



Dovedale Primary School

Long term plan

Religious Education



YR	Autumn 1	
	F1 Which stories are special and why?	Vocab: Jesus, Muhamad, Bible, Qur'an
	Children should: • Talk about the calming of the storm, the parable of the two sons, David and Goliath, the first revelation of the Qur'an. • Recognise some religious words, e.g. words about God, names of holy texts, Jesus, Muhammad. • Identify and name the Bible and at least one other sacred text. • Talk about what Jesus teaches about keeping promises in the parable of the two sons and say why keeping promises is a good thing to do	
	Autumn 2	
	F2 Which people are special and why?	Vocab: Jesus, Muhamad, Leader, Responsibility, Bible, Qur'an
	Children should: • Talk about people who are special to us, whom we admire. Meet a special person that helps them. • Meet a person with a religious faith. • Discuss the benefits and responsibilities of friendship and the ways that people care for others. • Tell stories from the Bible about friendship and care for others, with a focus on what Jesus did and said. • Discuss stories of a key religious leader from another religion and how these are important to people today. Enrichment: Visitor to speak about their faith	
	Spring 1	
	F3 Which places are special and why?	Vocab: Church, Mosque, Christian, Muslim
	Children should: • Talk about somewhere that is special to you, saying why. • Be aware that churches have special meaning for Christians and mosques have special meaning for Muslims • Recognise a church, recognise a mosque and identify some of their significant features. • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church/ a mosque/ a special place.	
	Spring 2	
YR	F4. What times are special and why?	Vocab: Celebration, Christmas, Sukkot, Diwali



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Children should:

- Discuss the importance and value of **celebration** in children's own lives.
- Look at reminders (cards, invitations, photos, wrapping paper) of special days.
- Consider major religious festivals and celebrations: **Christmas, Sukkot/Sukkoth and Diwali.**
- Use a variety of media to explore ways of celebrating, and how religious believers celebrate festivals and special times.

Summer 1

F2 Where do we belong?

Vocab: Ceremony, Jesus, Islam, Jewish, Christian, Baptism, God,

Children should:

- Discuss the idea that each person is unique and valuable and religious beliefs that each person is unique and valuable.
- Consider religious beliefs about God loving each person, **Jewish** and **Christian** ideas that **God** loves people even before they are born.
- Tell the story of children wanting to see **Jesus** and disciples stopping them.
- Discuss how God's love for children is shown in Christianity through infant baptism and dedication.
- Discuss how children are welcomed into Islam **Aqiqah** ceremony, whispering of the **Shahdah** and cutting of hair.
- Consider ways of showing that people are special from other religions. Hinduism: Stories about Hindus celebrating Rakshan Bandhan

Summer 2

F3 What is special about our world?

Vocab: Church, Mosque, Christian, Muslim

Children should:

- Talk about somewhere that is special to you, saying why
- Be aware that **churches** have special meaning for **Christians** and **mosques** have special meaning for **Muslims**
- Talk about the things that are special and valued in a **church/mosque** - identify some significant features of churches/mosques
- Recognise a church and a mosque.
- Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church/ a mosque/ a special place

Enrichment: Local nature walk through the natural world



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Y1	Autumn	
	Who is a Christian and what do they believe?	Vocab: Christian, Church, Jesus, God, Bible, Worship
	<u>Required prior knowledge</u> Children should know: • Christians belong to a faith community and worship in a Church • Christians believe in Jesus (stories about Jesus such as the Calming of the Storm) • There are different religions who have different beliefs about God and that in Christianity, God loves people even before they are born • The Christian holy book is the Bible • Can express their own thoughts and feelings on visiting a church	<u>End point</u> • Share stories and beliefs that help to show how Christians think of God • Look at art and recognise some symbols and images used to express ideas about God. • Share stories that show the importance of Jesus to Christians • Describe some of the beliefs that Christians hold about Jesus • Investigate how Christians follow teaching from the Bible about how to live their lives • Experience thanking and being thanked, praising and being praised, and connect this experience simply to an idea about worship. Enrichment: Visit to local Church to discover how a place of worship is used by Christians
	Spring	
	What makes some places sacred?	Vocab: Sacred, Holy, Respect, Christianity, Islam, Church, Synagogue, Mosque
	<u>Required prior knowledge</u> Children should know: • How to recognise a mosque and a Church and how these places have special meaning for Christians and Muslims • Identify some significant features of churches/mosques	<u>End point</u> • Talk about how the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy. What things and places are special to pupils and their families, and why? • Talk about why it is important to show respect for other people's precious or sacred belongings (including the importance of having clean hands or dressing in certain ways). • Explore the main features of places of worship in Christianity and in Islam. • Know how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives.



