

| By the end of this unit pupils will know that: | |
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| ▲ | all world faiths have rules to follow that have been established a long time ago. |
| ▲ | Christians and Jews believe Moses rescued the people of God from Egypt and brought the ten commandments down from Mount Sinai. |
| ▲ | the 5 pillars set the Muslim rules for living. |
| ▲ | Muslims follow rules set out in the Qur'an. |
| ▲ | Muslims have 99 names for God that show his characteristics. |
| ▲ | Buddhists try to follow the teachings of the Buddha. |
| ■ | the ten commandments are the foundation of Christian and Jewish societies. |
| ■ | Christians try to live out the commandments given by God and Jesus. |
| ■ | Sikhs wear the 5 Ks as a sign of their commitment to God. |
| ■ | some people choose not to follow any specific set of religious rules. |
| By the end of this unit pupils are expected to be able to: | |
| ▲ | talk about the story of Moses and the impact of the ten commandments. |
| ▲ | identify the Sikh 5 Ks. |
| ■ | talk about the rules and laws that they try to follow in their own lives. |
| ■ | identify and talk about religious and non-religious rules that affect their lives. |
| ■ | describe ways in which Christians live out Jesus' command to love one another. |
| ■ | make links between beliefs and behaviour. |
| ■ | identify the impact that the 5 pillars of Islam have on a Muslim way of life. |
| ■ | identify symbols and objects in their lives that reflect their commitments. |
| ■ | make the link between religious texts and rules for living. |
| ■ | identify and talk about the ways in which religious rules affect the lives of believers. |
| ✦ | understand the effects of rules and ask good questions about religious rules. |
| ✦ | describe the impact that following religious rules has on believers' lives. |
| ✦ | recognise similarities and differences within and between religions. |
| ✦ | identify something that is common in all religious rules (e.g. charitable giving). |
| ✦ | make the connection between the Christian concept of the Fall and as a consequence the need for rules. |
| ◆ | express their own ideas about rules. |

| I know: | ✓ | ? |
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| that world faiths have rules to follow that have been established a long time ago. | | |
| Christians and Jews believe Moses rescued the people of God from Egypt and brought the ten commandments down from Mount Sinai. | | |
| Christians try to live out the commandments given by God and Jesus. | | |
| the commandments are the foundation of Christian and Jewish societies. | | |
| the 5 pillars are the foundation of the Muslim way of life. | | |
| the 5 pillars set the Muslim rules for living. | | |
| that Muslims follow rules set out in the Qur'an. | | |
| that Muslims have 99 names for God that show his characteristics. | | |
| that Sikhs wear the 5 Ks as a sign of their commitment to God. | | |
| that Sikhs follow rules set out in the Guru Granth Sahib. | | |
| that Buddhists do not believe that there is a God who has given rules. | | |
| that Buddhists try to follow the teachings of the Buddha. | | |
| that some people choose not to follow any specific set of religious rules. | | |
| I can: | ✓ | ? |
| talk about the rules and laws that I try to follow in my own life. | | |
| talk about the story of Moses and the impact of the ten commandments. | | |
| talk about the 5 pillars of Islam. | | |
| identify the impact that the 5 pillars of Islam have on a Muslim way of life. | | |
| identify the Sikh 5 Ks. | | |
| identify symbols and objects in my life that reflect my commitments. | | |
| identify the activities of the Sikh Langar. | | |
| give examples of behaviour and actions that show a person is following religious rules. | | |
| describe ways in which Christians live out Jesus' command to love one another. | | |
| make links between beliefs and behaviour. | | |
| talk, with understanding, about rules followed by people of faith. | | |

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| identify humanist values. | | |
| understand the effects of rules and ask good questions about religious rules. | | |
| express my own ideas about rules. | | |
| identify something that is common in all religious rules (e.g. charitable giving) | | |