

What does it mean to be a Muslim in Britain today?

We will be able to

- Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. *Tawhid*; Muhammad as the Messenger, Qur'an as the message)
- Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; *Hajj* practices follow example of the Prophet)
- Make clear connections between Muslim beliefs and *ibadah* (e.g. Five Pillars, festivals, mosques, art)
- Give evidence and examples to show how Muslims put their beliefs into practice in different ways
- Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Bolton today
- Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims
- Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.

The Five Pillars of Islam

Did you know, the Five Pillars of Islam are the core beliefs and practices that Muslims follow.

Shahadah – There is no other God than Allah.

Salah – Praying five times a day.

Zakah – Giving to charity to help the poor.

Sawm – Fasting during the month of Ramadan

Hajj – Visiting Makkah once in your lifetime.

Knowledge

Did you know?

Islam is the second most popular world religion after Christianity.

Most of the world's Muslims live in either Asia or Africa.

There are only 281 Muslims living in North Devon.



Key Vocabulary

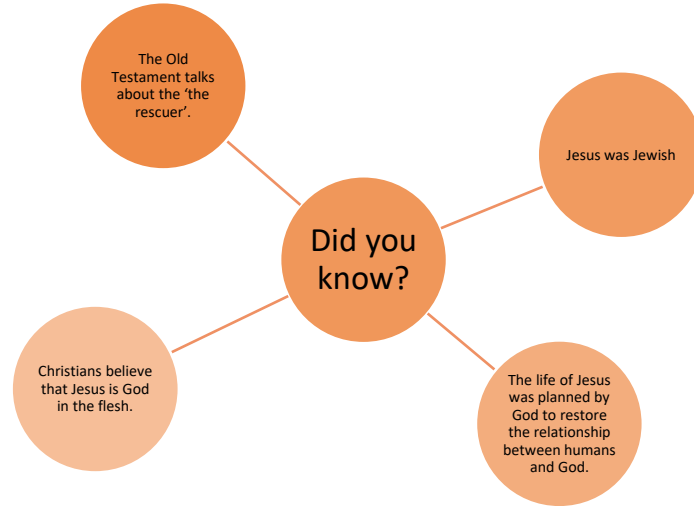
Pillar	A structure (usually a column) that holds something up.	PBUH	A sign of respect used after the Prophet Muhammad's name. Stands for "Peace Be Upon Him".
Monotheistic	A religion that believes in only one God	Prophet	A messenger of God
Adhan	The call to prayer, and the first message whispered into a baby's ear in the Islamic faith	Scripture	A piece of text from a religious book
Priority	Something that is personally important	Prayer	A conversation with God.
Muezzin	The person who sings the call to prayer. A very important job in Islam.	Fasting	Choosing to go without food or drink

INCARNATION: Was Jesus the Messiah?



We will be able to

- Explain the place of Incarnation and Messiah within the 'big story' of the Bible.
- Identify Gospel and prophecy texts, using technical terms.
- Explain connections between biblical texts, Incarnation and Messiah, using theological terms.
- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.
- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.
- Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives



Key information

The idea of a 'messiah', or 'saviour', is important in Jewish culture, and was central to Jewish belief in the years that Jesus lived and taught. The land of Israel had been attacked and invaded since its creation 1,000 years previously. In 586 BCE the Jewish people were taken into exile in Babylon. Fifty years later they were allowed to return, but from then on, their land was continually under occupation by one foreign power or another. From 63 BCE, the Romans were the occupying power. The Jewish people hoped for a saviour, a messiah, who would vanquish their enemies and restore them to their homeland to live in peace under their own laws

Key Vocabulary

prophecy	A prediction of what will happen in the future.
Old Testament	The first part of the Christian Bible. Written about time before Jesus.
Gospel	The teaching of the life of Jesus.
Messiah	The promised Saviour.
Immanuel	'God is with us'
Advent	The period leading



GOD: What does it mean if God is Holy and Loving?

We will be able to

- Identify some different types of biblical texts, using technical terms accurately.
- Explain connections between biblical texts and Christian ideas of God, using theological terms.
- Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed
- Show how Christians put their beliefs into practice in worship
- Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own

Key Vocabulary

Omniscient

Knowing everything

Benevolent

Well meaning and kind

Omnipresent

Present everywhere at the same time

Sin

An offence against God; breaking of the 10 commandments

Omnipotent

Unlimited power

Pure

Without sin or fault

Immutable

Unable to change, never changed over time

Forgiveness

Overcomes resentment or vengeance

Questions

What does God need to be like?

