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| **Title: What experiences and beliefs are important to me and to others? Areas of Enquiry: A&D**  **Key Question: Does prayer, meditation, reflection and contemplation make humans uniquely special?**  **Outcomes: *Investigation of religious and non-religious worldviews:*** *a:* give different views on how faith may play a vital part in people’s identity;  ***Christianity and Buddhism or Sikhism*** *a:* describe and compare different interpretations of religious identity;  ***Throughout****:* use reasoning and examples to express their own views on how the worldview(s) being studied have affected the world | | | | |
| **Context / Prior Learning:**  Students will have studied Christian beliefs and prayer at KS1 and KS2 have explored how people in two other worldviews pray and how that affects their identity. | | | | |
| **Assessment Activity – Students:** | | **Developing – Students:** | **Secure – Students:** | **Exceeding – Students:** |
| * describe one key text and at least three different practices of Christian spirituality and explain how they affect believers’ sense of what it means to be human; * describe one key text and at least three different practices of Buddhist or Sikh spirituality and explain how they affect believers’ sense of what it means to be human; * compare and contrast different traditional ways of praying, reflecting and meditating and offer insights into how followers live out the key text and how this in turn affects their identity and sense of what it means to be human; * offer their own opinion with reasons and examples as to whether they think prayer reflection, contemplation and meditation make individuals and the world better. | | * ask important questions about prayer and meditation and suggest answers that refer to traditions of religion and belief; * describe and compare different ideas Christians and members of another worldview may have about developing their sense of who they are through prayer or spiritual experience; * make links between some key texts and how they are understood through spiritual practice; * provide good reasons for the views they have and the connections they make. | * give different reasons why people within a faith and in different worldviews form identities based on their spiritual practices; * use reasoning and examples to express insights into how Christians and members of another worldview deepen their understanding of who they are through prayer, meditation or contemplation; * use key texts to describe and compare different interpretations that affect believers’ spiritual practice and identity; * express their own view with reasons and examples, explaining the influences that have helped them form that opinion. | * evaluate questions about the purpose and value of prayer and meditation in the formation of someone’s identity; * use reasoning and examples to show an ability to evaluate different insights into the relationship between spiritual practice in Christianity and one other worldview, and a sense of identity; * analyse the effectiveness of the interpretation of key texts that affect believers’ spiritual practice and identity; * use reasoning and several examples from differing viewpoints to express their own views. |
| **Key Concepts**   * Prayer * Meditation * Contemplation * Sitting * Trinity * Breath * Mantra. | **Students’ Attainment (names)** |  |  |  |