



# The Religious Education Curriculum Year 5

Intent	<p>At Benjamin Adlard Primary School the aim of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.</p> <p>Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of the school. At Benjamin Adlard, Religious Education plays an important role, along with all other curriculum areas, particularly PSHE, in promoting the spiritual, moral, social, and cultural development of our children. Diversity, equality and Social Education is at the heart of what we do and we don't shy away from teaching the important concepts that pupils need to know in order to be good British Citizens.</p>
Implementation	<p>At Benjamin Adlard Primary School, it has been agreed that having taken into account the requirements and guidelines presented in the Lincolnshire Agreed Syllabus, the following religions have been selected for study:</p> <ul style="list-style-type: none"> <li>• Christianity</li> <li>• Islam</li> <li>• Judaism</li> <li>• Hinduism</li> </ul> <p>As Christianity is the predominant religion in the school's pupil population and in the community surrounding the school, Christianity is the chosen faith for Progressed Study.</p> <p>There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children.</p>
Impact	<p>The children at Benjamin Adlard Primary School will acquire knowledge of religions and why people choose or choose not to follow a religion. Through their R.E. learning, the children will make links between their own lives and those of others in their community and in the wider world. Through R.E. our children will develop an understanding of other people's cultures, traditions, choices and ways of life, which they are then able to communicate to the wider community. Whilst Learning in R.E, pupils will develop key skills such as debating, questioning and seeking to find answers and information.</p> <p>R.E. will offer our children the means by which to understand how other people choose to live and to understand why they choose to live in that way.</p>

Year 5 – Autumn		Unit 1 – Hinduism – Being Human	
Cross Curricular links			
<u>PSHE</u> <ul style="list-style-type: none"><li>• Listen and respond respectfully to a wide range of people.</li><li>• Recognise and care about other people’s feelings and try to see, respect and if necessary, constructively challenge their point of view.</li><li>• Know that similarities and differences between people arise from a number of factors, including religion.</li><li>• Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. Know how to respond and ask for help.</li><li>• Recognise and challenge stereotypes</li><li>• Know what being part of a community means and about the varied institutions that support communities locally and nationally.</li><li>• Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</li><li>• Think about the lives of people living in other places, and people with different values and customs.</li></ul>			
<u>British Values</u> <ul style="list-style-type: none"><li>• Individual Liberty</li><li>• Mutual Respect</li><li>• Tolerance of those with different faiths and beliefs</li></ul>			
Unit Overview			
How do Hindus reflect their faith in the way they live?			
Previous Knowledge acquired			
Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"><li>• Know Jesus was sent to Earth by God to fix human mistakes</li><li>• Know the creation story</li><li>• Know what the Bible is</li><li>• Know stories from the Old and New Testament</li><li>• Know who Allah and Prophet Muhammed are</li><li>• Know what the Qur’an is</li><li>• Know Allah through the Qur’an</li><li>• Know why the Church is important to Christians</li><li>• Know practices that take place in the Church</li><li>• Know Christian celebrations</li></ul>	<ul style="list-style-type: none"><li>• Know about Shahadah</li><li>• Know why Akhlaq is important</li><li>• Know how Muslims show compassion</li><li>• Know stories about prophets</li><li>• Know stories from the new bible</li><li>• Know how Muslims and Christians celebrate birth</li><li>• Know different ways Christians mark a sense of belonging</li><li>• Know some features of a church and Mosque</li></ul>	<ul style="list-style-type: none"><li>• Know how symbols in the Bible relate to God</li><li>• Know how symbols in the story of the baptism of Jesus reveal about the nature of God</li><li>• Know visual symbols and visual acts that can be seen in a Christian church</li><li>• know language within worship that expresses Christian belief</li><li>• Know the features of a Mosque</li><li>• know Muslims use Islamic art to show their faith in the Mosque</li><li>• Know the purpose of visual symbols in a Mosque</li><li>• Know Allah’s attributes in the Qur’an</li></ul>	<ul style="list-style-type: none"><li>• Know about the Arti ceremony</li><li>• Know about the Diwali festival</li><li>• Know about the Holi festival</li><li>• Know about the Rashka Bandhan festival</li><li>• Know about Kumbh Mela</li><li>• Know about the five pillars of Islam</li><li>• Know about Eid ul-Adha</li><li>• Know about worship in different denominations</li><li>• Know about the importance of communal events in Christianity</li><li>• Know what pilgrimage is</li><li>• Know sites of pilgrimage in Christianity</li></ul>

