

**Medium Term Plan: What is the best way for a Muslim to show commitment to God?**

<b>SACRE Objectives</b>		<b>New vocabulary</b>
A1 – Understand reasons for showing commitment in different ways. B1 – Describe different ways Muslims show their commitment to God. C1 – Consider which ways of showing commitment to God would be better for Muslims.		<ul style="list-style-type: none"> <li>Five Pillars - The framework of the Muslim life. They are the testimony of faith, prayer, giving zakah (support of the needy), fasting during the month of Ramadan, and the pilgrimage to Makkah once in a lifetime for those who are able.</li> <li>Zakah - Giving money to charity.</li> <li>Sawm - Fasting during the month of Ramadan.</li> <li>Qu’ran - The Holy book of Islam revealed to the Prophet Muhammad.</li> <li>Hajj - Pilgrimage to Makkah.</li> </ul>
<b>Social, Moral &amp; cultural opportunities</b>	<b>Religion</b>	
Spiritual Moral	Islam	
<b>British Values</b>		<b>End Point Assessment Statements:</b>
Tolerance Mutual Respect Rule of law Individual liberty		I can identify the different levels of commitment that I show to different things and explain these priorities I can explain the different ways Muslims show their commitment to God. I can explain ways of showing commitment to God that would be better than others for Muslims I can explain that individuals show different degrees of commitment to their religion and relate this to commitment I make in my life.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Learning Question</b>	What is commitment?	What is the best way for a Muslim to show commitment to God	How does Zakah show commitment to God?	How does Sawm show commitment to God?	In what ways do Muslims show that they are committed to God?
<b>Concept</b>	Personal resonance with or reflection on	Knowledge and understanding	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question
<b>Conceptual Knowledge</b>	I can identify the different levels of commitment that I show to different things and explain these priorities	I can explain the different ways Muslims show commitment to God	I can explain the different ways Muslims show commitment to God	I can explain the different ways Muslims show commitment to God	I can explain that individuals show different degrees of commitment to their religion and relate this to commitment I make in my life.
<b>Lesson Type</b>	Engagement	Investigation	Investigation	investigation	evaluation
<b>Review/ Revisit</b>	Flashback to y3/4 Recap the Escape from Egypt story (Exodus 20:1-17) and the covenant (promise) the Jews made with God.	Definition of commitment, review a scenario.	The 5 pillars of Islam quiz	Knowledge mats What is Zakah?	The five pillars
<b>Read</b>	Scenarios throughout the lesson	The five pillars	Key vocabulary knowledge mats	Recap the five pillars	Sorting activity matching the pillar name to the description
<b>Teach</b>	What is commitment- discuss as a class. You can show commitment by doing something on a regular basis, demonstrating loyalty, hard work and belief.	The five pillars of Islam: -Shahadah – the profession of faith. The belief that "There is no god but God, and Muhammad is the Messenger of God" is central to Islam. -Salat – Muslim prayer. It is their duty to pray five times a day. -Zakah – charity. Muslims think it is their duty to do this as everything they own belongs to God. -Sawm. During the month of Ramadan, Muslims do not eat or drink at all during the hours of daylight -Hajj. Muslims are expected to visit Makkah at least once in their lifetime if conditions allow.	The 3 <sup>rd</sup> pillar is Zakah- giving money to charity . Watch <a href="https://www.bbc.co.uk/programmes/p010xbny">https://www.bbc.co.uk/programmes/p010xbny</a> while watching write down, why do you think Muslims have to give to charity.  Muslims believe that it is their duty to give to charity as everything they own belongs to God.  Look at an Islamic charity website such as <a href="http://www.islamic-relief.org.uk">www.islamic-relief.org.uk</a>	The 4 <sup>th</sup> Pillar is Sawm. During the month of Ramadan Muslims do not eat or drink during daylight hours. Watch the clip and think about why Muslims fast: <a href="https://www.bbc.co.uk/bitesize/topics/zpdtbkb/articles/zjc2bdm">https://www.bbc.co.uk/bitesize/topics/zpdtbkb/articles/zjc2bdm</a> Muslims fast because Allah says in the Qu’ran that they should.  The fifth Pillar is Hajj- Muslims are expected to visit Makkah at least once in their life if possible. Watch <a href="https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-muslim-pilgrimage-hajj/zndfcqt">https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-muslim-pilgrimage-hajj/zndfcqt</a>	Recap the five pillars and what Muslims are required to do for each.
<b>Practice</b>	Read a range of situations and sort into whether these require/ show commitment or not eg training for a sport regularly, visiting a poorly relative every Tuesday, going to the gym if your friend is.	Create a poster on the five pillars- describing what each of these are.	Debate the following questions in teams: Does this show commitment to God? Should this be a duty and should they be able to decide how much to give?	Mix pair share key questions: do you think fasting is necessary to show commitment to God? Why do you think Hajj shows commitment?	Groups of 5. Group discussion then stand in a continuum to show how important you think each of these practises is and why.
<b>Apply</b>	Consider whether or not it is difficult to maintain a commitment, sometimes it can be difficult. Give scenarios to discuss on tables such as you are invited to a party but it is on the same night you usually visit your Grandma.	Share in a round robin why each of these pillars shows that Muslims are committed to God	Create a poster to show other than giving money, the other ways we can help people.	Picture of Hajj : write a post card pretending you are a Muslim child at Hajj explain how you are feeling and why this journey has been so important to you	Write down what you believe is the best way Muslims can show commitment to God and why
<b>Reflect</b>	Ingredient for a potion: decide on three key ingredients needed to show commitment (eg perseverance, patience, love)	How might praying 5 times a day affect a Muslim child’s life? Would it always be easy to stop what they are doing to pray?	Would someone be a good Muslim if they didn’t donate to charity?	Which of the 5 pillars of Islam do you think would be hardest to follow?	Think back to lesson 1 and what you said you were committed to. Write a short mission statement about one thing they now feel that they are committed to and what they are going to do to make sure they stay committed.

