of Jesus? Why don't we? Investigate and report on some projects of Christian Aid.

(Lesson ideas found in U2.5, Is it better to express our religion in arts and architecture or in charity and generosity? Page 12)

**8. What matters more to Christians and Muslims: art and architecture or generosity and charity? What matters more to you?**

Recap and summarise learning. Look at the unit question and think of arguments for both. (Lesson ideas found in U2.5, Is it better to express our religion in arts and architecture or in charity and generosity? Page 13)