

**Subject Religious Education– Year 4 – Autumn Term 1 MTP (R.E. Unit 2.5)**

National Curriculum	Week	SACRE - Coverage	Skills Taught
<p>The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE.</p> <p>Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p>At NPPS we follow Wolverhampton’s SACRE.2015.</p> <p><b>Unit 2.5</b>  <b>Title:</b> What is it like to be Jewish?</p> <p><b>ABOUT THIS UNIT:</b>            ABOUT THIS UNIT: This unit focuses on what it is like to be Jewish, exploring beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about Moses as a key leader in the Jewish tradition; about the Torah as sacred text; about the great festivals of Pesach, and the weekly celebration of Shabbat, illustrating how Jewish people try to live. This unit gives the children opportunities to explore how religious artefacts and texts can be a source for learning and for beliefs. The lessons offer experiences of looking at and examining artefacts and texts from within the Jewish tradition, so that children develop their enquiry skills, asking and reflecting on a range of questions.</p> <p><b>KEY STRANDS ADDRESSED BY THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● Religious beliefs, teachings and sources</li> <li>● Forms of expression</li> <li>● Questions of identity and belonging</li> </ul> <p><b>Prior learning:</b></p> <ul style="list-style-type: none"> <li>● Have listened to religious stories before</li> <li>● Used words like these before: Jewish Judaism, God, sacred, prayer, belief</li> <li>● Looked at different objects and talked about what they might be used for</li> </ul> <p><b>Vocabulary:</b></p>	1	<p><u>2.5 Where, how and why do Jewish people worship?</u></p> <ul style="list-style-type: none"> <li>■ The synagogue as an important place of worship and community in Judaism</li> <li>■ The place of the rabbi in guiding and supporting the Jewish community</li> </ul>	<ul style="list-style-type: none"> <li>■ Nearly all pupils can ask good questions during a visit/virtual tour about what happens in a synagogue</li> <li>■ Many pupils can use religious vocabulary to identify and describe some symbolic objects, actions and sounds found in a synagogue and say how these help Jews worship</li> <li>■ Some pupils can devise four good questions about the synagogue and in answering them, link to wider concepts such as G-d, prayer and community</li> </ul>
	2	<p><u>2.5 Why do Jewish people treat the Torah scroll with great respect?</u></p> <ul style="list-style-type: none"> <li>■ To learn about the Torah and how it is looked after in the synagogue</li> <li>■ How the Torah is a sacred text for Jewish people Make a connection between a special object for themselves and what is special to Jewish people Recognising the difference between what is special and what is holy</li> </ul>	<ul style="list-style-type: none"> <li>■ Nearly all pupils can say that the Torah is the holy book for Jews and why Jewish people treat it in certain ways</li> <li>■ Many pupils can describe why the Torah is the holy book for Jews and why the words of the Torah are important in Jewish life</li> <li>■ Some pupils can make links between stories in the Torah and Jewish beliefs. They can make links between the value of keeping promises in their own lives and in the story of the Jewish people and God</li> </ul>
	3	<p><u>2.5 Why is Shabbat a special time for Jewish people?</u></p> <ul style="list-style-type: none"> <li>■ The idea of rest on Shabbat;</li> <li>■ Shabbat as a day of delight</li> <li>■ About how Shabbat shows how important the creation story is in the life of Jewish people</li> </ul>	<ul style="list-style-type: none"> <li>■ Nearly all pupils can talk about some of the things some Jewish families would and would not do on Shabbat</li> <li>■ Many pupils can describe how Jewish people practise their faith on Shabbat and make a link between why Shabbat is celebrated and the Torah (either the</li> </ul>

Year 4 MTPs for Religious Education updated 2020

<p>Moses, Abraham, Exodus, Hebrew, covenant, Torah, Ark, Sabbath / Shabbat, Passover / Pesach, Mezuzah, Kosher, Seder, Tallit, Synagogue, Bimah prayer, belief, worship</p> <p>At the end of this unit:</p> <p><b>Pupils working towards the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use religious words to talk about how many Jewish people describe what God is like and how they worship God</li> <li>• Talk thoughtfully about how people show what they believe by how they act Many pupils will be able to...</li> <li>• Use religious words to explain why Moses is important to Jewish people and what they learn from him about God</li> <li>• Identify and reflect on qualities they admire in others and how they might follow these influences</li> </ul> <p><b>Pupils working at the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>• reflect on some stories of Moses and begin to express their own understanding of God</li> <li>• Identify rituals and actions of Pesach and explain the meaning of the festival for Jews today.</li> <li>• Express their own ideas about the value of hope and freedom.</li> <li>• Explain how Shabbat is important to Jews and reflect on the value of keeping a 'different' day in the week for family and reflection. Some pupils will be able to...:</li> <li>• Describe and show understanding of some key beliefs of Judaism using suggested vocabulary.</li> </ul> <p><b>Pupils working beyond the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify key figures in religious stories, artefacts and festivals and describe how they impact on the life of believers.</li> <li>• describe what inspires and influences themselves and others</li> <li>• Make links between the ideas and values they are learning about in Judaism with Christianity/other religions and their own beliefs/values</li> </ul>	<p>4</p> <p>5</p> <p>6</p>	<ul style="list-style-type: none"> <li>▪ How stories from the Jewish Bible matter to Jewish people;</li> <li>▪ The place of the Torah in Jewish belief and practice</li> </ul> <p><u>2.5 Why is Moses important to Jewish people today and what do they learn from him?</u></p> <ul style="list-style-type: none"> <li>▪ Moses as key figure in Judaism past and present.</li> <li>▪ Stories of God's faithfulness to his people, as revealed in the story of the Exodus</li> <li>▪ That key stories and events in the Torah affect Jewish practice today.</li> </ul> <p><u>2.5 Why is Pesach important to Jewish people?</u></p> <ul style="list-style-type: none"> <li>▪ The story of the exodus from Egypt Ways in which Jewish people recall the Exodus through celebration of Pesach today</li> </ul> <p>ASSESSMENT SUGGESTIONS: The learning outcomes in this unit are expressed as 'nearly all pupils', 'many pupils' and 'some pupils', so it will be possible to carry out assessment for learning throughout, keeping track of children's progress on an on-going basis. This should not be discounted if teachers choose to carry out a summative assessment activity. One way of getting pupils to reflect, to reveal their understanding and to express their ideas might include some art work. The process of producing it is part of the process of letting the learning sink in. Ask pupils to imagine that they have been asked to enter two pictures for an art gallery. The theme is "Judaism: ideas and actions". They need to choose an event from a story, or an idea like</p>	<p>creation story or the fourth commandment)</p> <ul style="list-style-type: none"> <li>▪ Some pupils can explain what happens at Shabbat, giving reasons for Jewish practise and express their ideas thoughtfully about the pros and cons of keeping Shabbat</li> </ul> <ul style="list-style-type: none"> <li>▪ Nearly all pupils can retell the main parts of the story of the Exodus and Moses' role in these events</li> <li>▪ Many pupils can describe what happened at the Exodus and make a link between this story and Jewish beliefs about God</li> <li>▪ Some pupils can communicate thoughtful ideas of their own about what made Moses a special leader and what they story of his life shows about G-d</li> </ul> <ul style="list-style-type: none"> <li>▪ Nearly all pupils can recall the story of the Exodus</li> <li>▪ Many pupils can explore and describe the symbolism behind Jewish practice at Pesach</li> <li>▪ Some pupils can clearly explain Jewish practice at Pesach, the meaning of the symbolism and links with freedom</li> </ul>
--	----------------------------	---	---