**Medium Term Plan: Is Christianity still a strong religion 2000 years after Jesus was on Earth?**

SACRE Objectives		Previous Vocabulary	New vocabulary
A4 – Explain how different people have influenced me. B4 – Describe existing opinions on whether Christianity is a strong religion today. C4 – Express my own opinion on whether Christianity is a strong religion today.		<ul style="list-style-type: none"> <li>Agape - (Pronounced a-ga-pay) Unconditional love.</li> <li>Ten Commandments - Laws or rules handed down to Moses by God on Mount Sinai.</li> </ul>	<ul style="list-style-type: none"> <li>Lent - 40 days leading up to Easter.</li> <li>Ash Wednesday - First day of Lent: Christians can receive the sign of the cross in ash on their foreheads (the ash is made from burning the previous year's palm crosses from Palm Sunday).</li> <li>Shrove Tuesday - The day before Ash Wednesday: typically a time to finish up rich food ready for fasting in Lent; traditionally called Pancake Day in UK.</li> <li>Fish symbol - Known as ichthys: means fish in Greek, but the letters are also the initials of five Greek words that mean "Jesus Christ, Son of God, Saviour".</li> <li>CAFOD - Catholic Agency for Overseas Development.</li> <li>Ten Commandments - Laws or rules handed down to Moses by God on Mount Sinai.</li> </ul>
Social, Moral & cultural opportunities	Religion		
Spiritual Moral	Christianity		
British Values	Previous Learning End Point Assessment statements:		End Point Assessment Statements:
Tolerance Mutual Respect Individual liberty Democracy Rule of law	I can make links between different Christian beliefs and their views on whether anything is ever eternal I can explain the difference it would make to me to know that something was eternal I can explain why Christianity is still a strong religion and also give an opposing argument		I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow I can explain how the influence people have had on me has affected what I see as important I can explain why Christianity is still a strong religion and also give an opposing argument. I can give my opinion as to whether Christianity is a strong religion now and say why I think this

