



Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.

Key Stage 2 Medium Term Planning

Year: 6		Term: Autumn 1
Theme: Beliefs and Practices		Religion: Islam
Key question for this enquiry: What is the best way for a Muslim to show commitment to God?		
Learning Objectives: We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.		
Teaching and Learning Activities		
Step 1 Engagement (1 lesson) Introduce Gudrun Owl and let children know he will be asking them challenging questions in RE but that they can also ask him challenging questions whenever they like. Give out the envelope cards (printed from the Discovery RE CDrom/USB). Gudrun Owl is a source of wisdom. What does the name 'Gudrun' mean? In which language? Look at a variety of situations e.g. someone training/practising a sport or skill regularly, someone visiting a sick relative every Tuesday evening. Sort situations into those that do/do not require commitment. What does it mean to make a commitment? Elicit that you can show commitment by doing something on a regular basis and by demonstrating loyalty, hard work and belief. Is it always easy to stick to a commitment? Explain that at times it can be difficult. Brainstorm reasons why it might be difficult e.g. you are invited to a party on the same evening you usually visit your sick relative, you are tired and it is sunny so you want to relax in the sun instead of training for the marathon, etc. Children to share examples of how they show commitment in their lives. Decide on 3 key ingredients needed for commitment e.g. perseverance, patience, etc. Share them with Gudrun Owl . Possibly display. BRIDGE: COMMITMENT TAKES EFFORT Step 2 Investigation (3 lessons) Recap on the five pillars of Islam. Introduce the question 'What is the best way for a Muslim to show commitment to God?' Watch www.bbc.co.uk/education/clips/zsqvcdm Salat - Muslim Prayer on BBC Learning clips online. While watching, children to jot down ways in which prayer shows commitment to God. It is their duty to pray to Allah five times each day. Why? Muslims believe they need to pray five times to show their belief and be reminded of God so they do not forget about Him. Explain that Muslims believe they can worship God anywhere. However, many Muslims choose to go to the Mosque for lunchtime prayers on a Friday, the Muslim holy day. Do children think it is necessary for Muslims to pray five times each day in order to show that they believe in God and are not forgetting about Him and to remember that every bit of their lives should reflect what God wants them to do? Children to justify their reasons why or why not. How might praying five times each day affect a Muslim's daily life? Would it always be easy to stop what they are doing in order to pray? When would it be easiest/hardest? Gudrun Owl can lead these big questions. Explain that the third pillar of Islam is Zakah - giving money to charity. Watch www.bbc.co.uk/education/clips/z4yxnb 'Muslims and charity' on BBC Learning clips online. While watching, children to jot down why they think Muslims are required to give to charity. Muslims think it is their duty to do this as everything they own belongs to God. Does giving this mean a Muslim is showing their commitment to God? Should this be a duty or should Muslims have the choice whether or not to give their money to charity and how much? Why is it a good idea to help charities? Lots of people choose to donate money to charity on a regular basis. What other ways do Muslims help people less fortunate than themselves? Other than giving money, what other ways can we help people? Would somebody still be a good Muslim if he/she did not give any money to charity? Explore ideas. Possibly investigate a Muslim charity e.g. www.islamic-relief.org.uk. How does Zakah show commitment to God? Explain that the fourth pillar of Islam is 'Sawm'. During the month of Ramadan every year, Muslims do not eat or drink at all during the hours of daylight. Watch www.bbc.co.uk/education/clips/zw37tr 'Fasting during Ramadan' on BBC Learning clips online. Children to jot down why Muslims fast. Feedback from children - Muslims fast because Allah (God) says in the Qur'an that they should (ensure children know the Qur'an is the holy book for Muslims). Fasting is a way of showing that they are living in the way that God wants and remembering people who are hungry. They believe it shows that their religion is the most important thing in their lives - far more important than eating or drinking. Do children think that fasting is necessary for Muslims to show their commitment to God? If a Muslim was really hungry and ate something, would this mean that he/she is not a good Muslim? Do the children have any questions for Gudrun Owl? Give them the envelope cards for their questions. Gudrun Owl can answer next lesson. Recap on fifth pillar of Islam - Hajj (children should have learned about this in Year 2). Muslims are expected to visit Makkah at least once in their lifetime if conditions allow. Bring together a range of ways that Muslims could show their commitment to God. Children stand on a continuum line to show how important each of these practices is. Which one shows most commitment? Why? Is there only one answer? A Muslim visitor would be valuable here or a visit to a mosque for dialogue with Muslims there. (Use 'Crossing the Bridges' materials from www.discoveryre.co.uk).		