		<p>covenant, promise, Torah, rest or creation to illustrate what they feel is most important in the Jewish tradition. That’s “Judaism ideas”. For “Judaism actions”, they should choose a way in which Jewish people show how that idea is important to them today. This might be an image from the synagogue or a festival, or from the Shabbat service. The two pictures can be quite simple, but they should be accompanied by a few lines to explain why the pupil has selected these moments/ideas as being important to the Jewish tradition and the way Jewish people practise their religion. It is the selection that reveals their understanding. There are many possible ideas and images that could express what matters most to Jewish people.</p>	
	7		

**Subject Religious Education– Year 4 – Autumn Term 2 MTP (R.E. Unit 2.6)**

National Curriculum	Week	SACRE - Coverage	Skills Taught
<p>The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE.</p> <p>Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p>At NPPS we follow Wolverhampton’s SACRE.2015.</p> <p><b>Unit 2.6</b>  <b>Title:</b> Why does the Prophet matter to Muslims?</p> <p><b>ABOUT THIS UNIT:</b></p>	1	<p><u>2.6 What do stories of the Prophet Muhammad (PBUH) teach us?</u></p> <ul style="list-style-type: none"> <li>▪ To understand the meanings of some stories of the Prophet Muhammad (PBUH)</li> <li>▪ To reflect on the meaning of the stories.</li> <li>▪ To understand the importance of some Hadith for Muslims</li> </ul>	<ul style="list-style-type: none"> <li>▪ All pupils will: recall the stories about the Prophet Muhammad (PBUH); say what these stories show about what the Prophet Muhammad (PBUH) was like; talk about what makes a good leader. Many pupils will: describe the importance of the Prophet Muhammad (PBUH) for Muslims, using religious vocabulary; Some pupils will: ask important questions about being a leader and being a follower; make links between my ideas and the ways in which the Prophet was a good leader.</li> </ul>
	2	<p><u>2.6 Why are some books special? How can you show respect for a book? How do Muslims respect their holy writings?</u></p>	<ul style="list-style-type: none"> <li>• All pupils will: Notice that some books are special to some groups of people; Talk about the Muslim and Christian special books.</li> </ul>

<p>ABOUT THIS UNIT: This unit focuses on why the Prophet Muhammad (PBUH) is seen as exemplary or inspirational by some people by exploring key aspects of the Prophet Muhammad's (PBUH) life and the teachings of the Qur'an about Prophethood. Pupils consider the impact that believing in the Prophet Muhammad (PBUH) will have on a believer's life and reflect on the importance of the Prophet Muhammad (PBUH) for Muslims today. In this unit, pupils will have the opportunity to interview a visitor about the importance of the Prophet Muhammad (PBUH) for them. The themes addressed in this unit are inspirational people; teachings and authority; beliefs and questions; religion and the individual and symbols and expression. These themes are exemplified mainly through the religion of Islam, but also through the personal experiences and reflections of pupils.</p> <p><b>KEY STRANDS ADDRESSED BY THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>• Religious beliefs, teachings and sources</li> <li>• Religious forms of express</li> <li>• Questions of identity and belonging</li> <li>• Questions of values and commitments</li> </ul> <p><b>Prior learning:</b></p> <ul style="list-style-type: none"> <li>• pupils have learnt that the Prophet Muhammad (PBUH) is the last prophet of Islam</li> <li>• pupils have some understanding of the life of the Prophet through the stories told about him and his actions</li> </ul>		<ul style="list-style-type: none"> <li>• That books are special for different reasons for different groups of people</li> <li>• Muslims believe the Holy Qur'an is the word of God / Allah and is therefore treated with utmost respect.</li> <li>• Christians believe that the Bible is the book God has given people, so it is loved and respected.</li> <li>• There are symbols for respect: some things we do with a book show how much the book is loved and cared for.</li> <li>• To notice 7 signs of respect Muslims show</li> </ul>	<ul style="list-style-type: none"> <li>• Many pupils will: Ask questions which address why books are special; Respond sensitively for themselves to the idea of a 'holy book'.</li> <li>• Some pupils will: Describe and explain key features of the Muslim sacred scriptures</li> </ul>
<p><b>Vocabulary:</b> Islam, The Prophet Muhammad (PBUH), Allah, Holy Qur'an, hadith God, belief, faith, follower, leader, influence.</p> <p>At the end of this unit:</p> <p><b>Pupils working towards the expected outcomes will be able to:</b> Use religious words and phrases to identify key aspects of the example of the Prophet Muhammad (PBUH); • Show awareness of the role of Prophet in Islam and be able to suggest meanings for this. • Identify how The Prophet Muhammad (PBUH) is an example for Muslims • Retell a story of the Prophet themselves • Ask and respond sensitively to questions about the importance of The Prophet Muhammad (PBUH) for themselves and others</p> <p><b>Pupils working at the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use a developing religious vocabulary to describe key aspects of The Prophet Muhammad's (PBUH) life and teachings.</li> <li>• Make links between Muslim beliefs and stories about the Prophet Muhammad (PBUH);</li> <li>• Begin to identify the impact that</li> </ul>	<p>3</p>	<p><u>2.6 What can we find out about the story of Muhammad at the Gates of Makkah? What are our thoughts and ideas?</u></p> <ul style="list-style-type: none"> <li>• Pupils will learn that the Prophet Muhammad matters to Muslims</li> <li>• They will learn that Muslims usually say 'Peace Be Upon Him' (PBUH) when the mention the Prophet.</li> <li>• They will think about what makes us make up our minds about other people, and why it is good to change our minds</li> <li>• They will learn that appearances are not everything</li> </ul>	<p>All pupils will:</p> <ul style="list-style-type: none"> <li>• Remember what happened in the story;</li> <li>• Talk about why the lady with the bags changed her mind;</li> <li>• Identify a simple meaning in the story.</li> </ul> <p>Many pupils will:</p> <ul style="list-style-type: none"> <li>• Suggest a meaning for the different emotions in the story;</li> <li>• Respond sensitively to the idea that we sometimes need to change our minds.</li> </ul> <p>Some pupils will:</p> <ul style="list-style-type: none"> <li>• Make a link between this story and the way some people think badly of</li> </ul>