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Learning Question</b>	What is influential?	Do festivals and symbols show that Christianity is still a strong religion?	Do the actions of Christians around the world show that Christianity is still a powerful religion?	Where else in British society do we see the influence of Christianity?	Is Christianity a strong religion still 2000 years after Jesus was on Earth?
<b>Concept</b>	Personal resonance with or reflection on	Knowledge and understanding	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question
<b>Conceptual Knowledge</b>	I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow	I can give my opinion as to whether Christianity is a strong religion now and say why I think this	I can explain why Christianity is still a strong religion and also give an opposing argument.	I can give my opinion as to whether Christianity is a strong religion now and say why I think this	I can explain how the influence people have had on me has affected what I see as important
<b>Lesson Type</b>	Engagement	Investigation	Investigation	Evaluation	Expression
<b>Review/ Revisit</b>	Previous knowledge around Christianity, key figures and celebrations	Flashback to Y3/4 What is the definition of incarnation? Which Christian celebration does this relate to?	Symbol meanings	Different ways Christians are influential around the world.	Key vocabulary from the unit
<b>Read</b>	Reading / sorting influential people statements during session.	Key vocabulary from knowledge mats/ previous session.	Research the website Christian aid <a href="https://www.christianaid.org.uk/">https://www.christianaid.org.uk/</a>	The national anthem lyrics	Quiz on content of this unit
<b>Teach</b>	Discuss the meaning of the word influential. What does this mean. Look at a few examples of influential people in the world eg Martin Luther, The Queen, Ronaldo etc.  Key questions: do they have to be famous? What are your memories of them? Do they still need to be in your lives to influence you?  Read and sort selection of individuals into influential and not.	Discuss as a class- what is a symbol? Give the definition and examples.  Children given task to sort a number of festivals into those that are Christian and those that are not.	Christian charities are doing good work to alleviate poverty, hunger etc  Watch the clips: <a href="https://www.christianaid.org.uk/our-work/about-us">https://www.christianaid.org.uk/our-work/about-us</a> <a href="https://www.christianaid.org.uk/our-work/about-us/our-aims">https://www.christianaid.org.uk/our-work/about-us/our-aims</a>  Christians do this in response to Jesus' teaching 'Love your neighbour' Mark 12:28-21  Some people are persecuted/ suffering for standing up for their Christian beliefs	Teach/review the 10 commandments and simplify/ explain these. These are the rules handed down by God to Moses on Mount Sinai  <ol style="list-style-type: none"> <li>You shall have no other gods before Me.</li> <li>You shall not make idols.</li> <li>You shall not take the name of the LORD your God in vain.</li> <li>Remember the Sabbath day, to keep it holy.</li> <li>Honor your father and your mother.</li> <li>You shall not murder.</li> <li>You shall not commit adultery.</li> <li>You shall not steal.</li> <li>You shall not bear false witness against your neighbor.</li> <li>You shall not covet</li> </ol>	Review the different ways Christianity is influential: The Christian symbols we see around us.  The Christian charity work.  How Christians suffer around the world because of their beliefs.  How the 10 commandments can be seen in Britain. Discuss some counter arguments for why it is not a strong religion by looking at what other key religions believe eg Islam and the 5 pillars, Humanists- we do all these things because it is the right thing to do.
<b>Practice</b>	2 minutes to list influential people. Round Robin- share someone on your list and why they are influential.	Establish those that are Christian ensure the children know what they represent eg Mothers Day, Lent, Shrove Tuesday, Harvest, Easter, Christmas.	In pairs, read a news article about Christians suffering around the world for their beliefs eg <a href="https://www.opendoorsuk.org/persecution/world-watch-list/north-korea/?gclid=EAlaIqobChMI0tPO7fks-AIVme3tCh2c_Qu0EAAYASAAEgKHAfD_BwE">https://www.opendoorsuk.org/persecution/world-watch-list/north-korea/?gclid=EAlaIqobChMI0tPO7fks-AIVme3tCh2c_Qu0EAAYASAAEgKHAfD_BwE</a>	As a class look at/ think of examples where people follow these in Britain eg people take an oath and swear to tell the truth in court on a Bible, there is no death penalty in this country, we don't go to school on Sunday.	Write a newspaper article giving arguments for and against the learning question.

<b>Apply</b>	Make a poster of one person who has influenced you and write about why they have influenced you? How? Consider the key questions above.	Sorting Christian symbols and match the statement explaining the meaning behind each symbol. Eg A cross necklace- represents Jesus' death and resurrection. Bread and wine in communion- Jesus' body and blood.	Small group Debates: Does the charity work carried out by Christians show that this is still a strong religion?  Does the fact that some people are fearful of Christianity show that it is a strong religion?	In pairs, give each pair one of the 10 commandments, they are to think of how many different ways we follow this within Britain.	Peer assess and improve work.
<b>Reflect</b>	Who do you think Christians believe is influential?	Are there any Christian symbols you don't understand the meaning of? Discuss these.	Share views with the whole class.	After considering how people in Britain follow the commandments, does this mean Christianity is still a strong religion today?	Reflect on how the influence people have on you affects what you see as important- is Christianity still important

**Medium Term Plan: Is anything ever eternal?**

<b>SACRE Objectives</b>		<b>Previous Vocabulary</b>	<b>New vocabulary</b>
A3 – Express how the concept of something being eternal makes me feel. B3 – Make links between Christian beliefs and the concept of eternity. C3 – Share my own beliefs on the concept of eternity		<ul style="list-style-type: none"> <li>• Incarnation - The Christian belief that God took human form in Jesus Christ.</li> <li>• Crib - The place where Jesus was laid as a baby but sometimes refers to whole nativity scene.</li> <li>• Carols - Songs about Christmas and the birth of Jesus.</li> </ul>	<ul style="list-style-type: none"> <li>• Agape - (Pronounced a-ga-pay) Unconditional love.</li> <li>• Ten Commandments - Laws or rules handed down to Moses by God on Mount Sinai.</li> </ul>
<b>Social, Moral &amp; cultural opportunities</b>		<b>Religion</b>	
Spiritual	Christianity		
Moral			
<b>British Values</b>	<b>Previous Learning End Point Assessment statements:</b>		<b>End Point Assessment Statements:</b>
Tolerance Mutual Respect	I can share my own response to the Christian belief in the Virgin birth showing respect to Christian views I can explain the qualities needed in different people because of the important jobs they are chosen to do I can evaluate different Christmas traditions and celebrations in the light of their relevance to Christian beliefs in Jesus.		I can make links between different Christian beliefs and their views on whether anything is ever eternal I can explain the difference it would make to me to know that something was eternal I can explain why Christianity is still a strong religion and also give an opposing argument