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		Notice some similarities and differences between places of worship and how they are used.
	Summer	
	How should we care for others and the world, and why does it matter?	Vocab: Church, Mosque, Christian, Muslim, Jewish, Golden Rule, Genesis
	<u>Required prior knowledge</u> Children should know: - The idea that each person is unique and valuable. - Of the religious beliefs that each person is unique and valuable. - Of the religious beliefs about God loving each person, Jewish and Christian ideas that God loves people even from before they are born - How Christians follow teaching from the Bible about how to live their lives	<u>End point</u> - Explore stories from the Bible about friendship and caring for others and how these show ideas of good/ bad, right/ wrong - Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer - Look carefully at some texts from different religious scriptures about the 'Golden Rule' and see if the children can suggest times when it has been followed and times when it has not - Explore the creation account in Genesis in varied and creative ways, to find out what it tells Jewish and Christian believers about what God is like and how religious people might treat the world. - Make links with the Jewish idea of tikkun olam (repairing the world) and Tu B'shevat (new year for trees).



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Y2	
Autumn	
Who is a Muslim and what do they believe?	Vocab: Allah, Muhammad, Shahadah, Qur'an, Ramadan, Eid-ul-fitr, Arabic, nasheeds
<u>Required prior knowledge</u> Children should know: • That mosques have special meaning for Muslims • How children are welcomed into Islam Aqiqah ceremony, whispering of the Shahdah and cutting of hair • Some significant features of churches/mosques • The meanings of signs, symbols, artefacts, and actions and how they help in worship in a Mosque	<u>End point</u> • Share stories that help to show how Muslims think of God. (Allah) and how following God shows them ways to behave • Look at calligraphy and listen to nasheeds that express ideas about God and the Prophet Muhammad. • Share the words of the Shahadah, listen to the Call to Prayer. • Share the story of the revelation of the Holy Qur'an; how Muslims learn Arabic to be able to read and remember it; some teachings from the Holy Qur'an. • Talk to Muslims about what they believe about God and which objects are significant to Muslims.
Spring	
Who is Jewish and what do they believe?	Vocab: God, Mezuzah, Shema, Shabbat, Chanukah
<u>Required prior knowledge</u> Children should know: • How to recognise a synagogue and the significant features of these. • The meanings of signs, symbols, artefacts, and actions and how they help in worship in a Synagogue • Links with the Jewish idea of tikkun olam (repairing the world) and Tu B'shevat (new year for trees). • Explore the creation account in Genesis 1 in varied and creative ways, to find out what it tells Jewish and Christian believers about what God is like	<u>End point</u> Children should: • Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful. • Jewish beliefs about God (some Jewish people write G-d, because they do not want the name of God to be erased or defaced) Look at a Mezuzah, how it is used and how it has the words of the Shema inside. Why do Jews have this in their home? What words would we like displayed in our home? • Find out what Jewish people do in the home on Shabbat • Learn about the festival of Chanukah - the stories and meanings associated with it Enrichment: Visit a Synagogue to learn Jewish traditions and



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		beliefs
	Summer	
	What can we learn from sacred books?	Vocab: Parable, Bible, Qur'an, Tenakh, Jesus, Prophet
	<u>Required prior knowledge</u> Children should know: • Christian and Islamic holy texts are the Bible and Qur'an • Stories from the Bible about friendship and caring for others and how these show ideas of good/ bad, right/ wrong • Nasheeds that express ideas about God and the Prophet Muhammad • The story of the revelation of the Holy Qur'an; how Muslims learn Arabic to be able to read and remember it; some teachings from the Holy Qur'an. • The creation account in Genesis 1, what it tells Jewish and Christian believers about what God is like	<u>End point</u> • Explore what a story is and why we like them. • Introduce a parable as a story with a deeper meaning. Talk about how some books are more than special – they are sacred or holy, meaning people believe they are from God. • Introduce the Bible as a sacred text for Christians. • Introduce a sacred text for Muslims – Holy Qur'an, and Jewish people – Tenakh. • Investigate how these books are used and treated. • Read, act out and illustrate some stories Jesus told about what God is like, stories from Jewish sacred text, and stories about the Prophet Muhammed. • Share an example of a story that occurs in more than one sacred text.