		<ul style="list-style-type: none"> <li>• Know about Hindu Gods and Goddesses</li> <li>• Know about the Hindu Shrine and Puja</li> <li>• Know the purpose of visual symbols in a Mandir</li> <li>• Know key figures in Hindu texts</li> </ul>	<ul style="list-style-type: none"> <li>• Know how Jerusalem is important to Jews, Christians and Muslims</li> </ul>
<b>Progression of knowledge throughout the RE curriculum</b>			
<b>Year 6</b>			
<ul style="list-style-type: none"> <li>• Know about the Buddhist holy book</li> <li>• Know how and where Buddhist worship</li> <li>• Know about the Four Noble Truths</li> <li>• Know about the Eightfold Path</li> <li>• Know how Hindus, Muslims, Christians and Sikhs celebrate birth, marriage and death</li> <li>• Compare how Hindus, Muslims, Christians and Sikhs celebrate birth, marriage and death.</li> </ul>			
<b>Key skills acquired throughout this unit</b>			
<ul style="list-style-type: none"> <li>• <b><u>Investigation and Enquiry</u></b>: asking relevant and increasingly deep questions, using a range of sources and evidence, including sacred texts, identifying and talking about key concepts.</li> <li>• <b><u>Critical thinking and reflection</u></b>: analysing information to form a judgement, reflecting on beliefs and practices, ultimate questions and experiences.</li> <li>• <b><u>Empathy</u></b>: Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others, seeing the world through the eyes of others.</li> <li>• <b><u>Interpretation</u></b>: interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.</li> <li>• <b><u>Analysis</u></b>: distinguishing between opinion, belief and fact; distinguishing between the features of different religions.</li> <li>• <b><u>Evaluating</u></b>: enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue.</li> </ul>			
<b>Key knowledge acquired throughout this unit</b>			
<b>How do Hindus reflect their faith in the way they live?</b>			
<ul style="list-style-type: none"> <li>• Hindus carry out good actions and avoid bad actions (kharma).</li> <li>• Ahimsa – the principle of non-violence.</li> <li>• Vegetarianism - Hindus avoid eating meat because it minimizes hurting other life forms.</li> <li>• Yoga, meditation and renunciation in helps Hindus focus on</li> <li>• Brahman and their dharma.</li> <li>• Satsang (togetherness) – the importance of the family, the community and society in thinking about one’s dharma (duty)</li> </ul>			
<b>What is kharma and how does it drive the cycle of samsara?</b>			

