

CONCEPTS:					
AUTUMN 1: Theme: Special People Key Question: What makes people special? Religions: Christianity, Islam, Judaism	AUTUMN 2: Theme: Christmas Key Question: What is Christmas? Religions: Christianity	SPRING 1: Theme: Celebrations Key Question: How do people celebrate? Religions: Islam, Judaism	SPRING 2: Theme: Easter Key Question: What is Easter? Religions: Christianity	SUMMER 1: Theme: Story Time Key Question: What can we learn from stories? Religions: Buddhism, Christianity	SUMMER 2: Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism
SEQUENCE OF LEARNING: Engagement Investigation Evaluation Expression	KEY VOCABULARY:		KEY PRIOR LEARNING: In EYFS children will have had the opportunity to... This will be assessed by: ?	COMPOSITE TASKS: (Teachers to complete this section – related to Sequence of Learning) 1. 2. 3. 4. 5. 6.	
END POINTS/ ASSESSMENT:	By the end of EYFS: Children will be able to:				

<p>AUTUMN 1: Does God want Christians to look after the world?</p>	<p>AUTUMN 2: What gift would I have given to Jesus if he had been born in my town instead of Bethlehem?</p>	<p>SPRING 1: Was it always easy for Jesus to show friendship?</p>	<p>SPRING 2: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p>	<p>SUMMER 1: Is Shabbat important to Jewish children?</p>	<p>SUMMER 2: Does celebrating Chanukah make Jewish children feel close to God?</p>
<p>SEQUENCE OF LEARNING</p> <p>Does God want Christians to look after the world?</p> <p>Engagement – Discussing their own work and the importance of respect</p> <p>Investigation – Investigate what the world is, who created the world? Would God like us to look after the world? How do we treat our world? How would God feel about this?</p> <p>Evaluation – How do we feel about the world now? How can we express this?</p> <p>Expression – To consider what God would have asked us to do once he finished creating the world.</p> <p>What gift would I have given to Jesus if he had been born in my town instead of Bethlehem?</p>		<p>KEY VOCABULARY:</p> <p>Creation Christianity World Care Respect Belief</p> <p>Christianity Christmas Gift</p>	<p>KEY PRIOR LEARNING: In EYFS children will have had the opportunity to...</p> <ul style="list-style-type: none"> • Consider what makes a person special • Know what Christmas is • Understand how people celebrate in different ways • Know what Easter is • Understand how we learn from stories • What makes places special <p>This will be assessed by: Termly quiz</p>	<p>COMPOSITE TASKS: (Teachers to complete this section – related to Sequence of Learning)</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 	

<p>Engagement – What is a gift? When are they given/received? What makes a gift special?</p> <p>Investigation – The Christmas story. Who gave what to Jesus and why? Retell the Christmas story key events and characters</p> <p>Evaluation – What would we give to a baby and why?</p> <p>Expression – Display the gifts we would give to baby Jesus if he was born in Willaston?</p> <p>Was it always easy for Jesus to show friendship?</p> <p>Engagement – Understanding why friendship is important and how it is shown</p> <p>Investigation – To understand Jesus was a good friend to Christians. How did he show it? Was it always easy? To understand that God wanted Jesus to be a good friend to all.</p> <p>Evaluation – To show understanding of when it is easy/hard to show friendship</p> <p>Expression – To explain why we find friendship easy with our peers</p> <p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>Engagement – To understand how we welcome special people when they visit. Consider who is special to us</p>	<p>Jesus Kindness Meaningful Gold Frankincense Myrrh</p> <p>Christianity Friendship Care Respect Jesus Bible stories</p> <p>Easter Palm Sunday Welcome Palms Celebrity King Son of God</p>		
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<p>Tell the story of the Maccabees – origin of Hanukkah</p> <p>Learn – what do Jewish children do at Hannukah?</p> <p>Evaluation – To understand why Jewish children feel closer to God when celebrating Hanukkah</p> <p>Expression – To show their understanding of the celebration of Hannukah</p>			
<p>END POINTS/ ASSESSMENT:</p>	<p>By the end of Year 1: Children will be able to:</p>		