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Learning Question</b>	Does anything last forever?	How is love expressed?	What do Christians believe about Heaven?	Can I make links between different Christians beliefs on whether anything is ever eternal?	Is everything eternal?	Is it important to lead a good life?
<b>Concept</b>	Personal resonance with or reflection on	Knowledge and understanding	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question	Evaluation/critical thinking in relation to the enquiry question
<b>Conceptual Knowledge</b>	I can make links between different Christian beliefs and their views on whether anything is ever eternal	I can make links between different Christian beliefs and their views on whether anything is ever eternal	I can make links between different Christian beliefs and their views on whether anything is ever eternal	I can make links between different Christian beliefs and their views on whether anything is ever eternal	I can explain the difference it would make to me to know that something was eternal	I can explain why Christianity is still a strong religion and also give an opposing argument
<b>Lesson Type</b>	Engagement	Investigation	Investigation	Evaluation	Expression	Expression
<b>Review/ Revisit</b>	Christianity- who is who? What do we already know about Jesus	Knowledge from last lesson: what is the definition of eternal	Recap definitions of eternal and unconditional love	Flashback to 5/6 what are the 5k's of Sikhism? Kirpan, kesh, kara, kangha, kachera	Quiz- name all 10 commandments	Revisit key definitions from this unit
<b>Read</b>	Definitions of what eternal means including Christian definition.	Biblical scripture on agape (unconditional love) <a href="https://www.learnreligions.com/agape-love-in-the-bible-700675">https://www.learnreligions.com/agape-love-in-the-bible-700675</a>	Reread: Jesus forgives the people who have crucified him Luke 23:34,	Jesus forgives the criminal crucified next to him (Luke 23-32-43)	A poem about eternal life <a href="https://www.poetrysoup.com/poems/best/eternal_life">https://www.poetrysoup.com/poems/best/eternal_life</a>	Provide quotes from different religions that all mean we should lead a good life (Christianity/ buddism/ islam)
<b>Teach</b>	Class discussion of what we think eternal means. Does this differ to what Christians believe- read the following Bible definition: For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life John 3:16  Model sorting some cards into which are eternal/ will last forever.	Watch a Christian marriage focus on promises and vows- that they will love each other their whole life. <a href="https://request.org.uk/resource/life/rites-of-passage/marriage/">https://request.org.uk/resource/life/rites-of-passage/marriage/</a>  Discuss the symbol of the ring – that it will last eternity/ go on forever.	What is forgiveness? Jesus taught us that love is unconditional and to forgive. Refer back to the story above.  Christians believe Jesus taught us that love should be eternal and unconditional.  Heaven: How do Christians get to heaven? Link this to forgiveness and reeling remorse.	Recall ideas from last session about who goes to heaven and how Christians get there.  Teach that Christians believe that for eternal life, they need to believe in God, and do their best to follow the ten commandments. Show the ten commandments and discuss what happens if you break them.	Revisit the question What is eternity? Share a story about love (already covered) and story about life after death from the Bible.	Share the gospel of Matthew "Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. This is the first and great commandment. And the second is like unto it, Thou shalt love thy neighbour as thyself"  Discuss what this quote means.
<b>Practice</b>	Give children cards to sort: Which of these will last forever. Oceans, celebrities, love, food, sun, a photograph, planets etc	Class discussion around what marriage is and about the different kinds of love.  Discuss the definition of unconditional love	Read and discuss how love is portrayed in. The walk to Emmaus (Mark 16:12-13) and Jesus at the beach barbecue (John 21: 1-14) to illustrate this.	Discuss the 10 commandments and what they mean.	In groups act out one of the stories and share with the class.	Mix pair share questions: Why is it important to lead a good life?  How can we do this?

<p><b>Apply</b></p>	<p>As a class, give three columns: has lasted my lifetime so far, I think will last forever and I wish would last forever.</p> <p>Why they would choose for each item in each column.</p>	<p>In groups give the children Bible references of how Jesus portrayed love. Children to consider how this shows love and then to freeze frame that particular piece of scripture. summarize how this showed love. Love Your Enemies Matthew 6:43-47, The two great commandments Mark 12: 29-31, The Lost Son Luke 15:11-32, Jesus heals 10 men (lepers) Luke 17:11-19, Jesus forgives the people who have crucified him Luke 23:34, God loves the world John 3:16, What is love? 1 Corinthians 13:4-13).</p>	<p>Read The sheep and the goat (Matthew; 25: 31-46). How does this extract show love?</p>	<p>Discuss the questions: If you break one of the ten commandments, can you still go to heaven? Is going to heaven a Christian's only motivation for doing good things?</p>	<p>Discover RE Activity sheet: why the stories show love and death. Asking if they believe everything is ever eternal.</p> <p>Summarise the belief that even if you do not personally believe in something being eternal, many religions believe things are eg God, the soul, Brahman.</p>	<p>In groups: draw and colour a rainbow and in each section write how they could lead a good life.</p>
<p><b>Reflect</b></p>	<p>Mix pair share. One thing that you think is eternal.</p>	<p>Share freeze frames with the class.</p>	<p>Can people who have not done good deeds go to heaven?</p>	<p>Can a non-Christian go to heaven?</p>	<p>Reflect back to the first session and answer- do you think anything is ever eternal and why?</p>	<p>Share one of your ideas in a round Robin.</p>

