**St Mary’s C of E Primary School, Writhlington**

*‘Inspiring Learning Together’*

**Scheme of Work + Knowledge Organiser**



**Key Vocabulary:**

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| **Spelling** | **Definition/Sentence** |
| **Inspiration** | The process of being mentally stimulated to do or feel something |
| **Moral decision** | A choice based on a person’s ethics, manner, character and what they feel is proper behaviour |
| **Moses** | An important prophet in Judaism, Christianity and Islam. He led the Israelites out of Egypt. |
| **Guru Nanak** | The founder of Sikhism. |
| **Ghandi** | A religious Hindu leader, an Indian political leader and prime minister. |
| **Corrie ten Boom** | A Dutch writer who helped many Jews escape from the Nazis in World War 2. |
| **Karma** | A Hindu and Buddhist view that a person’s actions decide their fate in future existences. |

**The Learning Journey:**

**Can I identify some qualities of leadership?**

**Can I identify leadership qualities in Moses?**

Looking at the enquiry question from the view of Christianity.

**Can I identify leadership qualities in stories?**

Looking at the enquiry question from the view of Sikhism.

**Can I explain how the actions of Ghandi had an impact on the world?**

Looking at the enquiry question from the view of Hinduism.

**Can I explain how faith has an impact on our actions?**

Learning about the story of Corrie ten Boom.

**Can I identify values which people live their life by?**

Summary of the unit.

**Wider Curriculum**:

Interview the reverend at the local church.

**National Curriculum knowledge outcomes:**

* Describe and make connections between different features of the religions and worldviews, discovering more about celebrations, worship, pilgrimages and rituals.
* Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning.
* Understand the challenges of commitment to a faith community, suggesting why belonging to a community might be valuable.
* ask questions about the moral decisions they and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values.

RE – How should we live and who can inspire us?