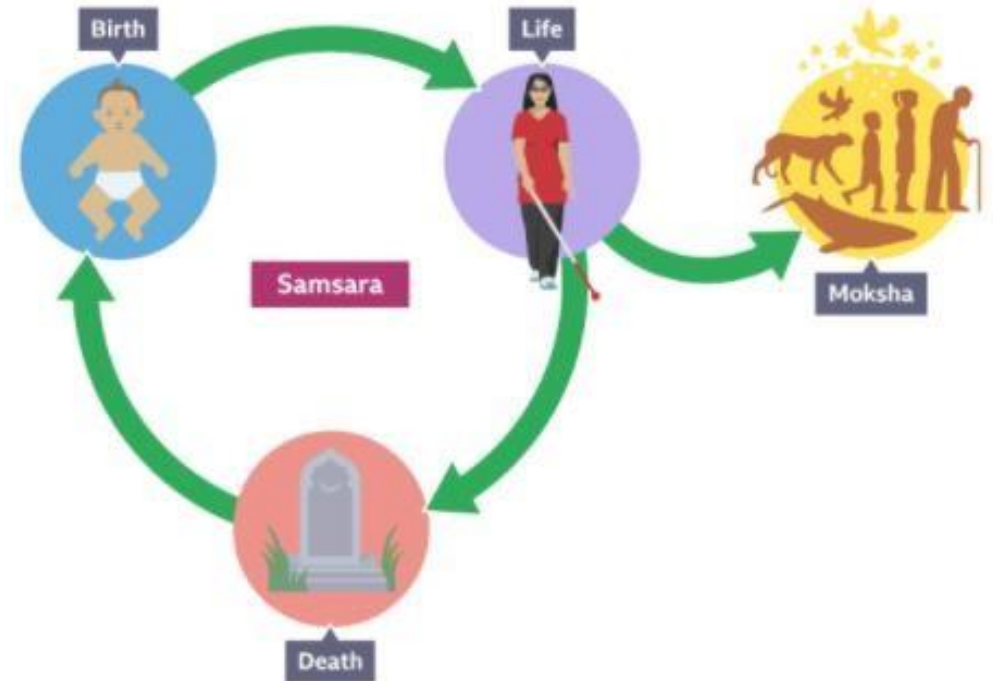
Samsāra is a Sanskrit word that means "world".

Reincarnation is a key belief within Hinduism. In Hinduism, all life goes through birth, life, death, and rebirth and this is known as the cycle of samsara.

According to this belief, all living things have an atman, which is a piece of Brahman, or a spirit or soul. It is the atman that moves on into a new body after death.

An atman can go into the body of any living thing, such as a plant, animal or human. Once a living being dies, its atman will be reborn or reincarnated into a different body depending on its karma from its previous life. For example, if a person has good karma in a previous life, then their atman will be reborn or reincarnated into something better than they were previously. A person gains good karma for doing good things in life, such as helping others through following their dharma.

A Hindu's ultimate goal in life is to reach moksha. Moksha means liberation or freedom from samsara and it can only happen after a Hindu has been reborn many times.



### How might a Hindu seek to achieve moksha?

A Hindu's ultimate goal in life is to reach moksha. Moksha means liberation or freedom from samsara and it can only happen after a Hindu has been reborn many times. There are four different paths to achieve Moksha which a Hindu can take. The Hindu can choose one or all four of the paths they are:

#### 1 The path of knowledge - Jnana-Yoga

Spiritual knowledge -leading to the knowledge of the relationship between the soul (atman) and God (Brahman)

#### 2 The path of meditation - Dhyana-yoga

The idea is to concentrate so you can reach the real self within you and become one with Brahman

#### 3 The Path of Devotion - Bhakti-yoga

Choosing a particular god or goddess and worshipping them throughout your life in actions, words and deeds.









#### 4 The path of good works - Karma-yoga

This involves doing all your duties correctly throughout your life.

Subject specific vocabulary and definitions (Tier 3 vocabulary)				
Dharma	The nature of reality as a universe			
Beliefs	An acceptance of something that exists or is true			
Duty	A task or action that one is required to perform as part of a job			
Brahman	A member of the highest Hindu caste			
Kharma	The sum of a person’s actions in this and previous states of existence, viewed as deciding their fate in future existence			
Samsara	The cycle of death and rebirth to which life in the material world is bound			
Moksha	The state attained as a result of being released from the cycle of rebirth			
Medium Term Planning				
Week 1	Week 2	Week 3	Week 4	Week 5
To revise basic knowledge of Hinduism	To know how Hindus reflect their faith in the way of life (Dhrama)	To know examples of Hindus and the way they live their lives	To know what kharma is and how it drives the cycle of samsara.	To know what a Hindu will seek to achieve moksha.