Step 3 Evaluation (1 lesson)

Children to write their answers to the following questions:
In which ways do Muslims show their commitment to God?

What is the best way for a Muslim to show commitment to God?

Summarise that even if children do not think it is necessary to pray five times each day, give to charity, fast during Ramadan and visit Makkah, often being committed to someone or something means putting them before yourself and doing things that are difficult or you may not want to do. Commitments are not always easy to stick to. Think back to Lesson 1 and the key ingredients (see display).

Step 4 Expression (1 lesson)

Children think back to the commitments they have in their own lives whether a commitment to a sport, club, person, etc. How are they going to ensure that they show this commitment? Why are they so committed to this person/thing? Are there some things that they are more committed to than other things? Why?

Can they write an affirmation or a short mission statement to reinforce their commitment to their chosen focus? Stick these in their journals.



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Key Stage 2 Medium Term Planning

Year: 6		Term: Autumn 2
Theme: Christmas		Religion: Christianity Concept: Incarnation
Key question for this enquiry: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?		
Learning Objectives: We are learning to evaluate different Christmas traditions and celebrations in the light of their reference and relevance to Christian beliefs in Jesus.		
Teaching and Learning Activities		
Step 1 Engagement (1 lesson) Gudrun Owl 🦉 has party hat/tinsel/baubles etc. What does this suggest to children about his views on Christmas? If he celebrates Christmas, does this mean he is a Christian Owl? Could there be such a thing? Why/Why not? What celebrations have you had or have been to? What celebrations do you know of? (draw on any religious celebrations too). In groups write one celebration on a post-it, another celebration on the next post-it and so on...how many celebrations can each group think of in 2 minutes? Debrief and introduce the idea that some celebrations remember a past event (e.g. Guy Fawkes Night) and some celebrate something new (e.g. a marriage). Groups sort their post-its into 2 piles...past and new... What do we do at these celebrations? Children choose a celebration that they feel knowledgeable about from one of their post-its and each group makes a freeze-frame of one aspect of that celebration. Rest guess what celebration is being represented. Discuss similarities in ways events are celebrated e.g. food, cakes, people, music, traditions. Make a list of all the religious celebrations they have studied/know about... divide into which religions and identify what is being remembered at each event...past event or new event? What are their favourite celebrations and why? List the reasons people celebrate, to summarise lesson.		
BRIDGE: REASONS FOR CELEBRATIONS ➡		
Step 2 Investigation (3 lessons) 🦉 Introduce the question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? What are children's initial responses? Use pictures, video, Christmas cards, decorations etc to pool ideas about how Christmas is celebrated in this country. Does everybody celebrate Christmas? Why/Why not? What celebrations and traditions do we have around the time of Christmas? Do they all help us understand what Christians are celebrating? Discuss and list Christmas 'activities' e.g. singing songs, going to church, giving presents, Christmas cakes, crackers, Christmas trees, stars, angels, Christmas cards, holly wreaths, building nativity scenes or cribs in public places and homes, parties, decorations, turkey, Father Christmas, reindeer etc. Could also bring in charity donations instead or as