

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hinduism – Beliefs about Brahman and the Atman Key Question: What do many Hindus believe about Brahman and the Atman?	Focus: Christianity- Adam and Eve and ‘The Fall’ Key Question: What is ‘The Fall’ within Christianity?	Focus: Islam- Muhammad’s life in Makkah, preaching and persecution Key Question: What can we kind out about Muhammad’s life in Makkah?	Focus: Christianity- Teachings on unconditional love and kindness Key Question: How do Christians know what is right or wrong?	Focus: Hinduism- Reincarnation, Karma, and Murtis Key Question: What do many Hindus believe about Reincarnation and Karma?	Focus: Islam- How stories show Muhammad’s attitude to force, violence and forgiveness Key Question: Peace, forgiveness or violence – Which is more truly Islam?
<u>LO: To identify and name a variety of objects associated with Hinduism.</u> (mandir or Hindu temple, the Aum symbol, a murti statue of Krishna, Rama, Shiva and Vishnu) <u>LO: To identify significant beliefs that many Hindus hold about</u>	<u>LO: To reflect on our knowledge of a Christian story.</u> (What do the children already know about the story of Adam and Eve? Raise own questions.) <u>LO: To identify and sequence events in ‘The Story of Adam and Eve’.</u> (Genesis 2:15 and Genesis 3)	<u>LO: To explore our prior knowledge of Islam.</u> <u>LO: To understand what polytheism means.</u> (Discuss how Islam teaches the belief in one God, monotheism. Talk about this teaching within other religions. Children to share	<u>LO: To reflect on a message within a Christian story.</u> (Within “The Good Samaritan” the Samaritan and the man he helped would normally consider the other to be an enemy.) <u>LO: To know the difference between unconditional and conditional love.</u>	<u>LO: To know key beliefs held by many Hindus about reincarnation.</u> ((1) all living beings have a non-physical (or non-corporeal) eternal self, known as the Atman; (2) the Atman leaves the body when the body dies; (3) after a period of time the Atman returns to live a new life in a	<u>LO: To know and recall significant events in an Islamic story.</u> (Sa’d ibn Ubadah and the taking of Makkah) <u>LO: To share my views in response to a religious story.</u> (Sa’d ibn Ubadah and the taking of Makkah)

<u>Brahman.</u> (1) Brahman is the ultimate cause of everything; (2) Brahman permeates, or is the whole universe and (3) Brahman is “transcendent”) <u>LO: To know the key message within a Hindu story.</u> (“Svetaketu, the Water and the Salt”- (1) Brahman is believed to permeate every part of the universe; and (2) Brahman is believed to be above and beyond human senses and so cannot be seen or touched. Allow the children to discuss their views)	<u>LO: To identify the key message in ‘The Story of Adam and Eve’.</u> <u>LO: To know why ‘The Story of Adam and Eve’ is often called ‘The Fall’.</u> (All humankind were created by God perfect and without sin. Because Adam and Eve ate the forbidden fruit, humankind have fallen and no human is perfect. All humans are now born in sin ‘original sin’) <u>LO: To share our views and thoughts about a Christian teaching.</u> (Many	their own thoughts/views.) <u>LO: To know key events about the growth of Islam.</u> ((1) Muhammad began preaching about Islam in public; (2) some people who heard Muhammad preaching stopped believing in polytheism and converted to Islam; (3) wealthy merchants in Makkah opposed Muhammad and tried to make him stop preaching; (4) some converts to Islam were tortured to try and force them to give up their belief.)	(Can the children think of examples?) <u>LO: To reflect on a story which teaches unconditional love.</u> (By stopping and helping the man left by the roadside the Samaritan (a) put his own life in danger; and (b) had no expectations that the man would ever be kind or might help him in the future.) <u>LO: To explore Bible teachings about what is right and wrong.</u> (Ten Commandments, ‘treat others as you want to be treated (Luke 6:31))	human body, or an animal body, or in a plant body; (4) the Atman usually has little or no memory of its previous life or any previous lives.) <u>LO: To discuss and share my views about reincarnation.</u> <u>LO: To know key beliefs held by many Hindus about Karma.</u> <u>LO: To discuss and share my views about Karma.</u> <u>LO: To know what murtis are and how they are used by many Hindus.</u> ((1) Vishnu; (2) Lakshmi;	<u>LO: To know and recall significant events in the story, ‘Muhammad and the story of Wahshi’.</u> <u>LO: To raise questions and share my thoughts in response to a religious story.</u> (Muhammad and the story of Wahshi) <u>LO: To understand the views of some Muslims regarding using force.</u> (Some Muslims believe Muhammad set an example to Muslims that they should avoid force and violence. Most Muslims believe
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<u>LO: To know significant beliefs held by many Hindus about the Atman.</u> (-including: (1) the Atman is the eternal self (or soul); (2) every living thing has an Atman; (3) the Atman is eternal; (4) the Atman is what we truly are; (5) the Atman is Brahman) <u>LO: To know what know that “ahimsa” means.</u> (- avoiding doing harm to any human or other living creature. Identify the connection between the belief in “ahimsa” and the	Christians believe that without fixing what Adam and Eve had done wrong, humankind cannot be in a close relationship with God and no human can enter heaven.) <u>LO: To think about alternative messages of ‘The story of Adam and Eve’.</u> (Messages- we are all flawed, none of us are perfect. We are never quite fulfilled in this world because our true home is heaven.)	<u>LO: To know and share my thoughts on the story, “The Saving of Bilal”.</u> <u>LO: To know and share my thoughts on the story, “Muhammad and Utba’s Offer.</u>	<u>LO: To discuss how Christians know what is right and wrong.</u> (Children to discuss how some Christians believe that Jesus taught his followers that in all situations they should let love and kindness guide their actions rather than rules, laws or commandments.)	(3) Rama and Sita; (4) Krishna; (5) Sarasvati and (6) Shiva Nataraja) <u>LO: To discuss why many Hindus use murtis when they worship.</u> (Could contrast with Islam)	that force should only be used when all other means to secure peace have failed. Allow children to express views.)
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Hindu belief that all living creatures have an Atman.) <u>LO: To reflect on our learning about Hinduism.</u> (Refer to key question)					
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