<p>AUTUMN 1: Is it possible to be kind to everyone all of the time?</p>	<p>AUTUMN 2: Why did God give Jesus to the world?</p>	<p>SPRING 1: How important is it for Jewish people to do what God asks them to do?</p>	<p>SPRING 2: Is it true that Jesus came back to life?</p>	<p>SUMMER 1: Does going to the Mosque give Muslims a sense of belonging?</p>	<p>SUMMER 2: Does completing Hajj make a person a better Muslim?</p>
<p>SEQUENCE OF LEARNING:</p> <p>Is it possible to be kind to everyone all of the time?</p> <p>Engagement – To understand what kindness is and how it makes others feel</p> <p>Investigation – What does ‘Love your neighbour like yourself’ mean? Consider kindness from a variety of Bible stories. Consider</p>	<p>KEY VOCABULARY:</p> <p>Christianity Kindness Jesus God Bible stories Neighbour Friendship</p>	<p>KEY PRIOR LEARNING:</p> <p>In Year 1 children will have had the opportunity to...</p> <ul style="list-style-type: none"> Recognise how Jesus wants Christians to look after the world When Jesus was born, he was given special gifts Hear stories that show Jesus was a good friend, 	<p>COMPOSITE TASKS: (Teachers to complete this section – related to Sequence of Learning)</p> <ol style="list-style-type: none"> 		

<p>how Jesus would want us to show kindness in a variety of situations/scenarios</p> <p>Evaluation – How do Christians show kindness everyday?</p> <p>Expression – What does being kind mean? Can we set a target to be kinder or a better friend?</p> <p>Why did God give Jesus to the world?</p> <p>Engagement – To understand that Christians believe God sent Jesus to look after the world</p> <p>Investigation – To consider the problems within our world. To retell the Christmas story and consider how linked it is to some Advent calendars.</p> <p>To understand how Bible Stories illustrate kindness shown by Jesus – done to encourage all to look after each other and the world</p> <p>Evaluation – How did God want Jesus to encourage people to show kindness and care?</p> <p>Expression – To consider how they as individuals show love to the world</p> <p>How important is it for Jewish people to do what God asks them to do?</p>	<p>Christianity Jesus God's son Kindness Care Actions Christmas Advent</p> <p>Judaism Jewish Passover Exodus Seder</p>	<p>but this was not always easy.</p> <ul style="list-style-type: none"> • Recall the main events of the Easter Story • Understand that Shabbat is an important time for Jewish children • Know that Hannukah is a Jewish celebration <p>This will be assessed by:</p> <p>Termly quiz</p>	
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<p>Engagement – To consider how food is part of celebrations</p> <p>Investigation – To learn about the festival of Passover and the instructions God gave to the Jews at the exodus.</p> <p>How do Jews show their special relationship with God?</p> <p>Evaluation – To discuss and rank the things God asked the Jews to do</p> <p>Expression – To consider what celebratory meal would be for and include</p> <p>Is it true that Jesus came back to life?</p> <p>Engagement – To understand the importance of memories after a death</p> <p>Investigation – To consider if the crucifixion is the end of the easter Story?</p> <p>To use Bible stories to indicate Jesus following the resurrection.</p> <p>To see an Easter Egg as a symbol of new life</p> <p>Evaluation – To consider what Christians thought happened after the crucifixion</p> <p>Expression – To celebrate new life and understand people have different perceptions of this</p>	<p>Christianity Crucifixion Death Resurrection Final Bible Easter Symbol Heaven</p>		
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<p>Does going to the Mosque give Muslims a sense of belonging? Engagement – To understand what ‘belonging’ means – how do we feel that we belong in our class? Investigation – To learn about Mosques as a place of worship in Islam and the key beliefs of the Muslim faith. How are all mosques the same? To recognise the features of a Mosque and the meaning behind them. Evaluation - To understand Muslims believe praying in groups brings greater blessings Expression - To consider where you a sense of belonging and why</p> <p>Does completing Hajj make a person a better Muslim? Engagement - To recognise a significant journey with a special meaning Investigation - To recognise the significance of the journey to Mecca in the Islamic faith Evaluation - To consider if this pilgrimage makes a person a better Muslim Expression – What would be my most important journey and why?</p>	<p>Muslims Mosque Belonging Prayer Worship Islam Prophet Mohammad Minaret Dome Mihrab Mecca</p> <p>Muslim Islam Journey Commitment Pilgrimage Mecca 5 pillars and 8 doors to Heaven Grand Mosque Faith</p>		
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END POINTS/ ASSESSMENT:	By the end of Year 2: Children will be able to:
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WILLASTON PRIMARY ACADEMY – LONG TERM PLAN – RE