Year 4 MTPs for Religious Education updated 2020

<p>believing in Allah will have on a Muslim’s life. • Describe how the Prophet Muhammad (PBUH) is honoured (but never worshipped) in Islam; • Ask questions about the importance of the Prophet Muhammad (PBUH), making links between their own and others’ responses.</p> <p><b>Pupils working beyond the expected outcomes will be able to:</b></p> <p>Use a developing religious vocabulary, to describe, show understanding of and make links between stories about the Prophet Muhammad (PBUH) and Muslim ways of life.</p> <p>• Show that they understand the meanings of a range of sayings and stories of the Prophet Muhammad (PBUH). • Raise and suggest answers to, questions about the importance of the Prophet Muhammad (PBUH) in Islam and the impact that following him can have on a Muslim’s values and commitments.</p>		<ul style="list-style-type: none"> <li>• They may think about times when they have been negative about a person they found out was good.</li> </ul>	<p>other religions, suggesting ways to make peace!</p>
	4	<p><u>2.6 What can we learn from the story of Bilal: the slave who would not be quiet?</u></p> <ul style="list-style-type: none"> <li>• From engaging with the story at many levels, children will learn the significance of belief in one God for Muslims</li> <li>• They will notice that for Muslims, belief in one God is linked to every human being equal and deserving fair treatment.</li> <li>• Pupils will think about some of their own ideas and behaviour.</li> </ul>	<p>All pupils will:</p> <ul style="list-style-type: none"> <li>• Remember the story outline.</li> </ul> <p>Many pupils will:</p> <ul style="list-style-type: none"> <li>• Suggest a meaning for the story of Bilal;</li> <li>• Respond sensitively to ideas in the story.</li> </ul> <p>Some pupils will:</p> <ul style="list-style-type: none"> <li>• Make a link between the values seen in the story of Bilal and their own values.</li> </ul>
	5	<p><u>2.6 What can we do with the story, to help us learn from the Muslims?</u></p> <ul style="list-style-type: none"> <li>• Think for themselves about the key elements of this Muslim story</li> <li>• Respond to ideas from the story in making, choosing words to shout and learning from other children’s work.</li> <li>• Use their literacy skills to explore some ideas from the Muslim religion in speaking and listening activities.</li> </ul>	<p>All pupils will:</p> <ul style="list-style-type: none"> <li>• Identify a Muslim story;</li> <li>• Remember the story outline.</li> </ul> <p>Many pupils will:</p> <ul style="list-style-type: none"> <li>• Suggest a meaning for the story of Bilal;</li> <li>• Respond sensitively to ideas in the story;</li> <li>• Suggest some words that matter so much they would be worth shouting to the world!</li> </ul> <p>Some pupils will:</p> <ul style="list-style-type: none"> <li>• Make a link between Bilal’s values and their own values.</li> </ul>
	6	<p><u>Christmas Carol service/ English cross-curricular link</u></p>	<p>Please use age related Writing objectives.</p>

Year 4 MTPs for Religious Education updated 2020

		Children are to write a recount of the visit to St. Mary's church for the annual carol service.	
	7		

**Subject Religious Education– Year 4 – Spring Term 1 MTP (R.E. Unit 2.6/2.7)**

National Curriculum	Week	SACRE - Coverage	Skills Taught
<p>The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE.</p> <p>Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p>At NPPS we follow Wolverhampton's SACRE.2015.</p> <p><b>Unit 2.6</b> <b>Title:</b> Why does the Prophet matter to Muslims?</p> <p><b>ABOUT THIS UNIT:</b> ABOUT THIS UNIT: This unit focuses on why the Prophet Muhammad (PBUH) is seen as exemplary or inspirational by some people by exploring key aspects of the Prophet Muhammad's (PBUH) life and the teachings of the Qur'an about Prophethood. Pupils consider the impact that believing in the Prophet Muhammad (PBUH) will have on a believer's life and reflect on the importance of the Prophet Muhammad (PBUH) for</p>	1	<p><u>2.6 How does following the example of the Prophet Muhammad (PBUH) make a difference to Muslims' lives?</u></p> <ul style="list-style-type: none"> <li>• That Muslims make no visual images of the Prophet Muhammad (PBUH).</li> <li>• To make links between the stories of the Prophet Muhammad (PBUH) and the way Muslims live today.</li> <li>• To reflect upon their own ideas about leaders and followers, including the Prophet Muhammad (PBUH).</li> </ul>	<ul style="list-style-type: none"> <li>• Many pupils will retell a story of the Prophet and suggest the meanings in the story</li> <li>• Some pupils will ask questions and suggest answers about the impact of the Prophet's wisdom on life today</li> </ul>