Year 5 – Spring		Unit 2 – Islam – Being Human	
Cross Curricular links			
PSHE			
<ul style="list-style-type: none"><li>• Listen and respond respectfully to a wide range of people.</li><li>• Recognise and care about other people’s feelings and try to see, respect and if necessary, constructively challenge their point of view.</li><li>• Know that similarities and differences between people arise from a number of factors, including religion.</li><li>• Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. Know how to respond and ask for help.</li><li>• Recognise and challenge stereotypes</li><li>• Know what being part of a community means and about the varied institutions that support communities locally and nationally.</li><li>• Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</li><li>• Think about the lives of people living in other places, and people with different values and customs.</li></ul>			
British Values			
<ul style="list-style-type: none"><li>• Individual Liberty</li><li>• Mutual Respect</li><li>• Tolerance of those with different faiths and beliefs</li></ul>			
Unit Overview			
What does the Qur’an teach Muslims about how they should treat others?			
Previous Knowledge acquired			
Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"><li>• Know Jesus was sent to Earth by God to fix human mistakes</li><li>• Know the creation story</li><li>• Know what the Bible is</li><li>• Know stories from the Old and New Testament</li><li>• Know who Allah and Prophet Muhammed are</li><li>• Know what the Qur’an is</li><li>• Know Allah through the Qur’an</li><li>• Know why the Church is important to Christians</li><li>• Know practices that take place in the Church</li></ul>	<ul style="list-style-type: none"><li>• Know about Shahadah</li><li>• Know why Akhlaq is important</li><li>• Know how Muslims show compassion</li><li>• Know stories about prophets</li><li>• Know stories from the new bible</li><li>• Know how Muslims and Christians celebrate birth</li><li>• Know different ways Christians mark a sense of belonging</li><li>• Know some features of a church and Mosque</li></ul>	<ul style="list-style-type: none"><li>• Know how symbols in the Bible relate to God</li><li>• Know how symbols in the story of the baptism of Jesus reveal about the nature of God</li><li>• Know visual symbols and visual acts that can be seen in a Christian church</li><li>• know language within worship that expresses Christian belief</li><li>• Know the features of a Mosque</li><li>• know Muslims use Islamic art to show their faith in the Mosque</li><li>• Know the purpose of visual symbols in a Mosque</li><li>• Know Allah’s attributes in the</li></ul>	<ul style="list-style-type: none"><li>• Know about the Arti ceremony</li><li>• Know about the Diwali festival</li><li>• Know about the Holi festival</li><li>• Know about the Rashka Bandhan festival</li><li>• Know about Kumbh Mela</li><li>• Know about the five pillars of Islam</li><li>• Know about Eid ul-Adha</li><li>• Know about worship in different denominations</li><li>• Know about the importance of communal events in Christianity</li><li>• Know what pilgrimage is</li><li>• Know sites of pilgrimage in</li></ul>

<ul style="list-style-type: none"><li>Know Christian celebrations</li></ul>		<p>Qur'an</p> <ul style="list-style-type: none"><li>Know about Hindu Gods and Goddesses</li><li>Know about the Hindu Shrine and Puja</li><li>Know the purpose of visual symbols in a Mandir</li><li>Know key figures in Hindu texts</li></ul>	<p>Christianity</p> <ul style="list-style-type: none"><li>Know how Jerusalem is important to Jews, Christians and Muslims</li></ul>	
Progression of knowledge throughout the RE curriculum				
Year 6				
<ul style="list-style-type: none"><li>Know about the Buddhist holy book</li><li>Know how and where Buddhist worship</li><li>Know about the Four Noble Truths</li><li>Know about the Eightfold Path</li><li>Know how Hindus, Muslims, Christians and Sikhs celebrate birth, marriage and death</li><li>Compare how Hindus, Muslims, Christians and Sikhs celebrate birth, marriage and death.</li></ul>				
Key skills acquired throughout this unit				
<ul style="list-style-type: none"><li><b>Investigation and Enquiry</b>: asking relevant and increasingly deep questions, using a range of sources and evidence, including sacred texts, identifying and talking about key concepts.</li><li><b>Critical thinking and reflection</b>: analysing information to form a judgement, reflecting on beliefs and practices, ultimate questions and experiences.</li><li><b>Empathy</b>: Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others, seeing the world through the eyes of others.</li><li><b>Interpretation</b>: interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.</li><li><b>Analysis</b>: distinguishing between opinion, belief and fact; distinguishing between the features of different religions.</li><li><b>Evaluating</b>: enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue.</li></ul>				
Key knowledge acquired throughout this unit				
<p>Muslims believe:</p> <ul style="list-style-type: none"><li>The role of human beings is to keep the world in harmony.</li><li>Following a straight path (shariah) is the way to keep the world in harmony.</li><li>Family life is a way of showing you are following the straight.</li></ul>				
How does Muslim family life contribute to following shariah?				
Marriage and building a family	Prayer at home	Family involvement in key obligations, such as fasting and pilgrimage	The different, but complimentary roles of men and women	Respect shown to parents by their children

