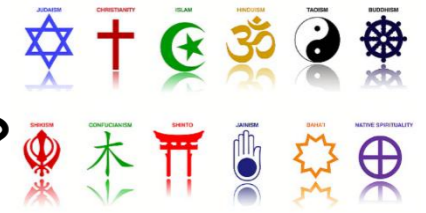




# BIG QUESTION: What is special to me and the people in my community? What makes me the person I am?



Guru Nanak and Bhai Lalo



St. Francis



Pandurang Shastri Athavale

Vocabulary	
Bhai Lalo	In Sikhism, Bhai Lalo is known for being a 'symbol of honesty and hard work'
Guru Nanak	The founder of Sikhism
Muhammad (PBUH)	The founder of Islam
Pandurang Shastri Athavale	A Hindu teacher, who led a movement in India, that sought to end class and caste divisions, and set about doing 'God works to make a community better'
Saint	Christian men and women who revealed exceptional spiritual qualities in their lives and deaths
Sainthood	The quality or state of being a saint
St. Francis	(c1181-1226) Francis was born into a rich merchant family in the Italian town of Assisi. He eventually gave up his wealthy background in order to embrace 'Sister Poverty' and became famous for his faith

## Skills

### Know about and understand: Making sense of beliefs

Step 2: Identify beliefs, describe them simply, give examples and suggest meanings

Step 3: Describe beliefs and concepts, connecting them to texts, suggesting examples and meaning

### Express and communicate; Understanding the impact

Step 2: Give examples of what difference it makes to belong to and believe in a religion

Step 3: Connect stories and teachings, concepts and stories with how religious people live, celebrate and worship

### Gain and deploy skills: Making connections

Step 2: Think, talk and ask questions about religion and belief for themselves

Step 3: Suggest and link questions and answers, including their own ideas about the differences religion makes to life

### Oracy

- Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk e.g. persuade, inform, entertain
- Ask probing questions
- Draw upon knowledge of the world to support their own viewpoint
- Consider the impact of their words on others when giving feedback

## Knowledge

Children will reflect on different aspects of their identity, on ideas about what is distinctive about them, and what they share with others and the world around them.

They will consider the influences on the lives on special religious figures in Christianity, Sikhism and Hinduism.

They will consider how the lives of these religious figures have influenced their communities. Children will consider how they influence others, and the impact they can have on their own communities.

## Learning Overview

### Past learning

In Year 1, pupils were taught about special occasions and special artefacts in religions from different religions.  
In Year 2, pupils were taught about why holy books are special and stories from within them, learning how these are important to a believer.  
In Year 3, pupils were taught about symbols and sayings in a wide range of religions and worldviews in places of worship as well as festivals.

### This unit's learning

Children will discuss ways to resolve world issues from a religious perspective. They will describe and understand links to stories and their impact in people's lives. Compare two different religious teachings/beliefs and say how they are similar and different to each other.

### Future learning

In Year 5, pupils are taught about how Christian and Muslim people live their lives trying to follow their founder's example, and what different religions believe about God's character.  
In Year 6, pupils are taught about how religious leaders in their community are similar and different from each other.