well as presents such as Operation Christmas Child if the school subscribes to this. Create a class list that can be referred to over the investigation. Gudrun Owl 🦉 asks: What has all this got to do with Jesus? Read the Christmas story from Luke 2: 1-20. Compare written source with interpretations on the Internet e.g. www.biblesociety.org.uk/search/christmas/ . What are the key messages that we can learn from these sources about the significance of Jesus' birth to Christians? What can we understand from the words or pictures about Christian beliefs about Jesus? Christians celebrate the arrival of Jesus as God's Son - The Incarnation. They are grateful because they believe Jesus brought to earth a message from God about how to live a good life. He performed miracles, helped people and offered forgiveness of sins. Christians believe that through his death and resurrection Jesus would grant all of humanity a fresh start and He was God "incarnate" (God made man). Look more closely at the word "incarnation" as this is the key fact of Jesus' birth - that God became fully human whilst also retaining his divinity. Gudrun Owl 🦉 doesn't understand this. Can the children explain "incarnation"? Where can we see this demonstrated in Christmas celebrations and traditions discussed earlier? Through class discussion, create a list of criteria or questions that would determine whether a tradition or celebration would help a Christian understand Jesus continually referring back to what Christians believe about Jesus' birth and life e.g. does it re-enact part of the nativity story, does it remind us that Jesus' came to save/help/heal. In groups, children take a tradition or celebration and research its origin and decide using the criteria whether or not they believe it would help Christians understand Jesus (e.g. singing carols tells the story from the Gospel but other Christmas songs such as Rudolph do not!) (Ensure all on Activity Sheet are covered). Present their findings to rest of the class and class discuss/vote on whether they feel it is meaningful to Christians or something which has evolved but does not support the understanding of Jesus. Invite a Christian visitor to the school to talk about what Christmas means to them. Design a survey sheet that can be used to collect responses to what people do (if anything) to celebrate Christmas. Allow children time to ask other people in the school, or take survey home and extend as home learning. Also ask whether the respondent feels that the traditions or celebrations they take part in remind them of Jesus' birth. Bring findings back to the class. Be mindful of children from families who do not chose to celebrate Christmas for whatever reason.		
Step 3 Evaluation (1 lesson) Christians believe that Jesus was born so that God could become fully human as well as fully divine and show by his example how people should live. He was born into poor surroundings to show that he was not a worldly King and that he had come to give his good news to everyone. Analyse pupils' surveys by discussing the responses as a class. Ask pupils to make a rough list of the concepts about Jesus as they emerge throughout the discussion. How do these fit with the key facts discussed from Luke's gospel? Are there celebrations that centre around Christian beliefs? Are the most popular answers the ones which help Christians understand who Jesus was and why he was born? Does it matter if people are celebrating or giving gifts to one another without really thinking about the cause? Children to complete the Activity Sheet.	Step 4 Expression (1 lesson) Think carefully about the Christian belief that Jesus is both human and God. Design a piece of art that reflects this Christian belief and share your thinking with Gudrun Owl 🦉.	