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Y3	Autumn	
	What do different people believe about God?	Vocab: God, Trinity, Allah, Muslim, Christian, Holy Spirit, Hindu
	<u>Required prior knowledge</u> Children should know: • Ways in which religious believers might treat the world, making connections with the Genesis account • Some texts from different religious scriptures about the 'Golden Rule' and how the golden rule can make life better for everyone • That some religions believe that serving others and supporting the poor are important parts of being a religious believer • Stories from the Bible about friendship and caring for others and how these show ideas of good/ bad, right/ wrong • The story of the revelation of the Holy Qur'an; how Muslims learn Arabic to be able to read and remember it; some teachings from the Holy Qur'an.	<u>End point</u> • Find some examples of how we know about something we have not seen or experienced for ourselves. • Explore some of the ways in which Christianity expresses ideas about God, including how Christians think of God as Trinity – Father, Son, and Holy Spirit; how Christians create art expressing ideas about God, how Christians reflect on biblical stories to develop ideas about God. • Explore some of the ways in which Islam expresses ideas about Allah / God, including how Muslims use the 99 Names of Allah; calligraphy to express ideas, stories which help Muslims understand the nature of God • Explore some of the ways in which Hindus express ideas about ultimate reality and the gods and goddesses • Explore the fact that many people do not believe in God
	Spring	
	Why is the Bible so important for Christians today?	Vocab: God, Bible, Jesus, Creation, Incarnation, Salvation, Parable, Sin
	<u>Required prior knowledge</u> Children should know: • A parable is a story with a deeper meaning. How some books are more than special – they are sacred	<u>End point</u> Children should know: • The idea that for Christians, the Bible tells them about what God is like. It also tells a 'big story' of God's dealings with human beings: God loves humans and created a wonderful world for people (creation); humans



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	or holy, meaning that people believe that they are from God. - Stories from the Bible about friendship and caring for others and how these show ideas of good/ bad, right/ wrong - The ways in which Christianity expresses ideas about God, including how Christians think of God as Trinity – Father, Son and Holy Spirit; how Christians create art expressing ideas about God, how Christians reflect on biblical stories to develop ideas about God and how religious experiences help believers to understand God. - The account of the creation in Genesis 1 and 2, and how this shapes Christian ideas about the world.	disobey God and go their own way ('the Fall'); God sends his Son, Jesus (incarnation) to save people – to bring them back to God (salvation). - The full account of creation in Genesis 1 through dance/movement or artwork to reflect the narrative. - The idea of temptation beginning with the story of Adam and Eve giving in to temptation Why Christians say people need to ask God to forgive them. - Explore creatively the Lost Coin, Sheep and Son stories (Luke 15) and how Christians interpret them as showing how much God wants 'sinners' to turn back to him. Enrichment: Visit to local Church to discover the importance of the Bible to Christians
Summer		
	Why do people pray?	Vocab: Hindu, Muslim, Christian, Atheist, Prayer, Spiritual
	<u>Required prior knowledge</u> Children should know: - The meanings of signs, symbols, artefacts, and actions and how they help in worship in a Mosque and a Church - The ways in which Hindus express ideas about ultimate reality and the gods and goddesses - Some similarities and differences between varied ideas about God. - Nasheeds that express ideas about God and the Prophet Muhammad	<u>End point</u> - Learn that Hindus, Muslims, and Christians pray in many different ways. - Consider the idea that some people are spiritual but not religious and like to pray in their own way. - Consider the idea that some people are atheists who believe it is more use to be kind or to help than to pray for someone. - Find out about symbols used in prayers in different religions. - Explore the impact of prayer: Does it enable people to feel calm, hopeful, inspired, close to God or challenged? How? - Discuss and consider the impact of praying in some stories from inside the religions.