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AUTUMN 1: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	AUTUMN 2: Has Christmas lost its true meaning?	SPRING 1: Could Jesus really heal people? Were these miracles or is there another explanation?	SPRING 2: What is 'good' about Good Friday?	SUMMER 1: Do Sikhs think it is important to share?	SUMMER 2: Would visiting the River Ganges feel special to a non-Hindu?
<p>SEQUENCE OF LEARNING:</p> <p>Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Engagement - To understand 'belonging' within a group</p> <p>Investigation - To understand the key message from the story of Rama and Sita</p> <p>How do Hindus celebrate Divali?</p> <p>Evaluation - Why do Hindus celebrate Divali; how does it make them feel?</p>	<p>KEY VOCABULARY:</p> <p>Good Evil Belonging Identity Rama and Sita Hinduism Divali Faith Religious significance Temple</p>	<p>KEY PRIOR LEARNING:</p> <p>In YEAR 2 children will have had the opportunity to...</p> <ul style="list-style-type: none"> Learn that Jesus was kind to others and was a good friend Jesus was sent by God to show us how to look after the world and each other Understand that a Seder meal is part of the Passover Festival in the Jewish religion Know that Christians believe that Jesus was crucified and then 	<p>COMPOSITE TASKS:</p> <p>(Teachers to complete this section – related to Sequence of Learning)</p> <ol style="list-style-type: none"> 		

<p>Expression - To understand my own sense of belonging and identity</p> <p>Has Christmas lost its true meaning?</p> <p>Engagement - What does Christmas mean to me?</p> <p>Investigation - To consider what Christmas means to Christians To understand the significance of the Christmas story To acknowledge the non-Christian aspects of Christmas</p> <p>Evaluation - What is the true meaning of Christmas?</p> <p>Expression - What would my gift to the world be at Christmas and why?</p> <p>Could Jesus really heal people? Were these miracles or is there another explanation?</p> <p>Engagement - To consider what a miracle is. How do we feel better when we are ill?</p> <p>Investigation - To understand what a miracle is linked to Bible stories Do we think these miracles are true? Do stories have to be true?</p> <p>Evaluation - Do I believe that Jesus healed people?</p>	<p>Christmas Christianity Belief Advent Birth Celebration Jesus God's son Mary and Joseph Bethlehem Star Wise men Gift</p> <p>Heal Miracles Bible stories Truth Message Teaching</p>	<p>resurrected as part of the Easter Story</p> <ul style="list-style-type: none"> • Know that Mosques are a place of worship in the Muslim religion • Know that in the Islamic religion, a pilgrimage called Hajj is important to Muslims <p>This will be assessed by: Termly quiz</p>	
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<p>Expression - Do you believe in miracles? What could be considered a miracle?</p> <p>What is 'good' about Good Friday?</p> <p>Engagement - To understand how people can help others</p> <p>Investigation - To understand the Last Supper and what it meant Recall the key events of the Easter Story To consider Jesus' perspective of his crucifixion</p> <p>Evaluation - What do Christians believe is 'good' about Good Friday?</p> <p>Expression – how can we show our love and gratitude to people who are special to us?</p> <p>Do Sikhs think it is important to share?</p> <p>Engagement - To consider the importance of sharing for us</p> <p>Investigation - Why do Sikhs believe sharing is important? What are the three key Sikh rules? What is the meaning behind the Baisakhi Festival? Recall Divali celebration – does this include sharing?</p>	<p>Easter Easter story Good Friday Wine Bread Crucifixion Last Supper Palm Sunday Maundy Thursday Crucifix Communion Forgiveness Gratitude</p> <p>Sikhism Share Baisakhi Festival Guru Nanak and the boulder Diwali Guru Hargobind The Sikh Holy book - The Guru Granth Sahib</p>		
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<p>Evaluation - Do Sikhs think it is important to share and why? Expression - How can I share in my life?</p> <p>Would visiting the River Ganges feel special to a non-Hindu? Engagement - Why is water important and where does it come from? Investigation - Where is the River Ganges? To understand the significance of the River Ganges to Hindus Would non-Hindus want to go there? Evaluation - To compare a Hindu and non-Hindu's experience of visiting the River Ganges Expression – To show how we can use and appreciate water</p>	<p>Hinduism River Ganges Pilgrims Significant Sacred journey Brahman</p>		
<p>END POINTS/ ASSESSMENT:</p>	<p>By the end of Year 3: Children will be able to:</p>		