<p>Muslims today. In this unit, pupils will have the opportunity to interview a visitor about the importance of the Prophet Muhammad (PBUH) for them. The themes addressed in this unit are inspirational people; teachings and authority; beliefs and questions; religion and the individual and symbols and expression. These themes are exemplified mainly through the religion of Islam, but also through the personal experiences and reflections of pupils.</p> <p><b>KEY STRANDS ADDRESSED BY THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>• Religious beliefs, teachings and sources</li> <li>• Religious forms of express</li> <li>• Questions of identity and belonging</li> <li>• Questions of values and commitments</li> </ul> <p><b>Prior learning:</b></p> <ul style="list-style-type: none"> <li>• pupils have learnt that the Prophet Muhammad (PBUH) is the last prophet of Islam</li> <li>• pupils have some understanding of the life of the Prophet through the stories told about him and his actions</li> </ul> <p><b>Vocabulary:</b> Islam, The Prophet Muhammad (PBUH), Allah, Holy Qur’an, hadith God, belief, faith, follower, leader, influence.</p>	<p>2</p>	<p><u>2.6 What do we think about leaders and followers?</u></p> <ul style="list-style-type: none"> <li>• To identify and describe the qualities of a good leader.</li> <li>• To reflect on their own experience of being a leader and a follower.</li> <li>• To make links between religious leaders and other kinds of leadership.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils will talk about what makes a good leader and say why Muslims think the Prophet is worth following.</li> <li>• Some pupils will make links between ideas of leaders and followers in everyday life, and the idea of following a leader in faith; Describe and explain what I think makes Muhammad a key leader for Muslims, linking ideas from stories to the present day; Identify similarities and differences between the Prophet Muhammad (PBUH) and other leaders, and suggest two things that make the Prophet unique</li> </ul>
<p>At the end of this unit:</p> <p><b>Pupils working towards the expected outcomes will be able to:</b></p> <p>Use religious words and phrases to identify key aspects of the example of the Prophet Muhammad (PBUH);</p> <ul style="list-style-type: none"> <li>• Show awareness of the role of Prophet in Islam and be able to suggest meanings for this.</li> <li>• Identify how The Prophet Muhammad (PBUH) is an example for Muslims</li> <li>• Retell a story of the Prophet themselves</li> <li>• Ask and respond sensitively to questions about the importance of The Prophet Muhammad (PBUH) for themselves and others</li> </ul> <p><b>Pupils working at the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use a developing religious vocabulary to describe key aspects of The Prophet Muhammad’s (PBUH) life and teachings.</li> <li>• Make links between Muslim beliefs and stories about the Prophet Muhammad (PBUH);</li> <li>• Begin to identify the impact that believing in Allah will have on a Muslim’s life.</li> <li>• Describe how the Prophet Muhammad (PBUH) is honoured (but never worshipped) in Islam;</li> <li>• Ask questions about the</li> </ul>	<p>3</p>	<p><u>Is The Prophet Muhammad (PBUH) still important today?</u></p> <ul style="list-style-type: none"> <li>• To develop skills in questioning AOTs (Adults other than teachers)</li> <li>• Why The Prophet Muhammad (PBUH) is important to Muslims today</li> <li>• To reflect upon who is important in their life</li> </ul>	<p>All pupils will</p> <ul style="list-style-type: none"> <li>• say one thing I find interesting about the Prophet Muhammad (PBUH) and how Muslims follow him today</li> </ul> <p>Many pupils will</p> <ul style="list-style-type: none"> <li>• identify how believing in The Prophet Muhammad (PBUH) is important for Muslims today I can ask important questions about the impact of following the Prophet, making links between my own and others’ responses</li> </ul> <p>Some pupils will</p> <ul style="list-style-type: none"> <li>• describe what inspires and influences me, making links with the ways in which the example of The Prophet Muhammad inspires Muslims in Wolverhampton today</li> </ul>

<p>importance of the Prophet Muhammad (PBUH), making links between their own and others' responses.</p> <p><b>Pupils working beyond the expected outcomes will be able to:</b></p> <p>Use a developing religious vocabulary, to describe, show understanding of and make links between stories about the Prophet Muhammad (PBUH) and Muslim ways of life.</p> <ul style="list-style-type: none"> <li>• Show that they understand the meanings of a range of sayings and stories of the Prophet Muhammad (PBUH).</li> <li>• Raise and suggest answers to, questions about the importance of the Prophet Muhammad (PBUH) in Islam and the impact that following him can have on a Muslim's values and commitments.</li> </ul>	<p>4</p>	<p>ASSESSMENT SUGGESTIONS: A possible final assessment task: Choosing and explaining the right images for Islam Pupils are to imagine that they have been asked by the Muslim community to create a picture pack to teach young children about their faith. They are making a book for five year olds. Using Islamic rules (no representation of the Prophet or of Allah), they are to select 6 pictures and write notes to go with them to show the importance of The Prophet Muhammad (PBUH) for Muslims today. Any source of pictures or graphics can be used, but there is a good selection of both drawings and photos of artefacts at <a href="http://www.strath.ac.uk/redb/">http://www.strath.ac.uk/redb/</a> Local photos from Wolverhampton of Islamic community life could be collected by the school as well. The emphasis in the task is on selection and description: why would these 6 images help the 5- 7 year olds to understand about the Prophet? Pupils must write notes to go with their booklet and images.</p>	
	<p>5</p>	<p><u>2.7 What is an inspiring person?</u> <u>Who is an inspiring person?</u></p> <ul style="list-style-type: none"> <li>• To consider the idea that we are all inspired by other people sometimes.</li> </ul>	<p>All pupils will</p> <ul style="list-style-type: none"> <li>• talk about heroes and inspiring people</li> </ul> <p>Many pupils will</p> <ul style="list-style-type: none"> <li>• choose inspiring people of my own and give reasons</li> </ul> <p>Some pupils will</p> <ul style="list-style-type: none"> <li>• outline and explain links between inspiring people from different settings</li> </ul>
	<p>6</p>	<p><u>2.7 Who did Jesus say he was?</u></p> <ul style="list-style-type: none"> <li>• To understand the symbolic language used for Jesus</li> <li>• To reflect on the meaning of the statements that Jesus made about himself</li> <li>• To understand the importance of these sayings for Christians</li> </ul>	<p>All pupils will</p> <ul style="list-style-type: none"> <li>• say what symbols Jesus used to describe himself</li> </ul> <p>Many pupils will</p> <ul style="list-style-type: none"> <li>• think of some metaphors to describe what they are like, connecting them to Bible metaphors for Jesus</li> </ul> <p>Some pupils will:</p> <ul style="list-style-type: none"> <li>• Describe and explain what the symbols used in the 'I am' sayings show about Jesus;</li> <li>• Explain the importance of Jesus for Christians using religious vocabulary;</li> </ul>