Source in Discovery RE Journals: Activity Sheet.



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Key Stage 2

Medium Term Planning

Year: 6		Term: Spring 1
Theme: Beliefs and Meaning		Religion: Christianity Concept: Salvation
Key question for this enquiry: Is anything ever eternal?		
Learning Objectives: We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) Whatever you believe, it is important to lead a good life. Q: Why is it important? Q: How can we do this? Make a class collage of what the world would look like if everyone 'loved their neighbour'. Share with Gudrun.		Step 1 Engagement (1 lesson) Gudrun Owl challenges the children with a big question at the beginning of the lesson. Q: Which of these do you think will last forever - oceans, celebrities, love, friendship, the world, water, dinosaurs, the truth, memories, mountains, the sun, planets, a skeleton, food, trees, sky, Stonehenge, Jesus, a photograph? Children to sort according to those images they think will last forever and given an opportunity to explain and justify why they think that. Remind class of class charter to establish safe learning environment. (Refer to Jigsaw Charter if you are a Jigsaw School www.jigsawpshe.com) Teacher to display headings - Has lasted my lifetime so far/ I think will last forever / I wish would last forever. Give post it notes to children to think of ideas under each heading and share if they choose to. (Be mindful of personal nature of this activity). Looking at the list of things the children wish would last forever, ask them why and how they feel about these things, encouraging the vocabulary of feelings, e.g. security, safe, reassuring. Q: Does anything last forever? Doesn't everything change all the time?
Step 3 Evaluation (1 lesson) Children to write their answers to the following questions: Do Christians believe that anything is eternal? If so what and why? Do you think anything is ever eternal and why? Summarise the Christian teaching of eternal life and unconditional love and explain that even if your personal belief is that nothing is eternal, many religions believe that some things are eternal e.g. God, the soul, Brahman etc.		BRIDGE: ETERNITY
Step 2 Investigation (3 lessons) Revisit the question: Does anything last forever? Watch a Christian wedding and focus on vows and promises that are made and the rings that are exchanged. Q: What do they promise each other? (To love each other for their whole lifetime.) Discuss how the ring symbolises eternity. Do you think the marriage between a couple can last forever? Q: What does eternity mean? Ask children the key question: Is anything ever eternal? Can love last forever? (Be mindful of children's home situations). What other love exists? E.g. love between a parent and child, etc. Discuss unconditional love and ask the children can love be unconditional. Explore what is meant by 'unconditional'. Give children a series of Bible references. In groups, children to investigate how Jesus portrayed love (love your enemies Matthew 6:43-47, The two great commandments Mark 12: 29-31, The Lost Son Luke 15:11-32, Jesus heals 10 men (lepers) Luke 17:11-19, Jesus forgives the people who have crucified him Luke 23:34, God loves the world John 3:16, What is love? 1 Corinthians 13:4-13). Children could freeze-frame key moments and summarise teachings. Gudrun asks if the children think it is possible to forgive someone who was about to kill you like Jesus did. Feedback from the children. What have we learnt about love from these Bible readings? Elicit that Jesus taught that love should be eternal and unconditional. Is this possible? Did Jesus do this? Teach children the Christian word 'agape' meaning unconditional love. Give children the stern sentence: Heaven is... Hell is... Children to think of what these two concepts mean to them. Explore the Christian belief that because of Jesus' resurrection, Christians will also be able to have life after death (eternal life) John 3: 16. Use resurrection appearances e.g. The walk to Emmaus (Mark 16:12-13) and Jesus at the beach barbecue (John 21: 1-14) to illustrate this. Q: How do Christians get to Heaven? Q: Can everybody go to Heaven? Children to read parable of the sheep and the goats (Matthew 25: 31-46) After considering this parable ask children if people who have not done good deeds can go to Heaven. Discuss. How do they feel about this? Children to then read 'Jesus forgives the criminal crucified next to Him' (Luke 23: 32-43) Do the children agree with their thoughts from the previous question or do they want to reconsider? If possible invite a Christian visitor to discuss their beliefs on life after death. Christians believe that for eternal life they need to believe in God, do their best to follow the Ten Commandments and the 2 great commandments, and ask for forgiveness when they need it (sin). They believe Jesus made forgiveness possible by His crucifixion. Q: Can a non-Christian go to Heaven? Q: Is going to Heaven a Christian's only motivation for doing good things? Teacher could introduce children to the Humanist perspective that it is right to lead a good life even though they do not believe in life after death. So is anything eternal? Life? Love? Relationships? Religion? God?		
Evidence in Discovery RE Journals: Activity Sheet.		

Teacher note: Salvation

Jesus' death and resurrection effect the rescue (or salvation) of humans. Christians say he opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered and the relationship between God and humans is restored.
 From 'Understanding Christianity' Church of England



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Key Stage 2 Medium Term Planning