If you were to create a God, what characteristics would it have?

Would this God be worth worshipping?

What if God was holy but not loving? What if God was loving but not holy?









Why is the Torah so important to Jewish people?



We will be able to

- Identify and explain Jewish beliefs about God
- Give examples of some texts that say what God is like and explain how Jewish people interpret them
- Make clear connections between Jewish beliefs about the Torah and how they use and treat it
- Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)
- Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)
- Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today
- Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.

Synagogue - a place where Jews worship. 	Rabbi - A Jewish religious leader or teacher. 	Mezuzah - a small box containing a prayer. 
Ner Tamid - A lamp with an everlasting flame. 	Prayer Shawl - a shawl with 10 knots to remind Jews about the 10 commandments. 	Torah Scroll - a scroll containing the 5 books of Moses. 

Key Vocabulary	
TaNaKh The written Jewish Bible (pronounced Ta-nak)	Sefer Torah a handwritten scroll kept in the synagogue.
Nevi'im The prophets (pronounced Neva-eem)	Torah Scroll A scroll containing the 5 books of Moses.
Synagogue The building where a Jewish assembly or congregation meets for religious worship and instruction	Ketuvim The writings (pronounced Ke-too-vim)
Orthodox Judaism More traditional	Progressive Judaism Less traditional

GOSPEL: What would Jesus do?



We will be able to

- Identify features of Gospel texts (for example, teachings, parable, narrative)
- Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations
- Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.
- Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.

These bracelets are worn by some Christians as a reminder to them to think 'what would Jesus do' in certain situations.



Key Vocabulary

Restoration Returning something to what it was before	Parallels What things are the same?
foundation An underlying basis or principle	Sacrament A religious ceremony or ritual
Parable An earthly story with a heavenly meaning	Minister A person in church that leads services and preaches
Denial Saying something is not true	Ethical dilemma A moral choice has to be made between right and wrong

Things to think about...

How do you use "WWJD" in your daily life?

Key knowledge

- The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.
- Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.
- Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community

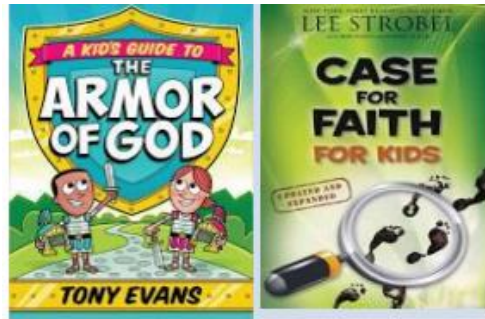


Why do some people believe in God and some people or not?

We will be able to


- Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean
- Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today
- Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean
- Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)
- Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)
- Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones
- Make links between ideas of love, commitment and promises in religious and non-religious ceremonies
- Give good reasons why they think ceremonies of commitment are or are not valuable today.

Exciting Books to try



Challenge

Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently



Key Vocabulary

Theist	a person who believes in the existence of a god.
Agnostic	a person who believes that nothing is known or can be known of the existence or nature of God.
Atheist	a person who disbelieves or lacks belief in the existence of God.
Facts	a thing that is known or proved to be true.
Beliefs	an acceptance that something exists or is true, especially one without proof.
Opinions	a view or judgement formed about something, not necessarily based on fact or knowledge.
Interpretation	the action of explaining the meaning of something.
Evolution	the process by which different kinds of living organism are believed to have developed from earlier forms during the history of the earth.
Universe	all existing matter and space considered as a whole.

Key Knowledge	
How many people believe God exists?	Know the difference between theist, atheist and agnostic and why different people might hold these different beliefs.
How do we know what is true? Why do people believe or not believe in God?	Distinguish the difference between fact, beliefs and opinions. Interpretation - how we interpret apparently neutral "facts" can affect how we view them.
What do Christians believe about how the world began?	Where do objects get their fitness for purpose? Are they too amazing to be chance? Evolution – does this rule out God? If God did design the universe, what does the universe tell us about what God is like?