			<ul style="list-style-type: none"> <li>Ask important questions about the purpose and meaning of the symbolic language used to describe Jesus.</li> </ul>
	7		

**Subject Religious Education– Year 4 – Spring Term 2 MTP (R.E. Unit 2.7)**

National Curriculum	Week	SACRE - Coverage	Skills Taught
<p>The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE.</p> <p>Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p>At NPPS we follow Wolverhampton’s SACRE.2015.</p> <p><b>Unit 2.7</b> <b>Title:</b> Why do some people think Jesus is inspirational?</p> <p><b>ABOUT THIS UNIT:</b> This unit of RE for Wolverhampton SACRE focuses on why Jesus is seen as inspirational by some people by exploring key aspects of Jesus’ life and teachings. Pupils in year 3 and 4 consider the impact that believing in Jesus will have on a believer’s life and reflect on the importance of Jesus for Christians today by considering the celebrations at the festival of Holy Week and Easter. In this unit, pupils will have the opportunity to explore how Jesus is represented in art and reflect on the meaning of these different interpretations. They will also have the opportunity to interview a visitor about the importance of Jesus for them. The themes addressed in this unit are inspirational people; teachings and authority; beliefs and questions;</p>	1	<p><b>2.7 What do we know about Jesus’ life story? Is his story inspiring for some people?</b></p> <ul style="list-style-type: none"> <li>That there is no authentic visual image of Jesus;</li> <li>To make links between artistic images of Jesus and the artist’s beliefs and background;</li> <li>To understand how images of Jesus are expressions of faith and worship;</li> <li>To reflect upon their own interpretations of stories and teachings of Jesus.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils will respond sensitively to some images of Jesus from the global Christian art of today</li> <li>Many pupils will identify similarities and differences in the way in which Jesus has been portrayed; Describe how the artists show their ideas about Jesus</li> <li>Some pupils will show understanding of what the images of Jesus show about the beliefs of the artist; Apply their own ideas about the meaning and purpose of Jesus’ life and teachings.</li> </ul>
	2	<p><b>2.7 What did Jesus teach? Was he a good teacher? Was he an inspiring teacher?</b></p> <ul style="list-style-type: none"> <li>To know one of Jesus’ parables</li> <li>To understand the meaning of one of Jesus’ parables</li> </ul>	<p>All pupils will</p> <ul style="list-style-type: none"> <li>re-tell one of the stories of Jesus and suggest what it means for Christians</li> </ul> <p>Many pupils will</p> <ul style="list-style-type: none"> <li>identify the techniques that Jesus used to teach people; Describe one of Jesus’ parables</li> </ul>

Year 4 MTPs for Religious Education updated 2020

<p>religion and the individual and symbols and expression. These themes are exemplified mainly through the religion of Christianity, although some reference to another religion can be made. Teach the concept of ‘inspiring’ carefully through the unit of work.</p> <p><b>KEY STRANDS ADDRESSED BY THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>▪ Religious beliefs, teachings and sources</li> <li>▪ Religious forms of expression</li> <li>▪ Questions of identity and belonging</li> <li>▪ Questions of values and commitments</li> </ul> <p><b>Prior learning:</b></p> <ul style="list-style-type: none"> <li>▪ Jesus was the founder of Christianity Some understanding of what Jesus was like through the stories he told and his actions</li> <li>▪ A basic awareness of the place of the Bible in Christian life</li> <li>▪ A basic awareness of Christian worship through festivals learnt about the significance of the most well-known festival symbols, e.g. the cross or the Paschal candle, through seeing them on visits to churches learnt about the Christian concepts of God as Creator and as a loving parent learnt about the life and teaching of the historical Jesus.</li> </ul> <p><b>Vocabulary:</b> Christianity Christ Jesus Christian Gospel Jew Teacher Rabbi Bread Shepherd Light Parables Disciple Trinity Miracle Crucifixion Resurrection Incarnation</p> <p>At the end of this unit:</p> <p><b>Pupils working towards the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Use religious words and phrases, such as parable and miracle to identify key aspects of Jesus’ life and teachings.</li> <li>▪ Show awareness of how different people describe Jesus</li> <li>▪ Retell some stories of Jesus</li> <li>▪ Identify how Jesus has been represented in different ways.</li> <li>▪ Suggest a meaning from a story of Jesus or a symbol of Jesus.</li> <li>▪ Respond sensitively to questions about the importance of Jesus for themselves and others</li> </ul> <p><b>Pupils working at the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Use a developing religious vocabulary, such as resurrection, forgiveness to describe key aspects of Jesus’ life and teachings.</li> <li>▪ Begin to identify the impact that believing in Jesus has on a Christian’s life.</li> </ul>		<ul style="list-style-type: none"> <li>• To reflect on what we can learn from a parable of Jesus.</li> <li>• To make links between values and commitments and their own attitudes and behaviour.</li> <li>• To consider the impact that believing in Jesus will have on a Christian’s life.</li> </ul>	<p>Some pupils will</p> <ul style="list-style-type: none"> <li>• explain the impact that believing in Jesus will have on a Christian’s life using examples of the impact.</li> </ul>
<p><b>3</b></p>		<p><u>2.7 Who did Jesus think was important?</u></p> <ul style="list-style-type: none"> <li>• To consider who Jesus considered to be blessed by God;</li> <li>• To reflect upon what makes them happy</li> <li>• To reflect upon whether happiness can be found in possessions</li> <li>• To make their own links between Jesus’ teachings and Christian beliefs</li> <li>• To recognise their own values and those of others.</li> </ul>	<p>All pupils will</p> <ul style="list-style-type: none"> <li>• identify who Jesus said would be blessed by God</li> </ul> <p>Many pupils will</p> <ul style="list-style-type: none"> <li>• identify what makes them happy; Describe the importance of Jesus’ teaching in the Sermon on the Mount for Christians.</li> </ul> <p>Some pupils will</p> <ul style="list-style-type: none"> <li>• create their own Beatitudes to show who they think should be blessed / happy.</li> </ul>
<p><b>4</b></p>		<p><u>2.7 What do Jesus’ miracles show about him?</u></p> <ul style="list-style-type: none"> <li>• The difference between a miracle and a magic trick</li> <li>• To understand what Jesus’ miracles show about him</li> <li>• To reflect upon the difficulty of putting faith into action</li> </ul>	<p>All pupils will</p> <ul style="list-style-type: none"> <li>• identify one of Jesus’ miracles</li> </ul> <p>Many pupils will</p> <ul style="list-style-type: none"> <li>• describe one of Jesus’ miracles;</li> <li>• Make links between the accounts of Jesus’ miracles and Christian beliefs about the importance of Jesus.</li> </ul> <p>Some pupils will</p> <ul style="list-style-type: none"> <li>• ask and suggest answers to important questions about faith and belief, e.g:</li> </ul>