**Medium Term Plan: How did Jesus create a 'New Covenant' and what does that mean to Christians today?**

SACRE Objectives		Previous Vocabulary	New vocabulary
A6 – Reflect on whether commitment should be mutual. B6 – Make links between Bible texts and the New Covenant. C6 – Reflect on whether the New Covenant is relevant to Christians today.		<ul style="list-style-type: none"> <li>Lent - 40 days leading up to Easter.</li> <li>Ash Wednesday - First day of Lent: Christians can receive the sign of the cross in ash on their foreheads (the ash is made from burning the previous year's palm crosses from Palm Sunday).</li> <li>Shrove Tuesday - The day before Ash Wednesday: typically a time to finish up rich food ready for fasting in Lent; traditionally called Pancake Day in UK.</li> <li>Fish symbol - Known as ichthys: means fish in Greek, but the letters are also the initials of five Greek words that mean "Jesus Christ, Son of God, Saviour".</li> <li>CAFOD - Catholic Agency for Overseas Development.</li> <li>Ten Commandments - Laws or rules handed down to Moses by God on Mount Sinai.</li> </ul>	<ul style="list-style-type: none"> <li>Covenant - Agreement or promise (initially between God and Abraham).</li> <li>Beatitudes - List found in the Bible in Matthew 5: 3- 10:</li> <li>Blessed are the poor in spirit: for theirs is the Kingdom of Heaven.</li> <li>Blessed are the meek: for they shall possess the land.</li> <li>Blessed are they who mourn: for they shall be comforted.</li> <li>Blessed are they that hunger and thirst after justice: for they shall have their fill.</li> <li>Blessed are the merciful: for they shall obtain mercy.</li> <li>Blessed are the clean of heart: for they shall see God.</li> <li>Blessed are the peacemakers: for they shall be called children of God.</li> <li>Blessed are they that suffer persecution for justice' sake, for theirs is the Kingdom of Heaven.</li> <li>Noah - Old Testament prophet who survived the great flood by building an ark.</li> <li>Abraham - The first patriarch of the Jewish people.</li> <li>Moses - An Old Testament prophet who became a religious leader and led the Israelites from Egypt.</li> </ul>
Social, Moral & cultural opportunities	Religion		
Spiritual Moral cultural	Christianity		
British Values	Previous Learning End Point Assessment statements:		End Point Assessment Statements:
Tolerance Mutual Respect Democracy Individual liberty Rule of Law	I can make links between different Christian beliefs and their views on whether anything is ever eternal I can explain the difference it would make to me to know that something was eternal I can explain why Christianity is still a strong religion and also give an opposing argument		I understand that Christians can show their commitment to God in different ways and will prioritise these differently. I can identify the different levels of commitment that I show to different things and explain these priorities I can explain why some ways of showing commitment to God would be better than others for Christians. I can explain that individuals show different degrees of commitment to their religion and relate this to commitment I make in my life.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Learning Question</b>	Can I identify how I show commitment?	What covenant did God make?	What is the best way for Christians to show commitment to God?	What commitments am I able to show?
<b>Concept</b>	Personal resonance with or reflection on	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question
<b>Conceptual Knowledge</b>	I can identify the different levels of commitment that I show to different things and explain these priorities	I understand that Christians can show their commitment to God in different ways and will prioritise these differently.	I can explain why some ways of showing commitment to God would be better than others for Christians.	I can explain that individuals show different degrees of commitment to their religion and relate this to commitment I make in my life.
<b>Lesson Type</b>	Engagement	Investigation	Investigation	Expression/ evaluation
<b>Review/ Revisit</b>	Previously covered ways people show commitment to God- Muslims & five pillars, Akhirah	What is a covenant and is it different to a promise?	Recall the stories of when God made covenants from last lesson	<b>Flashback to Y5/6 What are the ways Muslims show commitment to God? 5 pillars, Hajj etc</b>
<b>Read</b>	Read the Scouts promise	Scripture from the Bible throughout the lesson	Jeremiah 31 31-37	Quiz- match definitions and vocabulary
<b>Teach</b>	What is a promise? Discuss different promises you might make- how many can you write in a minute. Think about how long you had to wait for these promises. Did you wait patiently. A covenant is like a promise but much more serious, still used in British Law today.	Ensure they know the serious nature of a covenant- it is a legally binding agreement. In the Old Testament there are 7 different covenants that God made with his people however some people didn't keep their end of the agreement.	Look together at Jeremiah in detail. Jesus has fulfilled the Old Covenant and created a New Eternal Covenant	Discuss the difference between a conditional and unconditional covenant.
<b>Practice</b>	Research different examples of covenants/promises: <a href="https://www.parliament.uk/about/how/elections-and-voting/swearingin/">https://www.parliament.uk/about/how/elections-and-voting/swearingin/</a>  The Queens oath <a href="https://www.royal.uk/coronation-oath-2-june-1953">https://www.royal.uk/coronation-oath-2-june-1953</a>	Read the following extracts, decide in groups what the covenant is- what agreement was made: Genesis 2 15-17 Adam and Eve Genesis 9 8-17 the end of the story of Noah Genesis 17 1-7 Gods covenant with Abraham Exodus 19 5-6 Gods covenant with Israel through Moses	Discuss the New covenant Jesus made. Look at the following Bible stories and in groups, explain what the author saw or heard Jesus do Matthew 5 17-19 Jesus talking about how he came to fulfil the old covenant in the sermon on the mount Matthew 22 34-39 Jesus summarising ten commandments Hebrews 8-13 refers to the old covenant as obsolete and refers to the new one.	Create a scroll following the formats and traditions of a covenant. It could be conditional or unconditional. Cut out and display as proper scrolls as a reminder of their 'promise'
<b>Apply</b>	Choose one of these and write why this oath is important	Share a synopsis of their groups story with the class and explain what the agreement/ covenant was	Choose one of the Bible stories and write about what the text is saying and what it might encourage Christians to do today	Mix pair share: share your covenant scroll and say why you decided to make it a conditional or unconditional covenant.
<b>Reflect</b>	Consider what agreements you would consider making that would last a lifetime.	Why do you think some of these covenants were broken? Have you ever broken a promise?	Share your work with a partner	Answer in books: How did Jesus create a 'new covenant' and what does this mean for Christians today?

