




Dialogue and Encounter		
<p>Dialogue By the end of this unit of study, pupils will hear the following key texts:</p> <ul style="list-style-type: none"> • The road to Damascus (Acts 9:3-9, 17-19) • The first letter to the Corinthians (1 Cor 13:1-7,13) <p>Teachers should choose additional texts about the mission of St Paul, for example:</p> <ul style="list-style-type: none"> • Paul's speech before the Council of the Areopagus (Acts 17:22-26, 28-29) • Galatians 1:11-24 • 2 Cor 11:22-23 • Galatians 3:27-28 <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • There are different traditions in the Liturgy of the Church* • Some simple facts about a different liturgical tradition in the Church, for example, some prayers or artistic traditions, reflecting a community in their local area where possible. <p>By the end of this unit of study, pupils will know some ways in which Christians work together for the common good</p>	Understand	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>By the end of this unit of study, pupils will be able to:</p> <p>U4.6.1. Describe some facts about the life of St Paul and explain why he is an important figure for Christians. (RVE)</p> <p>U4.6.2. Make links between Cor 13:1-7, 13 and the theological virtues.</p> <p>U4.6.3. Recount some facts about a different liturgical rite within the Catholic Church.</p> <p>U4.6.4. Recognise some reasons why different liturgical traditions arose in different parts of the world.</p> <p>U4.6.5. Describe some ways Christians in their local area work together for the benefit of the whole community (or the common good). (RVE)</p> <p>U4.6.6. Describe the five pillars of Islam and why they are an important part of Islamic faith and religious practice for British Muslims today. (RVE)</p> </div> </div>
<p>Encounter</p> <ul style="list-style-type: none"> • Know some facts about the five pillars of Islam. • Understand some ways Muslims in Britain today live out their beliefs. 	Discern	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> </div> </div>

		<p>D4.6.1. Looking at how a range of artists show St Paul's encounter with Jesus and discuss which one they prefer, giving relevant reasons for their opinion.</p> <p>D4.6.2. Exploring some examples of art or music from a different Catholic community, for example, icons of the Coptic Church, and asking questions about what they have noticed. (RVE)</p> <p>D4.6.3 Listening to the stories and experiences of others from different Christian communities in the class and the wider community and asking questions about their beliefs, worship, or life. (RVE)</p>
<p>Key Vocabulary: Damascus Liturgy rite Christian Islam Five Pillars of Islam Shahada, Salah, Sawm, Zakat, and Hajj Common good</p>	Respond	<p> By the end of this unit of study, pupils will be invited to:</p> <p>R4.6.1 Discussing the meaning of what they have learned for their own lives. (RVE)</p> <p>R4.6.2. Talking, asking, and answering questions with others about their beliefs, experiences, and feelings, recognising the ways in which this could change the way they live and the relationships in their local communities. (RVE)</p> <p>R4.6.3. Reflecting on what they can learn from the stories of families from different Christian traditions or who follow different liturgical traditions. (RVE)</p>