

Year 6 Term 3

What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?

RE



Kent REAct Syllabus Aims:

Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues. Appreciate and appraise varied dimensions of religion.

Essential Prior Learning:

Christianity, Islam and Hinduism are three of the world's major religions. There are children at our school who follow the Christian, Muslim or Hindu religions. There are some similarities between religions as well as some differences. People's religious beliefs can influence the way they act and live their lives.

Progression in Skill:

Make connections between beliefs and behaviour in different religions.
Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.
Outline the challenges of being a Hindu, Christian or Muslim in Britain today.
Consider similarities and differences between beliefs and behaviour in different faiths.

Long-term Memory Knowledge:

Know some of the ways Muslims demonstrate they are following the teachings of Allah and Muhammed and how these reinforce the Muslim sense of community.
Name some of the ways Muslims contribute to their wider community, including some of the challenges they may face in doing so in Britain today.
Explain how Gandhi demonstrated the concept of ahimsa and how his teachings can be applied today.
Give examples of acts of sewa and why it is important to Hindus, including some of the challenges they may face in doing so in Britain today.
Give some examples of Jesus' teachings about forgiveness and generosity.
Give some examples of how well-known Christians have shown grace and some of the challenges a British Christian may face in trying to do the same.
Identify some commonalities in the histories of the Muslim and Christian faiths.

Key Vocabulary

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| ahimsa | harmlessness |
| grace | God's generosity/forgiveness |
| Ummah | the Muslim community |
| karma | the sum of a person's actions that determines their future existences |
| hajj | Muslim pilgrimage to Mecca |
| zakat | an Islamic tax/payment for charity |
| unconditional | without limits or restrictions |
| sewa | acting selflessly to help others |

Progression in Resources:

The life story of Muhammed
Story of Ghandi
BBC: My Life in Religion
Parable of the Lost Son
Story of the Last Supper, it's portrayal in art
Sewa UK website

Relevance

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| Now | Children further develop their understanding of why some people live their lives in a particular way according to their religious beliefs. |
| Future | Throughout their lives, children are tolerant of the beliefs of others when they do not negatively impact other people. |
| Aspiration | Children play an active role in their religious community, supporting others through charitable work or within a place of worship. |