**Medium Term Plan: Does belief in Akhirah (life after death) help Muslims lead good lives?**

<b>SACRE Objectives</b>		<b>Previous Vocabulary</b>	<b>New vocabulary</b>
A5 – Explain how my knowledge of consequences may have influenced my actions. B5 – Explain how belief in Akhirah influences how Muslims behave. C5 – Understand what motivates me to lead a good life		<ul style="list-style-type: none"> <li>Five Pillars - The framework of the Muslim life. They are the testimony of faith, prayer, giving zakah (support of the needy), fasting during the month of Ramadan, and the pilgrimage to Makkah once in a lifetime for those who are able.</li> <li>Zakah - Giving money to charity.</li> <li>Sawm - Fasting during the month of Ramadan.</li> <li>Qu’ran - The Holy book of Islam revealed to the Prophet Muhammad.</li> <li>Hajj - Pilgrimage to Makkah.</li> </ul> Also relate to the unit- is anything eternal and Christians beliefs about life after death.	<ul style="list-style-type: none"> <li>Akhirah - Muslim belief in life after death.</li> <li>Muhammad - The final prophet.</li> <li>Qu’ran - The Holy book of Islam revealed to the Prophet Muhammad.</li> <li>Five Pillars - The framework of the Muslim life. They are the testimony of faith, prayer, giving zakah (support of the needy), fasting during the month of Ramadan, and the pilgrimage to Makkah once in a lifetime for those who are able.</li> <li>Ummah - World-wide community of Muslims.</li> </ul>
<b>Social, Moral &amp; cultural opportunities</b>		<b>Religion</b>	
Spiritual Moral	Muslims		
<b>British Values</b>	<b>Previous Learning End Point Assessment statements:</b>		<b>End Point Assessment Statements:</b>
Tolerance Mutual Respect Democracy Rule of law Individual liberty	I can explain ways of showing commitment to God that would be better than others for Muslims		I can explain how believing in Akhirah influences Muslims to their best to lead good lives I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow I can explain two different Muslim interpretations of Jihad I can give examples of times when I misinterpreted something I can explain what motivates and influences me to lead a good life and compare it to what motivates and influences Muslims