Year: 6		Term: Spring 2
Theme: Easter		Religion: Christianity Concept: Salvation
Key question for this enquiry: Is Christianity still a strong religion 2000 years after Jesus was on earth?		
Learning Objectives: We are learning to examine the influences Christianity still has in the world and to evaluate whether it is still a strong religion.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) 🦉 If you were starting a religion now that would help make the world a better place, what would be the Ten Commandments you would ask people to live by? 📌 Step 3 Evaluation (1 lesson) 🦉 Is Christianity still a strong religion 2000 years after Jesus was on earth? Children write a newspaper/news article giving at least two arguments for and against, maybe including interviews with people e.g. Christians from Christian charities/Humanists who believe they do good in the world because it is the right thing to do and there is no need for Christianity to motivate people to do this, etc. Peer - assess and improve. 📌		Step 1 Engagement (1 lesson) Gudrun Owl 🦉 asks children to think about the people in their lives who are really influential. Children list the important/influential people in their lives or who have been in their life at some point and they still remember them. How have those people influenced you? Was it a particularly good teacher who you still remember? What did that teacher do for you that makes you remember them/makes them significant to you? Perhaps it was a relative who has died. What do you remember about that person? What memories do you have of your time together? Do you have any objects that remind you of them? People can still influence you when they are no longer part of your life. Do you still do something that you used to do together, etc? Make a class list of the most influential people they can think of through history and present day and think about what and how they have influenced. Has this been for good or brought about bad effects?
Step 2 Investigation (3 lessons) 🦉 Introduce the question 'Is Christianity still a strong religion 2000 years after Jesus was on Earth?' Do festivals and symbols show that Christianity is still a strong religion? Give children a list of festivals to sort into ones that are Christian festivals and ones that are not. Children may not realise that some of the following festivals are Christian festivals - Mother's Day, Lent, Ash Wednesday, Easter, Shrove Tuesday, Advent, Christmas, Harvest, etc. Establish the festivals that are Christian festivals and ensure children know what they represent. Whether we are Christians or not, which of these Christian festivals do we celebrate at school? Is it only Christians who celebrate these festivals? Recap on festivals - what symbols/objects do we associate with each festival? Investigate. Many people wear a cross necklace - this represents Jesus death and resurrection, Easter egg is new life after Jesus' resurrection, bread and wine in communion to represent Jesus' body and blood, presents at Christmas etc. Do we know the symbols for Christianity? What is the significance of a fish in Christianity (see on car bumpers etc)? Do children have any questions for Gudrun Owl? 🦉 Write them on envelope cards (print from Discovery RE CDrom/USB). If Christianity was motivating people to do good in the world, would this show it is still a strong religion? Children research Christian charities doing good work to alleviate poverty, etc (CAFOD/Christian Aid/Trócaire/Salvation Army/L'Arche) and discuss whether this shows that this religion is strong. Is it doing this work in response to Jesus' teaching to 'Love your neighbour'?(Mark 12:28-31) If some countries persecute/torture/imprison people for being Christians, does this show that they are fearful of Christianity and therefore that it is seen as a strong religion today? Direct teaching (sensitively) about Christians who are suffering because they are standing up for their beliefs. Examples to be found by searching the Internet 'Christians who are suffering for their beliefs' and for statistics see www.opendoorsusa.org/christianpersecution/world-watch-list/. Where else in British society do you see the influence of Christianity? E.g. People take the oath in court by swearing on the Bible/national anthem has reference to 'God save our gracious queen'/ legal system.... does this reflect the Ten Commandments? E.g. no death penalty in this country. Christian buildings Are they still used to worship God? Does this show Christianity is still strong? How could you argue that Christianity is NOT strong? Are other religions stronger? Some churches are turned into supermarkets.		BRIDGE: ETERNITY
Evidence in Discovery RE Journals: Activity Sheet.		

Teacher note: Salvation

Jesus' death and resurrection effect the rescue (or salvation) of humans. Christians say he opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered and the relationship between God and humans is restored.

From 'Understanding Christianity' Church of England



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Key Stage 2 Medium Term Planning