Year 4 MTPs for Religious Education updated 2020

<ul style="list-style-type: none"> <li>▪ Describe some ways in which Jesus has been represented in art or music</li> <li>▪ Make links between some Christian beliefs and some stories about Jesus found in the New Testament.</li> <li>▪ Ask and consider some important questions of their own about Jesus, making links between their own and others' responses</li> </ul> <p><b>Pupils working beyond the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Use a developing religious vocabulary, to show their understanding of what Jesus means to Christians</li> <li>▪ Describe simply some different interpretations of Jesus' teaching and life.</li> <li>▪ Show that they understand why Jesus is portrayed in many different ways in art.</li> <li>▪ Make connections between some New Testament stories about Jesus and Christian beliefs.</li> <li>▪ Raise and suggest answers to, questions about the importance of Jesus and the impact that believing in him would have on a believer's values and commitments.</li> </ul>			<p>why do some people find it hard to believe in miracles? Do Jesus' miracles all have meanings? What's the difference between miracles and magic?</p>
	5	<p><u>Easter service/Art cross-curricular link</u></p> <p>Children are a piece of art work inspired by the Easter story and or St. Mary's church for the annual Easter service.</p>	<ul style="list-style-type: none"> <li>▪ Please use age related Art objectives.</li> </ul>
	6	<p><u>Easter service/ English cross-curricular link</u></p> <p>Children are to write a recount of the visit to St. Mary's church for the annual Easter service.</p>	<p>Please use age related Writing objectives.</p>
	7		

**Subject Religious Education– Year 4 – Summer Term 1 MTP (R.E. Unit 2.7/2.9)**

National Curriculum	Week	SACRE - Coverage	Skills Taught
<p>The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE.</p>	1	<p><u>2.7 How and why are Holy Week and Easter an expression of Christian beliefs about Jesus?</u></p> <ul style="list-style-type: none"> <li>▪ To be able to describe the links between the narratives of the last week of Jesus life and</li> </ul>	<ul style="list-style-type: none"> <li>▪ All pupils will identify some events from Holy Week; Re-tell one of the stories about Holy Week</li> <li>▪ Many pupils will describe what happened to Jesus in the last week of his life; Make</li> </ul>