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Learning Question</b>	Does what I believe impact my choices?	What does leading a good life look like?	What is judgement day?	Can I explain two different Muslim interpretations of Jihad?	What does the term ‘righteous’ mean?	What motivates and influences Muslims to lead a good life?
<b>Concept</b>	Personal resonance with or reflection on	Knowledge and understanding	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question	Evaluation/critical thinking in relation to the enquiry question
<b>Conceptual Knowledge</b>	I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow	I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow	I can explain how believing in Akhirah influences Muslims to their best to lead good lives	I can explain two different Muslim interpretations of Jihad I can give examples of times when I misinterpreted something	I can explain what motivates and influences me to lead a good life and compare it to what motivates and influences Muslims	I can explain what motivates and influences me to lead a good life and compare it to what motivates and influences Muslims
<b>Lesson Type</b>	Engagement	Investigation	Investigation	investigation	evaluation	Expression
<b>Review/ Revisit</b>	Previous topics: ` holy trinity and ten commandments Five pillars of Islam	Five pillars of Islam Term belief	Flashback to Y3/4 revisit Buddhism- who are brahman, Vishnu and Shiva- match definitions and pictures?	Five pillars of Islam What is judgement day?	Five pillars of Islam What is Akhirah?	Five pillars of Islam Whole unit
<b>Read</b>	Knowledge mat Scenarios throughout	Knowledge mat Information about people	Knowledge mat What judgement day is – pre-read	Knowledge mat What judgement day is – pre-read for reminder of last lesson	Knowledge mat Diamond nine grids	Knowledge mat Vocabulary/ terms from the unit
<b>Teach</b>	What does belief mean. Why do people have different beliefs – background, personality, own experiences, etc.	Who do you think leads a ‘good’ life now? Can you think of anyone? Why have you chosen them? Show images of people and discuss why they might be seen as living a good life.	What judgement day is - Muslims believe that Allah will judge them when they die and weigh up the good things they have done against the not so good i.e. every Muslim will have a judgement day which will determine whether they go to heaven after they die. It may also determine which tier/part of Heaven they are allowed to go to.	Teach new terms: The spiritual struggle or effort of every Muslim to follow the teachings of Allah in their own lives e.g. overcoming anger, greed, pride, working for social justice etc is called ‘Greater Jihad’ (Jihad means struggle or effort)	The most honoured of you in the sight of Allah is he who is the most righteous of you” Surah 49:13 Teach – what does it mean?	Read the following quote and discuss what you think it means: The most honoured of you in the sight of Allah is he who is the most righteous of you’ Surah 49:13
<b>Practice</b>	Scenarios from Discovery RE- make a continuum in the room from agree to disagree with the actions. Read out the scenario sentence at a time – children can move after each sentence. Discuss why they moved.	Mind map how we might show a good life and what we can do in our lives.	Does this belief change some people’s actions? Looking at the tiers of heaven – what do they mean? Does this mean you are graded on your ability to lead a good life? Why is not heaven or not?	Do children think it might sometimes be a challenge/an effort/a struggle for Muslims to lead good lives e.g. might it sometimes take a lot of effort to pray 5 times a day or to fast during Ramadan? The spiritual struggle or effort of every Muslim to follow the teachings of Allah in their own lives e.g. overcoming anger, greed, pride, working for social justice etc is called ‘Greater Jihad’	Make a Diamond 9 to show the 9 most important ways you might try to lead a ‘good’ life and explain why you have ordered them in this way.	

<p><b>Apply</b></p>	<p>Post it note consider: What motivates people to do actions? Are certain motivations and beliefs justifiable for the action?</p> <p>Is there ever an action, where one person deems it 'good' and someone else thinks the same action is wrong?</p>	<p>'What does it mean to be a Muslim?' <a href="http://www.bbc.co.uk/education/clips/zwvq6sg">http://www.bbc.co.uk/education/clips/zwvq6sg</a></p> <p>Watch the video and children to create a new mind-map to showcase how a Muslim can lead a good life.</p>	<p>How does the knowledge and belief of judgement day impact how Muslim's live?</p>	<p>Look at different interpretations of the word 'jihad' and how has been taken out of context today.</p> <p>Does belief in Akhirah (life after death) help Muslims lead good lives?</p>	<p>Why you put the one you did at the top of the diamond nine – explain your reason.</p>	<p>Make a Diamond 9 to show what you think are the 9 most important ways a Muslim may try to follow the teachings of Allah and then rearrange them to show in Diamond 9 formation which of these might need the most effort (be seen as the most challenging for the person's Greater Jihad, and explain your reasons).</p>
<p><b>Reflect</b></p>	<p>Post it note exit slip:</p> <p>Is there ever an action, where one person deems it 'good' and someone else thinks the same action is wrong?</p> <p>Show an image of WW2 – how do they feel about war? Is war ever right?</p>	<p>How do the mind maps differ? Did anybody put anything on both – do they overlap?</p>	<p>How is this similar to Christianity and their belief of heaven and hell? 10 commandments?</p>	<p>Share ideas and thoughts – could you add to your answer?</p>	<p>Share diamond nine and reasoning. Would anybody change their diamond nine? If so, what would you change this to and why?</p>	<p>Show an example one and generate a discussion about what people think – link back to the first lesson: why do people have different beliefs?</p>