Year: 6	Term: Summer 1
Theme: Beliefs and Meaning	Religion: Islam
Key question for this enquiry: Does belief in Akhirah (life after death) help Muslims lead good lives?	
Learning Objectives: We are learning that the concept of Jihad can be interpreted differently leading to different actions and consequences.	
Teaching and Learning Activities Enquiry: Part 1	
Step 1 Engagement (1 lesson) Gudrun Owl tells children about an Owl March he went on to stand up for owls being allowed to live on farmers' land. Why might this be an issue for owls? Remind class of their charter (Jigsaw Charter if you are using Jigsaw PSHE www.jigsawpshe.com) as some of this material could raise strong feeling and respect is essential. How far would you go to stand up for something you believe in? Give children a scenario and invite them to stand on a continuum to show how strongly they agree/disagree with the person's actions in the scenario...then add some information to the scenario to see if this makes them change their minds/positions on the continuum, and why. e.g. a person puts a knife into someone's stomach...children decide...then add that the person is a surgeon operating to save the person's life...children decide...and discuss their reasoning. A stranger grabs a child...the child was about to be run over A policeman shoots someone...the person was threatening to detonate a bomb in a shopping centre Someone robs a bank...what could his/her motivation be? Would it always be wrong to rob a bank or could there be a situation in which it might be an understandable action? Discuss what motivation is. What motivates us to take certain actions? Would our actions change if we thought someone was watching us? i.e. are our actions sometimes dependent on what we think will happen to us if someone sees us do them. Do we make different decisions if we think no-one will know about our actions? Discuss what 'good' actions are. Do we all agree on what 'good' means? Could there ever be a time when one person thinks an action is 'good' and someone else thinks the same action is wrong/not good? Show visuals of World War 2. How do you feel about war? Is war ever right? Is war ever be considered to be a 'good' action? Can you imagine any situation which would make you decide to fight in a war? What are the alternatives to war? BRIDGE: INTERPRETATION/MOTIVATION Step 2 Investigation (3 or 4 lessons) Start the discussion by asking children: What does leading a 'good' life involve/look like? How would you know if/when someone was living a 'good' life? Who do you think leads a 'good' life now? Can you think of anyone? Why have you chosen them? Mind map what the children can remember about how Muslims try to live 'good' lives i.e. lives they believe will show love and respect to Allah e.g. prayer, good work, fasting in Ramadan etc. The following clip may help (4.18 minutes) 'What does it mean to be a Muslim?' http://www.bbc.co.uk/education/clips/zwwq6sg Ensure children remember that Muslims believe that Allah will judge them when they die and weigh up the good things they have done against the not so good i.e. every Muslim will have a judgement day which will determine whether they go to heaven after they die. It may also determine which tier/part of Heaven they are allowed to go to. Introduce the question: Does belief in Akhirah (life after death) help Muslims lead good lives? What do children think so far? Do children have any questions for Gudrun Owl? Use card envelopes to give questions to Gudrun. Do children think it might sometimes be a challenge/an effort/a struggle for Muslims to lead good lives e.g. might it sometimes take a lot of effort to pray 5 times a day or to fast during Ramadan? The spiritual struggle or effort of every Muslim to follow the teachings of Allah in their own lives e.g. overcoming anger, greed, pride, working for social justice etc is called 'Greater Jihad' (Jihad means struggle or effort) Invite in a Muslim visitor to talk with children about the 'effort' they try to put in to follow the teachings of Allah, their personal Jihad. Does belief in life after death motivate him/her to lead a 'good' life? Refer back to Lesson 1 when motivation and influence were discussed. Evidence in Discovery RE Journals: Diamond 9 formations from Evaluation (Step 3) with written explanations, and Diamond 9 from Expression (Step 4) with explanations.	

Teacher note: This enquiry has 2 parts, 2 half term units that last the whole Summer Term, trying to give enough time to offer children a balanced view of Jihad and belief in Akhirah

Step 3 Evaluation (1 lesson)

Make a Diamond 9 to show what you think are the 9 most important ways a Muslim may try to follow the teachings of Allah and then rearrange them to show in Diamond 9 formation which of these might need the most effort (be seen as the most challenging for the person's Greater Jihad, and explain your reasons).

Step 4 Expression (1 lesson)

The most honoured of you in the sight of Allah is he who is the most righteous of you"

Surah 49:13

What do you think being 'righteous' means to Muslims?

Make a Diamond 9 to show the 9 most important ways you might try to lead a 'good' life and explain why you have ordered them in this way.

Evidence in Discovery RE Journals: Diamond 9 formations from Evaluation (Step 3) with written explanations, and Diamond 9 from Expression (Step 4) with explanations.