Year 4 MTPs for Religious Education updated 2020

<p>Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p>At NPPS we follow Wolverhampton’s SACRE.2015.</p> <p><b>Unit 2.9</b>  <b>Title: Keeping 5 Pillars: what difference does it make?</b>  <b>ABOUT THIS UNIT:</b> This unit of work is intended to enable pupils to understand the significance of the five Pillars of Islam, and to reflect on the sources of strength in their own lives. Many Tower Hamlets pupils will know a lot about Five Pillars from their own faith community, but the intentions here are to provide space for depth of thinking and developing understanding. The unit deals with Islam. Through a focus on the beliefs and concepts associated with the 5 Pillars and their impact on the life of a Muslim the pupils will be enabled to think about their own experience. Using discussion, ICT presentation skills, research and literacy skills, pupils will have opportunities to broaden their knowledge and understanding of religion.</p> <p><b>KEY STRANDS ADDRESSED BY THIS UNIT</b> • Beliefs and practice: How does Muslim belief expressed in the practices of the 5 Pillars? • Questions of value and commitment. How does Islamic practice strengthen the believer? What are my sources of strength and security?</p> <p><b>Prior Learning</b></p> <p>Learned about the Mosque, the Prophet and Islamic ways of living through the appropriate units of the KS scheme of work in the Tower Hamlets Agreed Syllabus. Built some basic skills in presenting their learning through ICT.</p> <p><b>Vocabulary:</b>  Islam: Shahadah, Salat / Salah, Zakat, Ramadan, Eid Ul Fitr, Hajj Makkah Kaa’ba Ritual, Religious practice Pilgrimage, Charity / Almsgiving, Duty, Choice</p> <p>At the end of this unit:  <b>Pupils working towards the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify the Five Pillars of Islam</li> <li>• Suggest a meaning for the Muslim’s practice of the pillars</li> <li>• Respond sensitively to the ways Muslims practice their religion</li> </ul>		<p>celebrations of Holy Week and Easter in the Christian community today.</p> <ul style="list-style-type: none"> <li>▪ To be able to apply the idea of an inspiring life for themselves.</li> </ul>	<p>links from the Gospel stories to the celebrations of today.</p> <ul style="list-style-type: none"> <li>▪ Some pupils will show that they understand what Christians believe happened after Jesus’ death, using words like ‘miracle’, ‘resurrection’ and ‘power of God’; Apply ideas from the Gospel stories to the celebrations of today</li> </ul>
	<p><b>2</b></p>	<p><u>2.7 Is Jesus still important today? Why? Who to? How does it show?</u></p> <ul style="list-style-type: none"> <li>▪ To develop skills in questioning AOTs (Adults other than teachers)</li> <li>▪ Why Jesus is important to Christians today (About the importance of Jesus for other faiths)</li> <li>▪ To reflect upon who is important in their life</li> </ul>	<ul style="list-style-type: none"> <li>▪ Many pupils will make links between the stories of Jesus and the way our visitor lives</li> <li>▪ Some pupils will identify the impact that believing in Jesus will have on a Christian’s life; Ask important questions about religion and beliefs, making links between my own and other’s responses: e.g. what different beliefs about Jesus are held? Why? Show understanding of what inspires and influences me and others.</li> </ul>
	<p><b>3</b></p>	<p><u>2.7 What kind of image of Jesus for the 21st Century would pupils like to create? Might it be inspiring to others?</u></p> <ul style="list-style-type: none"> <li>▪ To express their own ideas, understanding and insight into the meaning and significance of Jesus’ life and teaching in a contemporary context.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Many pupils will describe their designs for a work of creative art that expresses reasons why Jesus is inspiring.</li> <li>▪ Some pupils will apply and express their understanding and ideas about Jesus as an inspiration to Christians and to others.</li> </ul>
	<p><b>4</b></p>	<p><u>2.7 ASSESSMENT SUGGESTIONS:</u>  A Possible final assessment task: RE needs an assessment for learning approach to gathering evidence of pupils’ achievements. There is not a particular need for every unit to produce assessment outcomes on paper. Speak and listen: Using verbal responses, artistic and creative skills and written responses from children to weigh up evidence of achievement is best with this age group. Teaching</p>	

<p><b>Pupils working at the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe how a Muslim practices some of the Pillars</li> <li>• Make simple links between the teaching of Islam and what Muslims do</li> <li>• Make simple links between their own experience and choices and the Muslims who choose to practice the Pillars (answering a question about similarities and differences)</li> </ul> <p><b>Pupils working beyond the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>• Show that they understand the impact of the Pillars on Muslim people</li> <li>• Apply the ideas of duty, choice and strength to some of the things they do in life</li> <li>• Show that they understand links between their way of life and the Muslim practice of the Pillars.</li> </ul>		<p>assistants can make records as seems suitable to the team, for the purposes of continuous assessment for learning. • Pupils are to imagine that they have been asked by a local Church to design a new stained glass window, which celebrates the life and teachings of Jesus or the festival of Easter. Their design needs to be eye catching, inspiring and informative and show the importance of Jesus for Christians today. It should use a saying or verse from one of the gospels as it's title (give pupils a choice). Pupils to write an explanation: 'Six reasons why our design is good for the Christian community' (less than 100 words). These prompts might be useful: • The main things about our stained glass window are... • We got some good ideas from... • We are pleased with our design because... • We took a Bible verse for our inspiration. It was... we chose it because... • Our design shows some ideas about Jesus, for example... • The reasons why the Christians would like our window are... and... and... • Your local church may like to host an 'exhibition' of the work that comes from this unit and this task</p>	
	<p>5</p>	<p><u>2.9 What helps you through the journey of life?</u></p> <ul style="list-style-type: none"> <li>▪ To reflect on the beliefs, values and practices that are important in their own lives and in the school community and how these values are expressed;</li> </ul>	<ul style="list-style-type: none"> <li>▪ ALL: Respond thoughtfully to the idea of life as a journey</li> <li>▪ MANY: Suggest some examples of spiritual, moral and physical support that a person might need on the journey of life</li> <li>▪ SOME: Raise questions and suggest answers to questions raised by reflecting on the journey of life</li> </ul>
	<p>6</p>	<p><u>2.9 What are the Five Pillars of Islam? What does the first pillar mean?</u></p> <ul style="list-style-type: none"> <li>▪ To consider their own beliefs about God's character</li> <li>▪ To understand Muslim belief and teaching about Allah.</li> <li>▪ To explain the key beliefs of Muslims and how these affect the way Muslims choose to behave</li> </ul>	<ul style="list-style-type: none"> <li>▪ ALL: Say what the Shahadah is and how it is used with a baby and in the call to prayer Talk about things that matter to them</li> <li>▪ MANY: Describe some of the key qualities of Muhammad Make links with Muslim beliefs in the Shahadah by saying what matters most in my life</li> <li>▪ SOME: Use examples from the life of Muhammad to explain why Muslims respect him. Describe what influences my life, by explaining what matters most, in response to the story of Bilal</li> </ul>