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Y4	Autumn	
	Why is Jesus inspiring to some people?	Vocab: Jesus, Palm Sunday, Resurrection, Holy Spirit, Sacrifice, Love, Fairness, incarnation, salvation
	<u>Required prior knowledge</u> Children should know: • A parable is a story with a deeper meaning. • The Bible as a sacred text for Christians. • For Christians, the Bible tells them about what God is like. It also tells a 'big story' of God's dealings with human beings: God loves humans and created a wonderful world for people (creation); humans disobey God and go their own way ('the Fall'); God sends his Son, Jesus (incarnation) to save people – to bring them back to God (salvation).	<u>End point</u> • Know some words and actions of Jesus which continue to inspire Christians. • Use the events of Holy Week and Easter to know why Jesus is so important to Christians today; how the events of Holy Week are celebrated by Christians, e.g., Palm Sunday, waving palms; Maundy Thursday, washing feet; sorrow of Good Friday; darkness in churches on Saturday; light and joy of Easter Day. • Know why Christians call Good Friday 'good'? Include the terms incarnation (Jesus as God as a human being) and salvation (Christians believe that Jesus' death and resurrection opens up a way for people to be forgiven and get close to God) • Understand the impact that believing in Jesus can have on a Christian's life and how Jesus has inspired some contemporary inspirational Christians. • Understand the belief that Christians cannot be completely good and so they rely on the Holy Spirit to help them follow Jesus and be more like him.
	Spring	
	Why do some people think that life is a journey and what significant experiences mark this?	Vocab: Ceremonies, Baptism, Hinduism, Bar mitzvah, Judaism, Symbolism, confirmation, confession
	<u>Required prior knowledge</u> Children should know: • Hindus, Muslims and Christians pray in many different ways • The idea that some people are spiritual but not religious and like to pray in their own way.	<u>End point</u> • Consider the value and meaning of ceremonies which mark milestones in life, Christianity: confirmation and baptism, first communion and confession (Roman Catholic); sacred thread ceremony in Hinduism; bar/bat mitzvah/chayil in Judaism. Explore the symbols and rituals used, and the promises made.



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- Jewish beliefs about God (some Jewish people write G-d, because they do not want the name of God to be erased or defaced)
- some of the ways in which Hindus express ideas about ultimate reality and the gods and goddesses

- Rank, sort and order some different commitments held by believers in different religions – and by the pupils themselves.
- Compare marriage ceremonies and commitments in two religious' traditions. Compare with non-religious ceremonies.
- Explore some basic ideas about what **Christians, Hindus** and **Jewish** people believe about life after death.
- **Create a 'map of life' for a Hindu, Jewish or Christian person**, showing what these religions offer to guide people through life's journey. Can anyone learn from another person's 'map of life'?

Summer

What can we learn from religions about deciding what is right and wrong?

Vocab: Ten Commandments, Judaism, Christianity, Humanist, Temptation

Required prior knowledge

Children should know:

- That **Hindus, Muslims and Christians** pray in many ways
- Some of the ways in which Christianity expresses ideas about God, including how Christians think of God as Trinity – Father, Son and Holy Spirit; how Christians create art expressing ideas about God, how Christians reflect on biblical stories to develop ideas about God and how religious experiences help believers to understand God.
- Some of the ways in which Islam expresses ideas about Allah / God including how Muslims use the 99 Names of Allah; calligraphy to express ideas, stories which help Muslims understand the nature of God
- Some of the ways in which Hindus express ideas about ultimate reality and the gods and goddesses
- The golden rule for religions and humanists

End point

- Explore teachings which act as guides for living within Judaism, Christianity, and a non-religious belief system, e.g., **the Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34), the golden rule for Humanists**. What difference would it make if people keep these guides for living?
- Use religious stories to explore the idea of temptation, and how it affects how people choose between good and bad
- Share teachings from different religions that give examples of how to live 'a good life'
- Talk about how pupils learn the difference between right and wrong. Is it always clear? How do people know?
- Consider how helpful it is to have guidance like this for making choices and decisions in everyday life. Is it sometimes difficult for believers to follow the guidance?
- If religions say that God inspires their rules for living, where do Humanists look for guidance?
- Explore the lives of some inspirational religious individuals, Consider how their religious faith inspired and guided them in their lives.



