



# BIG QUESTION: How do beliefs influence actions?

## What inner forces affect how we think and behave?



<p>Symbols/Images/artefacts</p> <p>Bilal in Arabic</p>	<p>Important people/places/artefacts</p> <p>Buddha</p>
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Knowledge
<p>Ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions</p> <p>Understand believers take responsibility for their actions and seek forgiveness from God by saying sorry</p> <p>Explain the impact of an inspirational person's life on other people</p> <p>Research festivals and celebrations connected with redemption</p> <p>Compare and contrast beliefs between religions</p> <p>Connect a their own actions to their faith</p>

Learning Overview		
<p><u>Past learning</u></p> <p><i>In KS1</i> pupils are taught to recall and comprehend knowledge about a range of religions.</p> <p><i>In Year 2</i> pupils were taught:</p> <ul style="list-style-type: none"> <li>• about why holy books are special and stories from within them and how they affect how people live their lives</li> </ul> <p><i>In Year 3 and 4</i> pupils will be taught to apply their knowledge about religion to 21st century living.</p> <p><i>In Year 3</i> pupils were taught:</p> <ul style="list-style-type: none"> <li>• about symbols and sayings in a wide range of religions and worldviews in places of worship as well as festivals</li> </ul> <p><i>In Year 4</i> pupils were taught:</p> <ul style="list-style-type: none"> <li>• about worship within the home and places of worship for people of a variety of religions</li> <li>• about what factors lead to us becoming the people we choose to be</li> </ul>	<p><u>This unit's learning</u></p> <p><i>In Year 5 and 6</i> pupils will use what they have been taught previously to analyse and evaluate a range and how it affects daily living.</p> <p><i>In Year 5</i> pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions</li> </ul> <p>Explain the impact of an inspirational person's life on other people</p> <ul style="list-style-type: none"> <li>• Connect a person's actions to their faith</li> </ul>	<p><u>Future learning</u></p> <p><i>In Year 5</i> pupils are taught about:</p> <ul style="list-style-type: none"> <li>• how Christians and Muslim people live their lives trying to follow their founder's example</li> <li>• what about God is seen as an inner force for good in religious people's lives</li> </ul> <p><i>In Year 6</i> pupils are taught about:</p> <ul style="list-style-type: none"> <li>• how religious leaders in their community are similar and different from each other</li> <li>• how Muslims and Christians are influenced by their religion, specifically, how actions are influenced by beliefs</li> </ul>

Vocabulary	
Adam and Eve	For Christians, when Adam and Eve fell from their state of innocence, they brought sin into the world, and had to leave the garden of Eden
Bilal	A former slave, he was one of Muhammad (PBUH) companions. He was tortured for his beliefs but would not deny them
Buddha	"The Awakened One" or "Enlightened One". The Buddha was a human being - he did not claim to be a god or prophet - who became "enlightened", which means that, through his own efforts, he came to understand what life was all about.
Jonah	Jonah was a Jewish person whom God had called to be a prophet but who refused to accept his divine mission and left on a sea voyage
Nineveh	An ancient Assyrian city in what is now known as Iraq
Redemption	The action of saving or being saved from sin, error, or evil
Temptation	The desire to do something, especially something wrong, forbidden or unwise
Yom Kippur	The "Day of Atonement". This is the day when Jews fast for 25 hours and confess any wrongs they may have done in the previous year. It is a time of prayer and meditation, a time to say sorry and to make up for the wrongs done. The most important day of the Jewish year
Yunus	Yunus is an Islamic messenger of Allah

Skills	
<p><b>Know about and understand: Making sense of beliefs</b></p> <p>Step 2: Identify beliefs, describe them simply, give examples and suggest meanings</p> <p>Step 3: Describe beliefs and concepts, connecting them to texts, suggesting examples and meaning</p> <p>Step 4: Explain and give meanings for core texts and beliefs, comparing different ideas</p> <p><b>Express and communicate; Understanding the impact</b></p> <p>Step 2: Give examples of what difference it makes to belong to and believe in a religion</p> <p>Step 3: Connect stories and teachings, concepts and stories with how religious people live, celebrate and worship</p> <p>Step 4: Use evidence and examples to show how and why beliefs make a difference to life</p> <p><b>Gain and deploy skills: Making connections</b></p> <p>Step 2: Think, talk and ask questions about religion and belief for themselves</p> <p>Step 3: Suggest and link questions and answers, including their own ideas about the differences religion makes to life</p> <p>Step 4: Connect their own reflections and views to the religions and beliefs and worldviews they study, developing insights</p> <p><b>Oracy</b></p> <p>Use an increasingly sophisticated range of sentence stems with fluency and accuracy (when generating new questions based on the answers given)</p> <p>Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk</p> <p>Draw upon knowledge of the world to support their own point of view and explore different perspectives</p> <p>Ask probing questions and adjust subsequent questions based on the audience</p> <p>Listen with intent</p>	