	7		
--	---	--	--

**Subject Religious Education– Year 4 – Summer Term 2 MTP (R.E. Unit 2.9)**

National Curriculum	Week	SACRE - Coverage	Skills Taught
<p>The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE.</p> <p>Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p>At NPPS we follow Wolverhampton’s SACRE.2015.</p> <p><b>Unit 2.9</b>  <b>Title: Keeping 5 Pillars: what difference does it make?</b>                      ABOUT THIS UNIT: This unit of work is intended to enable pupils to understand the significance of the five Pillars of Islam, and to reflect on the sources of strength in their own lives. Many Tower Hamlets pupils will know a lot about Five Pillars from their own faith community, but the intentions here are to provide space for depth of thinking and developing understanding. The unit deals with Islam. Through a focus on the beliefs and concepts associated with the 5 Pillars and their impact on the life of a Muslim the pupils will be enabled to think about their own experience. Using discussion, ICT presentation skills, research and literacy skills, pupils will have opportunities to broaden their knowledge and understanding of religion.</p> <p><b>KEY STRANDS ADDRESSED BY THIS UNIT</b> • Beliefs and practice: How does Muslim belief expressed in the practices of the 5 Pillars? • Questions of value and commitment. How does Islamic practice strengthen the believer? What are my sources of strength and security?</p>	1	<p><u>2.9 Prayer is the second Pillar. How and why do Muslims pray?</u></p> <ul style="list-style-type: none"> <li>▪ To learn about Salah and its importance</li> <li>▪ To think about the feelings that go with submission and with prayer</li> </ul>	<ul style="list-style-type: none"> <li>▪ ALL: Suggest some meanings for the actions to do with prayer (including preparation etc) Ask some questions about prayer and its impact for Muslims and me (NB this allows for non-religious responses too)</li> <li>▪ MANY: Describe the practice of prayer in Islam Make links to my own experiences and ideas about praying and about God.</li> </ul>
	2	<p><u>2.9 Giving charity is the third pillar. How is charity important to Muslims? How is charity important to you?</u></p> <ul style="list-style-type: none"> <li>▪ To learn about the practice and impact of Zakah.</li> <li>▪ To think about generosity, fairness and equality in the light of the practices of Zakah</li> </ul>	<ul style="list-style-type: none"> <li>▪ ALL: Use religious words to say what zakat means and why it is important to Muslims Talk about why sharing with others is a good thing</li> <li>▪ MANY: Describe the practice of charity and Zakah in Islam Make links from learning about Zakah to my own ideas about generosity and charity.</li> <li>▪ SOME: Use religious vocabulary to describe how Islamic teaching about money and charity might affect the way a Muslim chooses to use his/her money</li> </ul>
	3	<p><u>2.9 Fasting is the fourth pillar. How and why do Muslims fast?</u></p> <ul style="list-style-type: none"> <li>▪ To learn about the practice of Fasting and the month of Ramadan.</li> </ul>	<ul style="list-style-type: none"> <li>▪ ALL: Say what fasting is, when Muslims fast, and give two reasons why Muslims fast Talk about times I have denied myself something</li> <li>▪ MANY: Describe the features of Ramadan and the festival of Eid-ul-Fitr. Make a link</li> </ul>

<p><b>Prior Learning</b></p> <p>Learned about the Mosque, the Prophet and Islamic ways of living through the appropriate units of the KS scheme of work in the Tower Hamlets Agreed Syllabus. Built some basic skills in presenting their learning through ICT.</p> <p><b>Vocabulary:</b> Islam: Shahadah, Salat / Salah, Zakat, Ramadan, Eid Ul Fitr, Hajj Makkah Kaa’ba Ritual, Religious practice Pilgrimage, Charity / Almsgiving, Duty, Choice</p> <p>At the end of this unit: <b>Pupils working towards the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify the Five Pillars of Islam</li> <li>Suggest a meaning for the Muslim’s practice of the pillars</li> <li>Respond sensitively to the ways Muslims practice their religion</li> </ul> <p><b>Pupils working at the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>Describe how a Muslim practices some of the Pillars</li> <li>Make simple links between the teaching of Islam and what Muslims do</li> <li>Make simple links between their own experience and choices and the Muslims who choose to practice the Pillars (answering a question about similarities and differences)</li> </ul> <p><b>Pupils working beyond the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>Show that they understand the impact of the Pillars on Muslim people</li> <li>Apply the ideas of duty, choice and strength to some of the things they do in life</li> <li>Show that they understand links between their way of life and the Muslim practice of the Pillars.</li> </ul>		<ul style="list-style-type: none"> <li>To consider questions about self discipline for themselves.</li> </ul>	<p>between the benefits of fasting for Muslims and when I have denied myself something .</p> <ul style="list-style-type: none"> <li>SOME: Describe reasons why Muslims choose to fast during Ramadan Raise and suggest answers to suitable questions for a Muslim visitor.</li> </ul>
	<p>4</p>	<p><u>2.9 Hajj is the fifth pillar. How and why do Muslims journey to Makkah?</u></p> <ul style="list-style-type: none"> <li>To discover the significance of Hajj, and the impact it has on Muslims who go to Makkah</li> <li>To find out hoe the Hajj feels to believers</li> <li>To think about how, who, where, when, why and what if questions to do with the Hajj.</li> </ul>	<ul style="list-style-type: none"> <li>ALL: Say where Muslims go on pilgrimage and what they do there Ask questions about hajj, including ideas about what it might be like for Muslims to go</li> <li>MANY: Describe some of the main parts of the Hajj experience. Make links to my own experiences and ideas about journeys.</li> <li>SOME: Show an understanding of the diverse reasons for people going on pilgrimage and the potential impact on a pilgrim’s life. Describe what evil I would like to drive out of the world.</li> </ul>
	<p>5</p>	<p><u>2.9 ASSESSMENT SUGGESTIONS</u></p> <p>This work can be assessed through tasks such as these: ♦ Pupils write about what Muslims believe about God, and describe some of Allah’s characteristics. Pupils explain what kind of art appears in pictures, prayer mats and in mosque design, and can explain the link between what Muslims believe about God and how art is used in Islam. ♦ Pupils share ideas about what their rules for behaviour are, and where they get them from. Pupils can relate their experiences of how to live their lives with Muslim belief in the importance of the Qur’an in determining behaviour. ♦ Pupils write about why Muslims perform Hajj and what Hajj entails, explaining the processes, and can empathise with how going on Hajj makes a difference to a Muslim’s life. Pupils know that different experiences have meaning in a Christian’s life, and can write about the significance of any experience of their choice in a Christian’s life. ♦ Pupils make up a newspaper interview with a Muslim, in which sensitive questions are posed and appropriate answers provided from a fictitious</p>	

Year 4 MTPs for Religious Education updated 2020

		Muslim. The interview is about 'What my faith means to me', and includes aspects of the Muslims belief and practice which have been covered in this unit of work	
	6		
	7		