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Y5	Autumn	
	Title Why do some people believe God exists?	Vocab: God, Theist, Agnostic, Atheist, Christian, Genesis
	<u>Required prior knowledge</u> Children should know: • The account of the creation in Genesis 1 and 2, and how this shapes Christian ideas about the world. • the idea that for Christians, the Bible tells them about what God is like. It also tells a 'big story' of God's dealings with human beings: God loves humans and created a wonderful world for people (creation); humans disobey God and go their own way ('the Fall'); God sends his Son, Jesus (incarnation) to save people – to bring them back to God (salvation).	<u>End point</u> • Find out about how many people in the world and in our local area believe in God • Find out about how many do not believe. Learn the words 'theist' (believes in God), agnostic (cannot say if God exists or not) and atheist (believes there is no god). • Ask pupils to raise questions about the existence and nature of God, and ask interview believers from local church. • Explore some reasons why people do or do not believe in God. Consider some of the main reasons. These include: family background – many people believe (or don't believe) • Consider ways in which Christians read the Genesis account of creation: why some Christians read it literally; explore how lots of Christians read it as expressing some truths about God and human beings without reading it literally. Find out about Christians who are also scientists Enrichment: Interview with believers in local faith community.



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Spring

Title What would Jesus do? Can we live by the values of Jesus in the twenty-first century?

Vocab: Jesus, Forgiveness, Justice, Fairness, Bible,

Required prior knowledge

Children should know:

- A **parable** is a story with a deeper meaning.
- The **Bible** as a sacred text for Christians.
- The idea that for Christians, the Bible tells them about what God is like. It also tells a 'big story' of God's dealings with human beings: God loves humans and created a wonderful world for people (**creation**); humans disobey God and go their own way (**'the Fall'**); God sends his Son, **Jesus (incarnation)** to save people – to bring them back to God (**salvation**).

End point

- Examine Luke 4:18–19 and find out **what Jesus saw as his mission**. Find examples of where he fulfilled this.
- **Love:** use some of **Jesus' stories, teachings** and example to understand what Christians believe he meant by **loving others**
- Explore the idea of agape love – self-sacrificial love; make a link with the Christian belief that **Jesus** died to show his love for all humans.
- **Forgiveness:** use some of **Jesus'** stories, teachings and example to understand why he saw forgiveness as so important.
- **Justice and fairness:** use some of **Jesus'** stories, teaching and examples to understand the way Christians believe we should treat each other.
- **Generosity and not being greedy:** use some of **Jesus'** stories, teaching and examples to understand the way Christians believe we should handle wealth.

Enrichment: Visit to local Church to discover the values of Jesus' teachings and example



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Summer		
	Title If God is everywhere, why go to a place of worship?	Vocab: Worship, Synagogue, Church, Hinduism, Anglican, Baptist
	Required prior knowledge Children should know: • That Hindus, Muslims and Christians pray in many different ways • The ways in which Hindus express ideas about ultimate reality and the gods and goddesses • Some similarities and differences between varied ideas about God. • That mosques have special meaning for Muslims • A Church is a place of worship for a Christian • A synagogue is a place of worship for a Jewish person	End point • Find out some of the key features of places of worship: e.g., some differences between Anglican and Baptist churches; mandir; differences between an Orthodox and a Reform synagogue. • Explore the duty of pilgrimage in Hinduism, which is seen as a wider part of worship. • Pupils talk about a place where people might say or feel God is somehow more 'present'. What is special about these places? • Consider these definitions: 'synagogue' = 'house of assembly' (a place to get together), also called 'schul' = school (a place to learn). Answer the key question in light of these definitions. • Know different ways of worshipping within Christianity. Reflect on why some Christians like to go to church to meet with God, and why some meet in a school or in a home. • Find out about alternative forms of Christian communities and consider the appeal of these to some Christians.