				
<p>The Prophet Muhammad was married and had children. Muslims believe they should follow the example set by Muhammad and marry too.</p>	<p>Fulfilling the obligation of Salah at home is a big part of family life for many Muslims, with meals and other family activities often scheduled to fit around prayer times. At home, families tend to pray all together – male and female, adults and children. Some Muslim families have a room set aside especially for prayer.</p>	<p>Fasting and pilgrimage are two of the five pillars of Islam.</p>	<p>Muslims believe that Allah views men and women as equal, but they have different purposes. In many Islamic societies, the woman's role is in the home and the man's role is in the public realm of the working world.</p>	<p>Muhammad said that refusing to obey your parents was one of the greatest of great sins. Allah mentions that human beings must recognise their parents and that this is second only to the recognition of Allah Himself.</p>
<b>The Hadith</b>				
<ul style="list-style-type: none"> <li>• The Hadith is a collection of the teachings and lived example (sunnah) of the Prophet Muhammad.</li> <li>• Different Muslims accept different forms of Hadith to be more or less authoritative.</li> <li>• When a Muslim needs to know how to deal with a situation, they will turn to the Hadith for support and guidance.</li> <li>• This helps Muslims to stay on the straight path (shariah).</li> </ul>				
<b>Well known Muslims in the UK: How do their beliefs impact on their lives?</b>				
<b>Mo Salah</b>	<b>Mo Farah</b>		<b>Baroness Warsi</b>	
				

Currently plays for Liverpool Football Club	Morah Farah is a long distance runner. Mo Farah says he tries to pray five times a day, and that his faith plays an essential role in his success as an athlete. He has said his religion keeps him relaxed and focused:  <i>"You've got to believe in God. Everything happens for a reason, so you shouldn't get wound up. . . . It also says in the Qur'an that you must work hard in whatever you do, so I work hard in training and that's got a lot to do with being successful."</i>	Baroness Warsi is a member of the House of Lords.  She was the first female Muslim to attend a cabinet meeting. She set up the Baroness Warsi Foundation to fund projects that seek to improve social mobility, increase gender equality and promote religious understanding.
Salah is an icon and a role model – he embodies the ideal of a young person who has achieved his dreams. Despite his fame, Salah has maintained a close relationship with his family, neighbours and friends in Nagrig, Egypt, where he grew up. He nurtures this relationship by supporting various development projects in his village, ranging from youth centres to schools and hospitals; and more recently a water and sewage station.		

