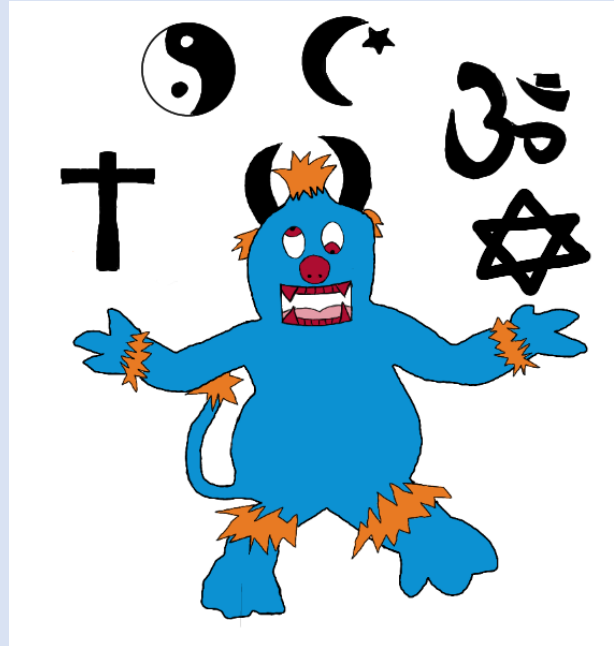


# Religious Education Intention Map

## Lower Key Stage Two



Intention Map 2023 - 2024

**Placing learning at the heart of everything we do.**



## Term One (Eid ul-Adha)



### Learning Intentions

Week 1	<ul style="list-style-type: none"> <li>Why is Eid ul-Adha the second most important festival to Muslims?</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Understand the idea of charity – What is it? Who might need it?</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Why are Muslims willing to give two thirds of their possessions away?</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>What are Eid-ul-Adha celebrations?</li> </ul>
Week 5	<b>Assessment</b> <ul style="list-style-type: none"> <li>What is the festival of Eid-ul-Adha?</li> </ul>

### Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>It represents the Prophet Ibrahim's willingness to sacrifice his own son when Allah ordered him to.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Charity is an act of giving to others. Zakat is the third pillar of Islam, which is giving to those who need it.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Prophet Ibrahim sacrificed his son for Allah. Muslims believe that they should sacrifice and give to the poor because it is what Allah asks of them.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>They say special morning prayers. Sacrifice an animal and share its meat with family, friends and the community. Dress in their best clothes. Give thanks and giving money to charity.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Children to discuss their belief of Eid-ul-Adha.</li> </ul>

### Assessment

What is the festival of Eid-ul-Adha?

### Agreed Syllabus

#### Exploring

Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.

- Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings.
- Identify and begin to describe the similarities and differences within and between religions.

Investigate the significance of religion in the local, national and global communities.

- Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them.

Describe and begin to understand religious and other responses to ultimate and ethical questions.

Use specialist vocabulary in communicating their knowledge and understanding.

- Use and interpret information about religions from a range of sources.

#### Responding

Reflect on what it means to belong to a faith community, communicating their own and others' responses.

- Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.
- Discuss their own and others' views of religious truth and belief, expressing their own ideas.

Reflect on ideas of right and wrong and their own and others' responses to them.

Reflect on sources of inspiration in their own and others' lives.



## Term Two (Christmas)



### Learning Intentions

Week 1	<ul style="list-style-type: none"> <li>Why do we need symbols?</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>What do Christians believe Christmas is about?</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>What are the symbols related to Christmas that Christians have?</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>What is the significance of the Christingle?</li> </ul>
Week 5	<b>Assessment</b> <ul style="list-style-type: none"> <li>What is the most significant part of the Nativity story for Christians today?</li> <li>What is the most significant part of the Nativity story for you?</li> </ul>

### Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>Understand current and commercial representations of Christmas.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>The birth of Jesus Christ and God giving to the world.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Angels, Crosses, Fir tree, Candles, wreaths, all hold special meaning for Christians.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Christingles are used by Christians to celebrate Jesus as the Light of the World.             <ul style="list-style-type: none"> <li>The fruits or sweets skewered on sticks represent the fruits of the Earth.</li> <li>The lit candle represents Jesus as the Light of the World.</li> <li>The four sticks represent the four compass directions and the four seasons.</li> <li>The red ribbon (or red paper frill) represents the blood of Jesus.</li> <li>The orange represents the world.</li> </ul> </li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Children to discuss what they think is the most significant part.</li> </ul>

### Assessment

What is the most significant part of the Nativity story for Christians today?  
What is the most significant part of the Nativity story for you?

### Agreed Syllabus

#### Exploring

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- Reflect on sources of inspiration in their own and others' lives.



## Term Three (Ramadan & Eid al-fitr)



### Learning Intentions

Week 1	• When is Ramadan?
Week 2	• What happens during Ramadan?
Week 3	• Why are the words of the Qur'an important to Muslims?
Week 4	• What happens during Eid?
Week 5	• Why is Ramadan important?

### Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>• Ramadan is the ninth month of the Islamic calendar.</li> <li>• The Islamic calendar is lunar. This means that the calendar follows the patterns of the moon, not the sun.</li> <li>• Ramadan begins when we see a new moon in a crescent shape in the sky</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• Ramadan is the month of fasting.</li> <li>• Fasting in Ramadan is one of the five pillars of Islam.</li> <li>• Fasting is when we do not eat or drink from Fajr/dawn until Maghrib/sunset.</li> <li>• Fasting is a way of worshiping Allah by not eating or drinking. Muslims do extra good deeds when fasting.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• Children learn how to keep the Qur'an.</li> <li>• The Qur'an is important because it is the word of Allah, which tells Muslims how to lead their life.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• Eid is the celebration at the end of Ramadan.</li> <li>• Eid Al-Fitr is the festival after the fasting during the month of Ramadan.</li> <li>• Homes can be decorated with colourful decorations and lanterns.</li> <li>• Muslims read their holy book, the Qur'an, and go to a mosque to pray.</li> <li>• They enjoy sharing meals with family and friends. They prepare all different kinds of foods like samosas, pakoras, kebabs and more.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• Children to form an opinion on why Muslims find Ramadan.</li> </ul>

### Assessment

Why is Ramadan important?

### Agreed Syllabus

#### Exploring

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- Reflect on sources of inspiration in their own and others' lives.



## Term Four (Holy Week)



### Learning Intentions

Week 1	• Why do you think people had different opinions on Jesus?
Week 2	• How did Jesus teach his disciples to remember him?
Week 3	• What is the significance of the cross?
Week 4	• How do you think the disciples felt in the story when Jesus died?
Week 5	• How do Christians show their belief at Easter?

### Knowledge Intentions

Week 1	• Read the story of Palm Sunday and Jesus riding into town on a Donkey. Explore the different people who watch Jesus and how they felt about Jesus coming to town.
Week 2	• The Eucharist – children to learn about the Holy Communion.
Week 3	• Learn about the crucifixion story – Good Friday. Jesus dying on a cross and rising about.
Week 4	• Understand how the disciples might have felt that Jesus was dead and how the soldiers felt.
Week 5	• Children to think about how Christians show their belief.

### Assessment

How do Christians show their belief at Easter?

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## Term Five (Prayer & Worship)



### Learning Intentions

Week 1	<ul style="list-style-type: none"> <li>My special place and how I feel when I'm there.</li> <li>Do you have to go there often for it to be special?</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Have you ever been to a church before? What did you go there for?</li> <li>What did you see when you were there?</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Why do Christians go to church? Do all Christians go to church?</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>How might Christians live their lives being mindful of the commandments?</li> <li>What might it look like?</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Do people need to go to church to show they are Christians?</li> <li>If the church is closed, how will Christians be able to show they are Christians, and should they be public about their beliefs anyway?</li> </ul>

### Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>Understand and know that some people have special places. For Muslims, it is the Mosque. For Christians it is the Church.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Christians special places is a church.</li> <li>Cross, Bell tower, Stained glass windows, Pew, Altar, Organ, Font, Candle, Lectern.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Christians go to church to feel closer to God. They feel a special connection with him there.</li> <li>Not all Christians go to church, some feel they can still have a special connection by praying at home.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Christians feel they are following Jesus' teachings, but also by putting their faith into action and living their lives a particular way by following the 10 commandments.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Children can summarise everything that they have learned.</li> </ul>

### Assessment

Do people need to go to church to show they are Christians?  
If the church is closed, how will Christians be able to show they are Christians, and should they be public about their beliefs anyway?

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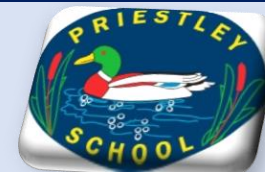
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## Term Six (The Hajj)



### Learning Intentions

Week 1	• <i>What is an important journey you have been on? Where did you go?</i>
Week 2	• <i>What happens during the Hajj?</i>
Week 3	• <i>How would it feel to be a part of the Hajj?</i>
Week 4	• <i>Why is the Hajj important to Muslims?</i>
Week 5	• <i>What is the Hajj?</i>

### Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>• <i>Children can acknowledge a special place they have been.</i></li> <li>• <i>Mecca is a place in Saudi Arabia that Muslims strive to go at least once in their lifetimes.</i></li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• <i>The Hajj is the pilgrimage to Mecca. All Muslims strive to do it once in their lifetime.</i> <ul style="list-style-type: none"> <li>• <i>The pilgrims visit the Ka'bah in Mecca and walk around it seven times.</i></li> <li>• <i>They run between two mounts called Safa and Marwa.</i></li> <li>• <i>The pilgrims go to the plains of Mount Arafat to stand in vigil and spend a night on the plain of Muzdalifah. – they gather stones and the next day complete the stoning of the devil ritual.</i></li> <li>• <i>They camp in Mina and throw seven small stones at three stone pillars, which symbolise the devil.</i></li> <li>• <i>The men shave their hair and sacrifice an animal as performed by the prophet Abraham.</i></li> </ul> </li> <li>• <i>Finally, the pilgrims return to Mecca to the Ka'bah and circle it seven times again.</i></li> </ul>
Week 3	• <i>Reflecting on completing a big goal. How would the children feel. Reference this feeling to how Muslims might feel having completed this journey.</i>
Week 4	<ul style="list-style-type: none"> <li>• <i>Once the pilgrims have completed all the rituals, they are given a new title. They can now be known as 'Hajji'.</i></li> <li>• <i>After successful pilgrimage, pilgrims can prefix their names with the title 'Al-Hajji' and are held with respect in Muslim society.</i></li> <li>• <i>Hajj brings together and unites the Muslims from different parts of the world irrespective of their race, colour and culture.</i></li> </ul>
Week 5	• <i>Children are able to summarise what the Hajj is all about and how Muslims feel about it.</i>

### Assessment

*What is the Hajj?*

### Agreed Syllabus

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*Reflect on sources of inspiration in their own and others' lives.*