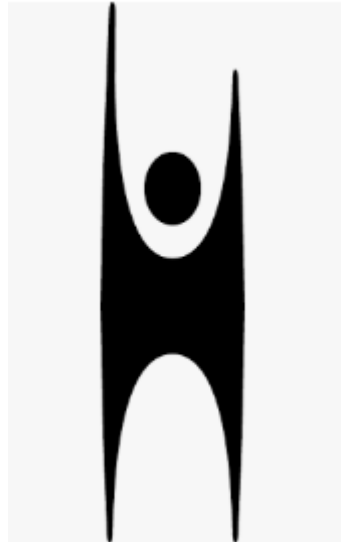




BIG QUESTION: How do beliefs influence actions?

What do religions and worldviews believe about God?



The Humanist logo, which represents the happy human race



The Kaaba



Vocabulary	
99 names of Allah	Tells Muslim people the character of the one God (e.g. provider, healer, sustainer of life)
Allah	the Arabic word for God
Mool Mantra	The Mool Mantar means 'basic teaching' and is found at the beginning of every section of the Guru Granth Sahib, and is recited by Sikh people daily
Humanist	A non-religious worldview
Idol	An object which to some represents God
Kaaba or Ka'aba,	Ka'aba is a cuboid building at the centre of Islam's most sacred mosque. A place Muslims remember the first altar/place of worship to God on earth
Trinity	Is the Christian belief that there is one God, who is Father, Son and Holy Spirit

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
 Step 4: Explain and give meanings for core texts and beliefs, comparing different ideas

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
 Step 4: Use evidence and examples to show how and why beliefs make a difference to life

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
 Step 4: Connect their own reflections and views to the religions and beliefs and worldviews they study, developing insights

Oracy
 Use an increasingly sophisticated range of sentence stems with fluency and accuracy (when generating new questions based on the answers given)
 Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk
 Draw upon knowledge of the world to support their own point of view and explore different perspectives
 Ask probing questions and adjust subsequent questions based on the audience
 Listen with intent

Knowledge

Explain the impact of people's beliefs about the existence of God on their lives and practices
 Appraise different answers to the question about what God is like for Muslims, Christians and Sikhs
 Suggest reasons for and against people's trust and belief in God

Link to learning

Past learning

In Year 2 pupils were taught about why holy books are special and stories from within them and how they affect how people live their lives.
 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.
 In Year 4 pupils were taught about worship within the home and places of worship for people of a variety of religions.

This unit's learning

In this unit, chn will explain the impact of people's beliefs about the existence of God on their lives and practices.
 Appraise different answers to the question about what God is like for 3 religious groups and a worldview.
 They will suggest reasons for and against people's trust and belief in God.

Future learning

In Year 6 pupils are taught about what different religions and worldviews believe about life after death. They will draw upon their knowledge of similarities and differences between and within religions. They will consider the importance of leadership within religions and worldviews