#### Muslim Charities and their links to Muslim beliefs about God, the world and human beings

		
<b>Islamic Relief</b> was founded in 1984 by a groups of doctors. They repsond to disasters but also prepare people in case disaster strikes.	<b>The Red Crescent</b> is a global humanitarian network that helps people facing disaster, conflict, health and social problems.	<b>Muslim Hands UK</b> is an international aid agency that establishes long term projects such as schools, healthcare clinics and livelihood programmes worldwide.
They are guided by the teaching and values of the Qur'an: Sincerity, excellence, compassion, custodianship and social justice.		They are dedicated to serving the most vulnerable people across the world by addressing the root causes of poverty and empowering communities

#### Subject specific vocabulary and definitions (Tier 3 vocabulary)


<b>Shariah</b>	A body of Islamic law that forms part of the Islamic tradition
<b>Qur'an</b>	The holy book in Islam
<b>Hadith</b>	Refers to what the majority of Muslims believe to be record of words
<b>Wudu</b>	Washing ritual before worship
<b>Compassion</b>	Being able to have sympathy for someone else
<b>Respect</b>	To have regards for someone's feelings, wishes and rights

Allah	Arabic word for God				
Medium Term Planning					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To know how the Qur'an teach Muslims about how they should treat others.	To know how Muslim family life contributes to following shariah.	To know what the Hadith is.	To know well known Muslims and how their beliefs impact their lives.		To know Muslim charities and their links to Muslim beliefs about God.

Year 5 – Summer		Unit 3 – Christianity – Being Human	
Cross Curricular links			
PSHE			
<ul style="list-style-type: none"><li>• Listen and respond respectfully to a wide range of people.</li><li>• Recognise and care about other people’s feelings and try to see, respect and if necessary, constructively challenge their point of view.</li><li>• Know that similarities and differences between people arise from a number of factors, including religion.</li><li>• Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. Know how to respond and ask for help.</li><li>• Recognise and challenge stereotypes</li><li>• Know what being part of a community means and about the varied institutions that support communities locally and nationally.</li><li>• Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</li><li>• Think about the lives of people living in other places, and people with different values and customs.</li></ul>			
British Values			
<ul style="list-style-type: none"><li>• Individual Liberty</li><li>• Mutual Respect</li><li>• Tolerance of those with different faiths and beliefs</li></ul>			
Unit Overview			
In what ways does the Bible teach Christians to treat others?			
Previous Knowledge acquired			
Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"><li>• Know Jesus was sent to Earth by God to fix human mistakes</li><li>• Know the creation story</li><li>• Know what the Bible is</li><li>• Know stories from the Old and New Testament</li><li>• Know who Allah and Prophet Muhammed are</li><li>• Know what the Qur’an is</li><li>• Know Allah through the Qur’an</li><li>• Know why the Church is important to Christians</li><li>• Know practices that take place in the Church</li><li>• Know Christian celebrations</li></ul>	<ul style="list-style-type: none"><li>• Know about Shahadah</li><li>• Know why Akhlaq is important</li><li>• Know how Muslims show compassion</li><li>• Know stories about prophets</li><li>• Know stories from the new bible</li><li>• Know how Muslims and Christians celebrate birth</li><li>• Know different ways Christians mark a sense of belonging</li><li>• Know some features of a church and Mosque</li></ul>	<ul style="list-style-type: none"><li>• Know how symbols in the Bible relate to God</li><li>• Know how symbols in the story of the baptism of Jesus reveal about the nature of God</li><li>• Know visual symbols and visual acts that can be seen in a Christian church</li><li>• know language within worship that expresses Christian belief</li><li>• Know the features of a Mosque</li><li>• know Muslims use Islamic art to show their faith in the Mosque</li><li>• Know the purpose of visual symbols in a Mosque</li><li>• Know Allah’s attributes in the Qur’an</li></ul>	<ul style="list-style-type: none"><li>• Know about the Arti ceremony</li><li>• Know about the Diwali festival</li><li>• Know about the Holi festival</li><li>• Know about the Rashka Bandhan festival</li><li>• Know about Kumbh Mela</li><li>• Know about the five pillars of Islam</li><li>• Know about Eid ul-Adha</li><li>• Know about worship in different denominations</li><li>• Know about the importance of communal events in Christianity</li><li>• Know what pilgrimage is</li><li>• Know sites of pilgrimage in Christianity</li></ul>

