

<p>Year 5</p>	<p>Theme: Prayer and Worship Key Question: What is the best way for a Hindu to show commitment to God? Religion: Hinduism</p>	<p>Theme: Christmas Concept: Incarnation Key Question: Is the Christmas story true? Religion: Christianity</p>	<p>Theme: Beliefs and moral values Key Question: Are Sikh stories important today? Religion: Sikhism</p>	<p>Theme: Easter Concept: Salvation Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity</p>	<p>Theme: Beliefs and moral values Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Religion: Hinduism</p>	<p>Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism</p>
<p>Year 6</p>	<p>Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam</p>	<p>Theme: Christmas Concept: Incarnation Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Religion: Christianity</p>	<p>Theme: Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal? Religion: Christianity</p>	<p>Theme: Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity</p>	<p>Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam NB: This enquiry is taught in 2 sections over the term</p>	
<p>Year 7</p>	<p>Where do we belong? What is the church? Why should we study religion? Christianity - In this unit students will investigate issues of diversity and belonging within the Christian community. Many students will associate the idea of church with the building rather than the people or community – their understanding of this should develop throughout this unit. They will also consider what it means to be a Christian – is it more than just a tick in a box or water on a baby’s head. Is it something that someone else can choose for you? Can you be born a Christian or is it something you become? Lancashire SACRE</p>		<p>Where do we belong? What unites the Umah? In this unit students will investigate the beliefs and values of Islam. They will explore the idea that some actions have a deeper meaning and significance, particularly within religious life. They should develop an understanding of spirituality and reflect on the importance of rituals. Students will review the 5 Pillars as a foundation for belief and gain a detailed knowledge and understanding of Hajj – the importance of Makkah, aspects of the life of the Prophet Muhammad (pbuh), the importance of the Ummah, core beliefs – submission to the will of God, including Tawhid, Salah and Shaytan. They should compare the idea of an outer/inner journey with religious ritual – the outer action with an inner meaning. Lancashire SACRE</p>		<p>Where do we belong? Judaism – More than family, food and festivals? The title of this unit is taken from an episode of the TV programme Strictly Kosher – ‘Family, Food and Festivals’ is a phrase used to describe what being Jewish is all about. This unit asks students to decide if this is a good description. It is important that they are aware of this at the start of the unit so that their learning is an enquiry into the validity of the description as opposed to simply learning about family life, foods and festivals of Judaism. They should be encouraged to consider the deeper meanings of these beliefs and actions and engage with the issue of religious identity and expression. Lancashire SACRE</p>	
<p>Year 8</p>	<p>Where can we find guidance? Christianity – God – What is the truth? Throughout this unit students will investigate Christian beliefs about God and ways in which Christians might believe that God reveals himself to the world. They should develop their understanding of the nature of religion and belief, and the impact that faith may have on the life of a believer. This unit aims to develop skills of questioning, analysis and evaluation. Students should be encouraged to understand the complex nature of religion, and that there are often differences of opinion and forms of expression within a religion. Lancashire SACRE</p>		<p>Where can we find guidance? Hindu Dharma – What is a good life? This unit investigates how the religious beliefs and teachings of Hinduism might impact on how a believer lives and how it might give them a sense of purpose or duty in life. This unit will introduce Hindu beliefs about life after death – in relation to how this might be viewed as a reward or punishment for how a person has lived. The main focus is about how having a religious belief might affect a person’s behaviour, the choices they make in life and if their faith would lead them to accept or challenge injustice – e.g. Acceptance or rejection of the caste system, upholding dharma, ahimsa and Satyagraha. Pupils should evaluate the impact that religious beliefs may have on attitudes towards social justice. Lancashire SACRE</p>		<p>Where can we find guidance? Islam – Is there an ultimate authority? In this unit students will investigate the central Islamic belief that Allah is the one true God with no partners or equal. They will learn about the revelation of the Qur’an and the development of Islam, including divisions over leadership following the death of the Prophet Muhammad (pbuh). Students will consider how Muslims today might be influenced by the message of the Qur’an and by the teachings and example of the Prophet Muhammad (pbuh). Lancashire SACRE</p>	
<p>Year 9</p>	<p>What really matters? Islam – How should a British Muslim lead a good life? In this unit students will investigate how and why the Qur’an is instrumental in providing guidance on how to live life as a Muslim. They will investigate the importance of equality and diversity in Islam, through exploring Islamic teachings, beliefs and practices within British society. Students will explore the role of women in Islam and consider why charity/charitable acts are important to all Muslims. They will investigate attitudes towards obedience and the consequences of disobeying authority - including when differing authorities are in conflict over an issue. Lancashire SACRE</p>			<p>What really matters? Islam, Christianity and Humanism – What happens when we die? In this unit students will investigate the differing ideas about what happens after death and how belief in a final judgement may affect the way that people make decisions during their life. This will include an introduction to ideas about good, evil and morality. They will consider how funeral rites reflect beliefs and values and how these rituals support the bereaved. Lancashire SACRE</p>		