<p>AUTUMN 1: How special is the relationship Jews have with God?</p>	<p>AUTUMN 2: What is the most significant part of the</p>	<p>SPRING 1: How important is it for Jewish people to</p>	<p>SPRING 2: Is forgiveness always possible?</p>	<p>SUMMER 1: What is the best way for Jews to show commitment to God?</p>	<p>SUMMER 2: Do people need to go to church to show they are Christians?</p>
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	Nativity story to Christians today?	do what God asks them to do?			
<p>SEQUENCE OF LEARNING:</p> <p>How special is the relationship Jews have with God? Engagement - What is an agreement and how does it feel if it is broken? Investigation - To understand the story of Abraham and the lesson for Jews To research the 10 Commandments Explore how Jews show they keep their promises to God Evaluation - How easy is it for Jews to live up to their covenant with God? Expression - Writing our own affirmation</p> <p>What is the most significant part of the Nativity story to Christians today? Engagement - To understand what a symbol is Investigation - To identify key symbols of the Christmas Story and their meaning</p>	<p>KEY VOCABULARY:</p> <p>Covenant Abraham Agreement 10 Commandments Jewish God Synagogue Torah Promise Ner Tamid Mezuzah Sheema Affirmation</p> <p>Christianity Symbolism Christmas Christingle Meaning God's son Jesus</p>	<p>KEY PRIOR LEARNING: In YEAR 3 children will have had the opportunity to...</p> <ul style="list-style-type: none"> Understand how and why Hindu's celebrate Divali and link this with the story of Sita and Rama. Show understanding of 'belonging'. Learn that Christians believe in the Christmas story and that non-Christians celebrate Christmas in a different way and the role of gifts at Christmas to Christians Know what a miracle is, link them to stories from the Bible and consider what and why we might consider to be a miracle. Know the key events of the Easter Story and the message they carry for Christians Recall the 3 key Sikh rules, know the Sikh Holy book is The Guru Granth Sahib and that Sikhs find sharing very important and why Know the importance of water, why Hindu's visit 	<p>COMPOSITE TASKS: (Teachers to complete this section – related to Sequence of Learning)</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 		

<p>To understand the Christingle service and the meaning of the different parts</p> <p>Evaluation - What is the most significant part of the Christmas story to you?</p> <p>Expression - To design and explain a personal Christingle</p> <p>How important is it for Jewish people to do what God asks them to do?</p> <p>Engagement - To recognise our favourite food and special meals</p> <p>Investigation - To understand the Kashrut rules of the Jewish faith</p> <p>To understand the symbolism of the items on the Seder palate</p> <p>Evaluation - What are the most important ways a Jew can show they are doing what God has asked?</p> <p>Expression - What rules do we follow and respect?</p> <p>Is forgiveness always possible?</p> <p>Engagement - To understand the meaning of forgiveness</p> <p>Investigation - What do we know about Jesus? Did he have any enemies?</p> <p>How did Jesus show forgiveness?</p>	<p>Passover</p> <p>Kashrut</p> <p>Seder meal</p> <p>Jewish Faith</p> <p>Covenant</p> <p>Symbolism</p> <p>Rules</p> <p>Respect</p> <p>Christianity</p> <p>Jesus</p> <p>Enemies</p> <p>Forgiveness</p>	<p>River Ganges and whether it is a place non-Hindus would like to visit.</p> <ul style="list-style-type: none"> • • <p>This will be assessed by:</p> <p>Termly quiz</p>	
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<p>To understand stories that show forgiveness.</p> <p>Evaluation - To consider how we show forgiveness today</p> <p>Expression – What does forgiveness look like to me?</p> <p>What is the best way for Jews to show commitment to God?</p> <p>Engagement - To consider at what age we are able to/are responsible for what we do and decisions we make</p> <p>Investigation - What do we already know about the Jewish faith?</p> <p>How do Jews show their commitment to God?</p> <p>What is Bat/Bar Mitzvah</p> <p>Evaluation - What do we think are the most important ways for Jews to show their commitment to God?</p> <p>Expression – To consider what/who we are committed to?</p> <p>Do people need to go to church to show they are Christians?</p> <p>Engagement - Why do some places feel more special than others?</p>	<p>Judaism</p> <p>Jew</p> <p>Responsibility</p> <p>Choices</p> <p>Torah</p> <p>Synagogue</p> <p>Shabbat</p> <p>Commitment</p> <p>Faith</p> <p>Mitzvah</p> <p>Ceremony</p> <p>Beliefs</p> <p>Christians</p> <p>Christianity</p> <p>Church</p> <p>Worship</p> <p>Communion</p> <p>Bible stories</p> <p>Belonging</p>		
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<p>Investigation - Recap places of worship for different religions To understand why a church is special to Christians Do all Christians go to church?</p> <p>Evaluation - Do people need to go to church to show they are Christians?</p> <p>Expression – Sharing our favourite places</p>			
<p>END POINTS/ ASSESSMENT:</p>	<p>By the end of Year 4: Children will be able to:</p>		