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Y6	Autumn	
	Title What do religions say to us when life gets hard?	Vocab: Judgement, Heaven, Paradise, Salvation, Reincarnation, Karma, Moksha, Eulogy, Humanism
	<u>Required prior knowledge</u> Children should know: • Some of the ways in which Hindus express ideas about ultimate reality and the gods and goddesses • Basic ideas about what Christians, Hindus and Jewish people believe about life after death. • Christians believe that Jesus' death and resurrection opens up a way for people to be forgiven and get close to God • The belief that Christians cannot be completely good and so they rely on the Holy Spirit to help them follow Jesus and be more like him • The golden rule for religions and humanists	<u>End point</u> • Children ask some of the big questions about life, death and suffering. • Know ways in which religions help people to live, even when times are tough • Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too. • Understand the idea that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. Know some people believe that death is the end of life, and that there is no afterlife. • Understand some key concepts about life after death in Christianity (such as judgement, heaven, salvation through Jesus); and Hinduism (karma, soul, samsara, reincarnation and moksha); also one non-religious view: Humanism. • Consider similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs. • Read and respond to prayers, eulogies, meditation texts and songs/hymns used when someone has died, and think about the questions and beliefs they address. • Reflect on and express clearly their own ideas, concerns and possibly worries about death and the idea of life beyond.



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Spring

Title Is it better to express your beliefs in arts and architecture or in charity and generosity?

Vocab: Church, Mosque, Sacred, Architecture, Allah, Charity, Scriptures

Required prior knowledge

Children should know:

- How to recognise a mosque and a Church and how these places have special meaning for Christians and Muslims
- How to identify some significant features of churches/mosques
- Some of the ways in which Christianity expresses ideas about God, including how Christians think of God as Trinity – Father, Son and Holy Spirit; how Christians create art expressing ideas about God, how Christians reflect on biblical stories to develop ideas about God and how religious experiences help believers to understand God
- Some of the ways in which Islam expresses ideas about Allah / God including how Muslims use the 99 Names of Allah; calligraphy to express ideas, stories which help Muslims understand the nature of God

End point

- Know examples of religious art and architecture and present their reasons for choosing those they find most impressive.
- Notice, list and explain similarities and differences between **Christian** and **Muslim sacred** buildings.
- Discuss **Muslim and Christian** ideas (e.g. from **scriptures**) about the importance of being generous and charitable, ranking the ideas according to their importance, and applying them to issues about poverty and charity.
- Consider why Christians and Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive.
- Compare Christian and Muslim ideas about art and ways in which art and actions can reveal what people believe about God
- Weigh up which has greater impact – art or charity? Consider what the world would be like without great art or architecture. What about a world without charity or generosity?

Enrichment: Visit to local Mosque to learn the value of the place of worship to Muslims



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Summer

Title What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?

Vocab: 5 Pillars of Islam, Charity, Ummah, Community, Pilgrimage, Hajj, Zakat, Ahimsa, Harmlessness, Karma, Grace, Salvation, Resurrection

Required prior knowledge

Children should know:

- Concepts about life after death in Christianity (such as judgement, heaven, salvation through Jesus); and Hinduism (karma, soul, samsara, reincarnation, and moksha)
- The experiences of a Muslim during the fast of Ramadan and the celebrating of Eid-ul-Fitr.
- Stories that help to show how Muslims think of God (Allah) and how following God shows them ways to behave
- Some of the ways in which Hindus express ideas about ultimate reality and the gods and goddesses

End point

- Learn that for **Hindus** being **harmless** means no violence, eating no meat and wearing no leather
- Find out how **ahimsa** links to ideas of **karma and reincarnation**. Find out about how **Gandhi** practised **ahimsa** in the liberation of India.
- Learn that for Christians the idea of **grace** from God means that God loves people unconditionally and is willing to offer forgiveness to anyone for anything. Make links between the idea of **grace, Christian belief in Jesus' death and resurrection** as an expression of God's love, and Christian forgiveness today
- Learn that for Muslims, the worldwide Muslim community is called the **Ummah**, and being part of the Ummah is expressed in pilgrimage to Makkah and in shared welfare through zakat.
- Explore the impact of the practice of **zakat** and **hajj** on Muslims, locally, in the UK and globally.
- Discuss and consider **the impact of ahimsa, grace and Ummah**: if we all followed these ideas, how would life change?