**Medium Term Plan: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?**

<b>SACRE Objectives</b>		<b>Previous Vocabulary</b>	<b>New vocabulary</b>
A 2 – Explain how the way I celebrate links to the event I am celebrating. B2 – Describe how Christians celebrate Christmas and why. C2 – Evaluate whether all Christmas celebrations relate to Christian beliefs and Jesus.		<ul style="list-style-type: none"> <li>Holy Week - The week from Palm Sunday to Easter Sunday.</li> <li>Pilate - He convicted Jesus of treason and declared that Jesus thought himself King of the Jews, and had Jesus crucified.</li> <li>Herod - Roman King at the time of Jesus' crucifixion.</li> <li>Mount of Olives - Site of the Garden of Gethsemane.</li> <li>Garden of Gethsemane -</li> </ul>	<ul style="list-style-type: none"> <li>Incarnation - The Christian belief that God took human form in Jesus Christ.</li> <li>Crib - The place where Jesus was laid as a baby but sometimes refers to whole nativity scene.</li> <li>Carols - Songs about Christmas and the birth of Jesus.</li> </ul>
<b>Social, Moral &amp; cultural opportunities</b>		<b>Religion</b>	
Spiritual	Christianity		
Moral			
<b>British Values</b>	<b>Previous Learning End Point Assessment statements:</b>		<b>End Point Assessment Statements:</b>
Tolerance Mutual Respect Democracy Individual liberty	I can describe one things a Christian might learn from a Christmas symbol I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me I can reflect on what Christmas means to Christians and compare this with what it means to me		I can make links about the Virgin Birth and Christian belief about Jesus (incarnation) I can share my own response to the Christian belief in the Virgin birth showing respect to Christian views I can evaluate different Christmas traditions and celebrations in the light of their relevance to Christian beliefs in Jesus.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Learning Question</b>	What is a celebration?	Do Christmas celebrations help us understand who Jesus was?	Can I evaluate how different Christian traditions link to their beliefs in Jesus?	Does it matter if people celebrate and give gifts without thinking about why?
<b>Concept</b>	Personal resonance with or reflection on	Knowledge and understanding	Knowledge and understanding	Evaluation/critical thinking in relation to the enquiry question
<b>Conceptual Knowledge</b>	can evaluate different Christmas traditions and celebrations in the light of their relevance to Christian beliefs in Jesus.	I can make links about the Virgin Birth and Christian belief about Jesus (incarnation)	I can evaluate different Christmas traditions and celebrations in the light of their relevance to Christian beliefs in Jesus.	I can share my own response to the Christian belief in the Virgin birth showing respect to Christian views
<b>Lesson Type</b>	Engagement	Investigation	Investigation	evaluation
<b>Review/ Revisit</b>	The Christmas story from the Children's Bible	Flashback to Y3/4 What is a miracle? Share a Bible story of Jesus healing the paralysed man or the blind man.	What is incarnation?	Quiz on knowledge from the unit
<b>Read</b>	As above	The Christmas story Luke 2: 10-20	Revisit knowledge and vocabulary so far.	Re read Luke 2:10-20
<b>Teach</b>	<p>What is a celebration? 2 minutes to write down on post it notes in pairs, as many celebrations as you can.</p> <p>A celebration is where we remember a past event. Some are in the past eg birthday and some are new eg wedding</p>	<p>Begin with the question: Do Christmas celebrations help us understand who Jesus was?</p> <p>Watch to remind of what Christmas is <a href="https://www.bbc.co.uk/programmes/p02mwyn6">https://www.bbc.co.uk/programmes/p02mwyn6</a></p> <p>Use pictures/videos/ objects to collect ideas of how Christmas is celebrated in this country.</p> <p>Introduce the word 'incarnation' Christians are grateful that God sent his son Jesus, who was brought to earth with a message of how to live a good life. They believe God took human form in Jesus Christ- he was God 'incarnate'.</p>	<p>Following on from last lesson. Take a few examples of Christmas traditions/ objects and research one of these together to see if it would help a Christian understand who Jesus was and or why he was born.</p> <p>Research it's origin, whether it helps tell part of the nativity story? Does it remind us that Jesus was sent to help/heal/save?</p> <p>Eg a Carol such as Silent Night helps tell the nativity story, but Rudolph the Reindeer doesn't.</p>	Christians believe that Jesus was born so that God could become fully human as well as fully divine and show by example how people should live
<b>Practice</b>	<p>Sort your post it notes into piles of new and past celebrations.</p> <p>In groups, choose one celebration they are knowledgeable about and play charades for one aspect of that celebration. Discuss what is similar about all of the celebrations: food, decorations, people, cake etc</p>	Perform a class survey and create a list of of Christmas activities/ objects, what people do to celebrate Christmas eg going to church, giving presents, holly wreaths, angels, stars etc	Use I pads to research different Christmas traditions/ objects and using criteria above to decide if it helps us understand who Jesus was/ why he was born.	<p>Does it matter to Christians if a tradition does not relate to Jesus' birth? What do you think and why?</p> <p>Should only Christians be allowed o celebrate Chrismas?</p>
<b>Apply</b>	Make a list of all the religious celebrations you know about and divide these into different religions.	Take a few examples and think as a class how and if they link back to Jesus' birth or help us understand why Christians celebrate Christmas	Share findings with the class.	Design your own Christmas picture/ object that you think would help Christians understand who Jesus was and why he was born.
<b>Reflect</b>	What is your favourite celebration and why?	Draw one symbol/ object related to Christmas that you feel relates to Jesus and his birth and the incarnation.	Do you think it is important that Christmas traditions relate back to Jesus' birth and the incarnation?	