<p>AUTUMN 1: How far would a Sikh go for his/her religion?</p>	<p>AUTUMN 2: Is the Christmas story true?</p>	<p>SPRING 1: How can Brahman be everywhere and in everything?</p>	<p>SPRING 2: Did God intend Jesus to be crucified?</p>	<p>SUMMER 1: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p>	<p>SUMMER 2: What is the best way for a Christian to show commitment to God?</p>
<p>SEQUENCE OF LEARNING:</p> <p>How far would a Sikh go for his/her religion?</p> <p>Engagement - How far would I go to show commitment?</p> <p>Investigation - To understand the 5 Sikh beliefs and worship Why do Sikhs travel to the Golden Temple?</p>	<p>KEY VOCABULARY:</p> <p>Sikhism Belief Commitment Guru Nanak Khalsa Langar Share Sacrifice</p>		<p>KEY PRIOR LEARNING:</p> <p>In YEAR 4 children will have had the opportunity to...</p> <ul style="list-style-type: none"> To understand how the story of Abraham is important to Jews and what the 10 Commandments are Learn that Christingle is a key part of Christmas for 	<p>COMPOSITE TASKS: (Teachers to complete this section – related to Sequence of Learning)</p> <ol style="list-style-type: none"> 	

<p>To consider the implications of an arranged marriage To recognise the 5 Ks and what they represent to Sikhs Evaluation - Which aspect of Sikhism would take the most effort for a Sikh? Expression - What would I give up for something important to me?</p> <p>Is the Christmas story true? Engagement - To understand that different accounts of events can be different Investigation - To recount the Christmas Story To understand there are different versions of the Christmas Story in the Bible To consider if any other aspects of the story may not be true Evaluation - To consider if the story needs to be true to matter to Christians Expression - To explain which story has taught you the most and why</p> <p>How can Brahman be everywhere and in everything? Engagement - What makes you, you? What roles do we have in society/family?</p>	<p>Golden Temple of Amristar Gurdwara Guru Granth Sahib (holy book) Arranged marriage</p> <p>Christianity Christmas Jesus God's son Bible Version Truth Interpretation Belief</p> <p>Brahman Hinduism Hindu Atman Tri-murti Brahma - creator, Vishnu- preserver,</p>	<p>Christians and explain what it and the parts mean.</p> <ul style="list-style-type: none"> • Identify the key symbols in the Christmas story • Know the Kashrut rules of the Jewish faith. • List and explain the meaning of the items on a Seder plate • Explain how Jesus showed forgiveness linked to Bible stories. • Know what forgiveness is to us. • Learn what a Bat/Bar Mitzvah ceremony is in the Jewish faith and how this shows commitment to God • Name the places of worship for Jewish, Sikh, Islamic, Hindu and Christian faiths <p>This will be assessed by: Termly quiz</p>	<p>6.</p>
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<p>Do beliefs in Karma, Samsara and Moksha help Hindus live good lives?</p> <p>Engagement - To understand consequences as a result of actions. To know that consequences can be positive or negative.</p> <p>Investigation - To recap how Hindus lead good lives To understand the importance of positive Karma to Hindus</p> <p>Evaluation - Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p>Expression - What do you believe happens when the physical body dies?</p> <p>What is the best way for a Christian to show commitment to God?</p> <p>Engagement - Explore - Is it OK to lie using the story 'the Hiding Place'</p> <p>Investigation - The 10 Commandments – which show the most commitment to God? What is meant by 'love thy neighbour'? Why do Christians eat bread and taste wine?</p>	<p>Hinduism Consequences Samsara – reincarnation Karma - Mosksha – to become one with Brahman</p> <p>God Christianity 10 commandments Neighbour Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control and not jealousy or conceitedness. Prayer Communion Commitment</p>		
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<p>Evaluation - To understand that Christians can show commitment to God in a variety of ways and order these</p> <p>Expression – What does commitment mean to me?</p>			
<p>END POINTS/ ASSESSMENT:</p>	<p>By the end of Year 5: Children will be able to:</p>		