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Key Stage 2

Medium Term Planning

Year: 6		Term: Summer 2
Theme: Beliefs and Meaning		Religion: Islam
Key question for this enquiry: Does belief in Akhirah (life after death) help Muslims lead good lives?		
Learning Objectives: We are learning that the concept of Jihad can be interpreted differently leading to different actions and consequences.		
Teaching and Learning Activities Enquiry: Part 2 Teachers are advised to and add read the 'Striving in the way of God' documents before teaching Part 2 www.chrishewer.org		
Step 4 Expression (1 lesson) Gudrun Owl suggests this enquiry ends with a positive vision for the world. Use this Expression lesson as an opportunity to bring the children to their own positive vision for the world and design a patchwork quilt collage. Every child has a square of paper and on it expresses their own vision of how they would like the world to be. Invite each child to share their thoughts (if they want to) as they fix their square to the patchwork quilt collage. Symbolism: all their squares make up a collective vision...		Step 1 Engagement (1 lesson) Use the children's personal Diamond 9s from the Expression (Step 4) lesson of Part 1 of the enquiry, to generate a discussion about how people see different things as important. Invite the children to consider why this is and what influences their own opinions/beliefs on this (culture/ family/ religion/ school etc). Gudrun Owl says he just won £1million in the lottery. How should he spend it? Can children suggest what he should do with the money. Then can the identify what values were driving their ideas e.g. being kind/equality/selfishness. Conclude that each person has their own idea of what leading a 'good' life means. Each person has their own INTERPRETATION of 'good' which is influenced by family, religion etc and may also be influenced by how they understand parts of their Holy Book/ what they read or saw on the internet etc. Remind children of the enquiry question: Does belief in Akhirah (life after death) help Muslims lead good lives?
Step 3 Evaluation (1 lesson) Does belief in Akhirah (life after death) help Muslims lead good lives? Summarise the work done in Parts 1 and 2 of this enquiry. Ask children to complete the Activity Sheet i.e. to write a balanced argument to answer the enquiry question, concluding with their own opinion/s.		BRIDGE: INTERPRETATION/MOTIVATION
Step 2 Investigation (3 or 4 lessons) Children can use envelope cards to ask Gudrun Owl any questions they like, anonymously, during this enquiry. In Part 2 of this enquiry we are going to consider some very complex and sensitive issues relating to how some people who say they are Muslims interpret parts of their Holy Book (the Qur'an) and how this influences their views of what leading a 'good' life means to them. Jihad means 'effort' or 'struggle' and some Muslims interpret this as meaning, not just a personal struggle inside themselves, but a struggle involving fighting or Holy war (a military Jihad), a struggle to protect the freedom of Muslims to practice their faith or to protect Muslims against attack. Some Muslims interpret the Prophet Muhammad's words: "The person who struggles so that Allah's word is supreme is the one serving Allah's cause" to mean it is their duty to fight in order to make sure people know Allah's word is supreme. They believe they are being 'good' by doing this and some of them believe they will be rewarded with heaven when they die if they do this. A small number of these may even become suicide bombers or terrorists. Show children images of fighting e.g. in Iraq etc and ask for their initial thoughts as to whether this could ever be seen as 'good'. Share with children the 5 Rules/Conditions of a Just War i.e. the conditions under which war may be justified, and ask them why they think each of these rules is there. What is the point of these rules? Do they work? These rules go back as far as Thomas Aquinas (1225-74) – they appear on another GCSE bitesize page Holy War (Military Jihad) The Qur'an makes it clear that Muslims may fight in self-defence but must not start a fight or a war. "Fight in the way of Allah against those who fight against you, but begin not hostilities. Allah loveth not aggressors" Qur'an 2:190 "But if the enemy incline towards peace, do thou also incline towards peace, and trust in Allah; for he is the one that hears and knows all things". Qur'an 8:61 There are strict rules about when fighting may be considered as a Jihad: www.bbc.co.uk/schools/gcsebitesize/rs/war/justwartheoryrev2.shtml Give the children images of fighting etc. as above in small groups. Also give each group the Rules of a Holy War (Lesser Jihad) Can the children try to relate these rules to the images they have and discuss whether they think the rules are being kept or broken. For rules see www.bbc.co.uk/schools/gcsebitesize/rs/war/islamrev3.shtml For wars to happen does it mean some people think it is right to fight for their beliefs, or what could the reasons be for fighting and causing so much suffering? Is it possible that some people may think this is what Allah wants them to do and thereby they believe that fighting is part of what they consider to be leading a 'good' life, and therefore will help them be judged as worthy of going to heaven when they die?		
Evidence in Discovery RE Journals: Activity Sheet. Quilt squares.		