



The Big Picture

This unit enables pupils to examine how Hindu truths are transmitted using stories from revered literature. The focus includes beliefs about Brahman, Vishnu, Avatar (especially Krishna) and Scriptures. Opportunities are provided for pupils to explore some forms of Hindu literature and the beliefs and practices associated with a key story.

Pupils will need to revisit prior learning – in order to understand this unit, they need to know that Hindus believe in one God in many forms (Brahman) and that Vishnu is a popular form of Brahman as he is seen as the protector and preserver. One way that Vishnu fulfils this role is through avatars. They will already be aware of one of Vishnu’s avatars (Rama) through learning about Diwali and the story of Rama and Sita.

Pupils should also be encouraged to consider whether there are links between the ‘truths’ and values revealed in the story and their own beliefs, values and experiences.

Year 5/6 R.E. What might Hindus learn from stories about Krishna? (Hinduism)

What do we already know?

Knowledge retrieval:



Castle View Religious Education objectives

Children will:

- Make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty
- Explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus
- Explain the Hindu belief that God is present in all people and the impact this might have on the believer
- Describe and explain a variety of ways that Hindus might celebrate the festival of Holi
- Suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Indian communities and individuals in the UK might celebrate
- Explain how Holi celebrations might express Hindu beliefs about equality
- Explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions
- Consider the different ways that myth and stories are used
- Explain how a truth might be contained within a story
- Consider how they decide what is true and how there might be different types of truth
- Discuss and debate things they consider to be true that others might disagree with

Key vocabulary and understanding

Krishna, Holi,

Lesson outlines:

1. Shared human experiences
2. Beliefs and values
3. Living religious traditions
4. Search for personal meaning



The Big Picture

This unit enables pupils to explore and examine the origins and role of the Qur'an as a source of wisdom and authority for Muslims. They should gain an understanding of the importance of revelation within Islam and how this impacts on the way that the Qur'an is viewed and treated.

Pupils should make links with prior learning about the night of power (Laylat Ul-Qadr), not only knowing what happened, but also why it is important for Muslims and how it is remembered. They should develop knowledge and understanding of the Prophet Muhammad and how/why he is a role model and source of guidance for Muslims. This is an opportunity to pull together prior learning about the life of the Prophet.

Pupils should have opportunities to discuss what is meant as 'Ultimate Authority' and should recognise how this may differ for different members of society – including religious and non-religious individuals and communities. They should be able to link this with their learning about the Qur'an as the word of God and ultimate source of authority for Muslims.

Year 5/6 R.E. Why is the Qur'an important to Muslims? (Islam)

What do we already know?

Knowledge retrieval:



Castle View Religious Education objectives

Children will:

- Explore Islamic beliefs about the Qur'an as the word of God
- Explain how and why the Qur'an is a source of guidance for life for a Muslim
- Explain the impact of believing that the Qur'an is a divine revelation
- Describe and explain what Muslims believe when they describe Muhammad as the seal of the prophets
- Explain how and why Muslims might commemorate the Night of Power
- Describe and explain a variety of ways that Muslims might show respect for the Qur'an and how this symbolises their respect for God
- Explain how the teachings of the Qur'an might influence the actions and choices of a Muslim
- Discuss where people might look to for guidance about how to love
- Suggest when and why people might want guidance about how to live
- Discuss who or what had guided them in their beliefs, values and commitments
- Reflect on what 'ultimate authority' might mean for them

Key vocabulary and understanding

Revelation, commemorate, influence,

Lesson outlines:

1. Shared human experiences
2. Beliefs and values
3. Living religious traditions
4. Search for personal meaning



The Big Picture

This unit enables pupils to explore the importance of the Torah to Jewish people as a guide to life and faith. This unit has links with the Year 2 unit ‘What aspects of life really matter?’ and pupils will have opportunities for revisiting prior learning on how the Torah was given to Moses. Pupils will learn that Jewish people attend the synagogue in order to find out more about how to live their lives and to seek guidance from religious leaders. They will explore how the Torah is respected and honoured through Jewish worship and the way that it is used and handled at the synagogue. Pupils will then have time to reflect upon how they personally make decisions and who or what can have influence over this.

What do we already know?

Knowledge retrieval:



Year 5/6 R.E. Do people need laws to guide them? (Judaism)

Castle View Religious Education objectives

Children will:

- Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers
- Explain the impact of Jewish beliefs and values – including reasons for diversity
- Explain different forms of expression within the context of Jewish worship
- Describe diversity of religious practices and lifestyle
- Interpret the deeper meaning of symbolism
- Explain where people might seek wisdom and guidance
- Consider the roles and guidance in uniting communities
- Discuss and debate the sources of guidance available to them
- Consider the value of differing sources of guidance

Key vocabulary and understanding

Torah, synagogue, covenant,

Lesson outlines:

1. Shared human experiences
2. Beliefs and values
3. Living religious traditions
4. Search for personal meaning