WILLASTON PRIMARY ACADEMY – LONG TERM PLAN – RE YEAR GROUP: EYS 1 2 3 4 5 **6**

<p>AUTUMN 1: What is the best way for a Muslim to show commitment to God?</p>	<p>AUTUMN 2: How significant was it that Mary was Jesus' mother?</p>	<p>SPRING 1: Is anything ever eternal?</p>	<p>SPRING 2: Is Christianity still a strong religion 2000 years after Jesus was on earth?</p>	<p>SUMMER 1 and 2: Does belief in Akhirah (life after death) help Muslims lead good lives?</p>
<p>SEQUENCE OF LEARNING:</p> <p>What is the best way for a Muslim to show commitment to God?</p> <p>Engagement - What is commitment and how do we show it in our lives?</p> <p>Investigation - Recap the 5 pillars of Islam How do they show commitment to God?</p> <p>Evaluation - What is the best way for a Muslim to show commitment to God and why?</p>	<p>KEY VOCABULARY:</p> <p>Muslim Islam 5 Pillars Shahada – declaration of faith Salah – prayer Zakah – giving money to charity Sawm – fasting Hajj – pilgrimage Allah Ramadam Qur'an - holy book of Islam Commitment</p>	<p>KEY PRIOR LEARNING: In YEAR 5 children will have had the opportunity to...</p> <ul style="list-style-type: none"> Recall and explain the 5 rules of the Sikh faith and explain why Sikh's travel to the Golden Temple. Recount the events of the Christmas story in good detail and know that there are different versions of the story. Know that Hindu and Sikh faiths originate from India and that Hindus believe in Brahman the creator. 	<p>COMPOSITE TASKS: (Teachers to complete this section – related to Sequence of Learning)</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 	

<p>Expression - Why is it important to lead a good life?</p> <p>Is Christianity still a strong religion 2000 years after Jesus was on earth?</p> <p>Engagement - Who has influenced you in your life and do they still influence you?</p> <p>Investigation - To consider Christian and non-Christian festivals and symbols related to them</p> <p>Is Christianity still a strong religion? How do you know?</p> <p>Evaluation - To give a balanced view as to why it is and is not seen as a strong religion today.</p> <p>Expression – To consider the 10 commandments for today’s society</p> <p>Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Engagement - To consider how we demonstrate leading good lives. Why do people believe they will go to heaven or hell?</p> <p>Investigation - How do Muslims put God first?</p>	<p>Influential Influence</p> <p>Festivals</p> <p>Symbols</p> <p>Christianity</p> <p>Commandments</p> <p>Religion</p> <p>Islam</p> <p>Muslims</p> <p>Akhirah – life after death</p> <p>Heaven</p> <p>Hell</p> <p>Muhammad</p> <p>Qur'an</p> <p>Allah</p> <p>5 pillars</p>		
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<p>What does heaven look like to a Muslim and does this help them live a good life?</p> <p>Evaluation - Does belief in Akhirah help Muslims lead a good life?</p> <p>Expression - To consider what heaven means to me</p>			
<p>END POINTS/ ASSESSMENT:</p>	<p>By the end of Year 6: Children will be able to:</p>		