		<ul style="list-style-type: none"> <li>• Know about Hindu Gods and Goddesses</li> <li>• Know about the Hindu Shrine and Puja</li> <li>• Know the purpose of visual symbols in a Mandir</li> <li>• Know key figures in Hindu texts</li> </ul>	<ul style="list-style-type: none"> <li>• Know how Jerusalem is important to Jews, Christians and Muslims</li> </ul>
<b>Progression of knowledge throughout the RE curriculum</b>			
<b>Year 6</b>			
<ul style="list-style-type: none"> <li>• Know about the Buddhist holy book</li> <li>• Know how and where Buddhist worship</li> <li>• Know about the Four Noble Truths</li> <li>• Know about the Eightfold Path</li> <li>• Know how Hindus, Muslims, Christians and Sikhs celebrate birth, marriage and death</li> <li>• Compare how Hindus, Muslims, Christians and Sikhs celebrate birth, marriage and death.</li> </ul>			
<b>Key skills acquired throughout this unit</b>			
<ul style="list-style-type: none"> <li>• <b><u>Investigation and Enquiry</u></b>: asking relevant and increasingly deep questions, using a range of sources and evidence, including sacred texts, identifying and talking about key concepts.</li> <li>• <b><u>Critical thinking and reflection</u></b>: analysing information to form a judgement, reflecting on beliefs and practices, ultimate questions and experiences.</li> <li>• <b><u>Empathy</u></b>: Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others, seeing the world through the eyes of others.</li> <li>• <b><u>Interpretation</u></b>: interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.</li> <li>• <b><u>Analysis</u></b>: distinguishing between opinion, belief and fact; distinguishing between the features of different religions.</li> <li>• <b><u>Evaluating</u></b>: enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue.</li> </ul>			
<b>Key knowledge acquired throughout this unit</b>			
Genesis: Chapter Verses 26 - 27	<p>According to the Bible, humans were made in the image of God. This does not mean that humans are like God in appearance, but that they have been given the same mental, moral and social qualities of God. One thing that is made clear is that humans are the only part of creation to have been made in the image of God. Humans are therefore given a higher status.</p>		



Exodus Chapter 20 Verses 1-17		<p>According to Christian belief, the Ten Commandments are important rules from God that tell Christians how to live. The first four commandments are instructions about how humans should relate to God. The last six commandments relate to how Christians should treat each other.</p> <p>The giving of the 10 Commandments was one of the most dramatic events in the Bible.</p> <p>From Mount Sinai came “thunderings and lightnings, and a thick cloud on the mountain; and the sound of the trumpet was very loud, so that all the people who were in the camp trembled” (Exodus 19:16).</p> <p>Then God spoke the words of the 10 Commandments, and the people “trembled and stood afar off. Then they said to Moses, ‘You speak with us, and we will hear; but let not God speak with us, lest we die’”</p>
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Matthew Chapter 5: Verses 1-12	<p><u>The Sermon on the Mount</u></p> <p>In this sermon, Jesus taught his followers the Lord’s Prayer and told them several parables. The sermon also contained the Beatitudes and Jesus’ teachings about God’s laws, which he expected his followers to uphold.</p>
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#### Subject specific vocabulary and definitions (Tier 3 vocabulary)

<b>Belief</b>	An acceptance that something exists or is true
<b>Bible</b>	The book of sacred writings accepted by Christians as coming from God
<b>Parables</b>	A simple story as told by Jesus in the Gospels
<b>Beatitudes</b>	The blessing listed by Jesus in the Sermon on the Mount
<b>Laws</b>	The system of rules that people are expected to follow
<b>Commandment</b>	A divine rule

#### Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5
To know why man and woman were created in the image of God.	To know the Ten Commandments.		To know the Sermon on the Mount.	To compare how Christians, Muslims and Hindus reflect their faith in the way they live.