

Summer 1 Year Group: Six	Teacher: John Duckett/Justine Mowbray	Religion/belief: Islam	Key Question: In what way is life like a journey?
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Focus Question: What should our attitudes be on our journey?

Links with: Spiritual Moral Social Cultural	Possible Cross-curricular links: Drama – perform a dramatic story of someone not fulfilling their responsibilities; writing a recipe for success	Shared human experience: develop awareness of what guides peoples' lives, of turning points in life and where we may be 'going'. Living religious traditions: identify and question how religious traditions support the journey of life and celebrate or mark life's milestones. Beliefs and values: identify and consider the beliefs and values that underpin a religious life at its different stages. The search for personal meaning: in the light of what they have learned from religious lives reflect on their own life as a journey, thinking about the past, present and future and the beliefs and values that may influence them.
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Attainment Target 1: Learning about religion and belief · identify and ask questions about key aspects of religions in terms of life's journey (e.g. birth, growing up, marriage, death and beyond). · describe and question some steps on the journey of life in religions making links to beliefs (e.g. where does the soul come from? Where is the soul going?). · identify and begin to describe some similarities and differences between different peoples' journeys through life; · describe and begin to understand religious and other responses to ultimate and ethical questions Identity: Who am I? Origin: Where do we come from? Destiny? Where are we going? · use specialist vocabulary in communicating their knowledge and understanding. · use different sources to find information about life's journey and consider its meaning.	Attainment Target 2: Learning from religion and belief · reflect on what it means to belong to a faith community, communicating their own and others' responses; · respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways; · reflect on sources of inspiration and guidance in their own journey of life.
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	Key questions	Learning objectives/intentions	Possible activities	Possible resources
SHE	Can I consider the difference between slavery and submission? Can I distinguish between beauty and ugliness?	To develop understanding of how people relinquish their rights. To express awareness of different qualities involved in giving up rights. To develop appreciation of the relationship between	Where do we find beauty/ugliness? What makes someone beautiful/ugly? What/who do we think is beautiful/ugly? Whose rules do we have to follow? Do I like my duties? Is it important to follow someone else's rules? What do I have to do in my life? Discuss initial understanding about submission and slavery. Each pupil will have a statement to read out and will suggest whether they think it is an example of slavery or submission. Other	

		<p>responsibility and accountability.</p> <p>To demonstrate links between having responsibilities and the consequences of carrying them out or not.</p>	<p>pupils may offer their ideas. Summarise the examples examined to identify similarities or differences e.g. relinquishing rights voluntarily or by force, through love or change. Relate these to initial discussion about slavery and submission. Sort examples into the chosen categories.</p> <p>Working in groups, make a list of examples of responsibilities people may have. These examples may relate to people in the media, the community and their homes. As a class, identify to whom the people in the examples are accountable to and why. E.g. sports person has responsibility to do their best and is accountable to the manager, club and fans. Consider the consequences of not fulfilling one's responsibilities. Complete a diagram to illustrate these relationships in the examples chosen. These ideas may also be investigated through use of drama.</p>	
LRT	<p>Can I understand the actions that are forbidden and permitted for Muslims?</p>	<p>To develop knowledge that for Muslims some actions and things are forbidden and others permitted.</p> <p>To define the difference between halal, haram and commended actions.</p>	<p>Identify the meaning of halal and of haram. In groups, investigate excerpts pertaining to Muslim beliefs as found in the Qur'an and the Sunnah. These excerpts should include reference to the Five Pillars, examples from stories and sayings and guidelines for daily life e.g.</p> <ul style="list-style-type: none"> • Muslim dress code. • The Call to Prayer • The Hajj <p>Consider examples which are commended, that is, they are neither halal nor haram yet are pleasing to Allah. Reflect on scenarios from daily life and assign a label to categorise the kinds of actions or things they portray. Discuss</p>	

			those things that might make following these rules a challenge.	
B and V	Can I understand what submission means to Muslims?	<p>To begin to develop understanding of the concept of submission in Islam.</p> <p>To illustrate submission as being a positive Muslim response.</p>	<p>Consider the relationship between Allah and humans as indicated in daily reminders of words and prayers, including du'a. Who are the words being spoken to and to what are people responding? E.g. Allah's power, kindness, gifts, support.</p> <p>Discuss beliefs about being accountable to Allah for their deeds and the role of Allah as a judge. Discuss Muslim beliefs: Muslim belief that women should save their physical beauty for the people closest to them, e.g. husband, family. Muslim belief that women should dress modestly and be judged by their actions, not their physical beauty.</p> <p>Human beings should submit and commit themselves to the will of Allah.</p> <p>Human beings attain a state of peace through obedience to Allah.</p> <p>Make a poster that depicts a Muslim submitting to and being judged by Allah and their emotions and thoughts when doing so. This could also be portrayed in a painting or a dance.</p>	
SPM	Can I reflect on the attitudes I should have on my life journey?	<p>To consider their relationship to others.</p> <p>To reflect on difficulties they have in carrying out the correct actions.</p> <p>To identify links to other people in their life.</p> <p>To display awareness of difficulties they encounter in their lives and how they can</p>	<p>Do I think beauty on the outside is important? Why?</p> <p>How can I get rid of ugliness?</p> <p>How can I be a beautiful person?</p> <p>How can I see beauty in others?</p> <p>Should I follow rules happily? Why?</p> <p>Is there ever a time that I should submit to someone else?</p> <p>Should I be submissive? Why?</p> <p>Is the way to speak to and treat others important?</p> <p>Draw themselves in the centre of a paper with lines radiating to examples of who they feel accountable to. Illustrate how</p>	

		resolve those.	this makes them feel e.g. by using faces or a word. Identify an example that was a struggle for them to resolve, such as being tempted to do something they knew they shouldn't or succeeding with something difficult. Describe this by writing a recipe in which they identify ingredients, processes and finished product.	
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