



DIOCESE OF
LICHFIELD



DISCOVERING



GROWING



REACHING



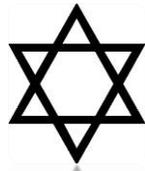
TRANSFORMING



PLACING

The Church of England around Staffordshire, northern Shropshire and the Black Country

RELIGIOUS EDUCATION GUIDANCE 2017



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Introduction

This document offers guidance for the delivery of Religious Education in all phases from early years to key stage three. It is expected that these Diocesan Guidelines for RE will be used by VA schools and Church of England academies. Voluntary Controlled schools must continue to use their locally agreed syllabus for RE but may wish to look at some of the material to help in the provision of RE that contributes to the Christian Distinctiveness of the school.

This resource assumes that those schools and academies using it have access to the Understanding Christianity resource which should provide the foundation of teaching about the concepts at the heart of the Christian faith.

This guidance sets out the following:

- (1) Exemplar units for teaching other faiths and generic topics.**
- (2) Additional units relating to the Christian faith and the life of teaching of Jesus.**
- (3) Support in how to teach / plan / deliver RE in a Church school**
- (4) A suggested format for long term RE planning to include: E (Explore), R (Relate) & A (Apply)**

Guidance on delivering religious education (RE) in Church of England schools and academies

The Church of England’s **Statement of Entitlement** (see Appendices) states that the coverage of Christianity in church schools should be **two thirds** of the total RE curriculum time. If six units are taught over one academic year this means that **four of these will be explicitly Christian**. In the Diocese of Lichfield we suggest that all our schools and academies use the Understanding Christianity (UC) resource to deliver the majority of this, following appropriate staff training. Throughout this guidance the use of **red** font relates to the content of **UC**. The other third of the curriculum should be focused on a rigorous study of other faiths or generic topics. It is recommended that, in addition to Christianity, Islam and one other faith are studied in depth within key stages one and two. Other faiths and philosophies should be discussed as appropriate, but with less rigour. The units in this guidance should be delivered with the same pedagogical approach as that offered in Understanding Christianity: that of in-depth study, developing religious literacy and the three inter-related **ERA** strands:-

Explore

The text and context - **Making sense of text**

Relate

How do the actions of the believer relate to the beliefs? – **Understanding the impact**

Apply

How can I apply the belief to what I see of my life and the world around me? – **Making connections**

This guidance adopts the approach of materials for four primary phases – EYFS, KS1, LKS2 and UKS2, and units for KS3. RE is not compulsory in nursery/EYFS1, although in a church school pupils should be introduced to the concepts of God, Jesus and worship, as well as the school’s Christian values.

The division of the topics into half termly units is only demonstrative, and individual schools and academies should explore how themes can best be incorporated into their overall curriculum plans. The units for each phase may be taught in any order. Planning may be year related or create a two year rolling programme. However this exemplar allows schools to develop a whole primary school (excluding EYFS) theme as:

Suggested TWO year rolling programme: for Key stages one and two:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	God	Festivals	Islam	Salvation	Gospel	Generic units
B	Creation (and fall)	Incarnation	Another world faith	Salvation	Kingdom of God	People of God

The choice of units in summer term2 are particularly flexible and may be replaced by work of the school’s choice, or units from the Diocese’s Parables Guidance or transition units on the theme of Mission.

Exemplar overview long term plan for primary schools

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	CREATION/GOD F1 Why is the word God so important to Christians?	INCARNATION F2 Why do Christians perform nativity plays at Christmas?	Why are some stories special?	SALVATION F3 Why do Christians put a cross in the Easter garden?	What happens in our church?	What makes every person special, unique and important?
Yr1/KS1A	GOD 1.1 What do Christians believe God is like?	What are festivals and why do we have them?	What do Muslims believe?	SALVATION 1.5 Why does Easter matter to Christians? <i>(Core learning)</i>	How do Christians talk to God?	How can I make a difference in the world?
Yr2/KS1B	CREATION 1.2 Who made the world?	INCARNATION 1.3 Why does Christmas matter to Christians?	What do Jews/Sikhs/Hindus believe?	SALVATION 1.5 Why does Easter matter to Christians? <i>(Digging deeper)</i>	GOSPEL 1.4 What is the Good News that Jesus brings?	What is faith and what difference does it make?
Yr3/LKS2A	INCARNATION/GOD 2a.3 What is the Trinity? <i>(Core learning - Baptism and the Grace)</i>	What are festivals of light?	What can we learn from a mosque?	SALVATION 2a.5 Why do Christians call the day Jesus died 'Good Friday'?	KINGDOM OF GOD 2a.6 When Jesus left, what was the impact of Pentecost?	Is life like a journey?
Yr4/LKS2B	CREATION/FALL 2a.1 What do Christians learn from the creation story?	INCARNATION/GOD 2a.3 What is the Trinity? – <i>(Digging deeper – the Incarnation)</i>	What can we learn from a synagogue/Gurdwara / Mandir?	How do Christians remember Jesus' last supper?	GOSPEL 2a.4 What kind of world did Jesus want?	PEOPLE OF GOD 2a.2 What is it like to follow God?
Yr5/UKSA	GOD 2b.1 What does it mean if God is holy and loving?	How do people express their faith through the arts?	What are the five pillars of Islam?	SALVATION 2b.6 What did Jesus do to save human beings?	KINGDOM OF GOD 2b.8 What kind of king is Jesus?	What is the worldwide church?
Yr6/UKS2B	CREATION/FALL 2b.2 Creation and science: conflicting or complementary?	INCARNATION 2b.4 Was Jesus the Messiah?	What does it mean to live as a Jew/Sikh/Hindu/Buddhist today?	SALVATION 2b.7 What difference does the resurrection make for Christians?	GOSPEL 2b.5 What would Jesus do?	PEOPLE OF GOD 2b.3 How can following God bring freedom and justice?

Exemplar overview long term plan for Key Stage Three

The exemplar units offered at this stage all revisit work covered in KS2 units. This is in recognition of the fact that many pupils joining KS3 will have come from schools where these RE materials are not used. This makes the tasks of assessment, differentiation and appropriate lesson planning particularly important if all pupils are to be empowered to make progress at an appropriate level.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	GOD 3.1 If God is Trinity what does that mean for Christians?	What do Christians believe about Jesus?	What do Jews believe?	SALVATION 3.8 Salvation (see online resource)	GOSPEL 3.7 What's so radical about Jesus	How do Hindus respond to the natural world?
8	CREATION 3.2 Should Christians be greener than anyone else?	INCARNATION 3.6 Why do Christians believe Jesus is God on earth?	What do Muslims believe?	FALL 3.3 Why are people good and bad?	How should Sikhs treat one another and others?	WISDOM 3.5 What do we do when life gets hard?
9	PEOPLE OF GOD 3.4 Does the world need prophets today? (Include Modern day resilient people e.g. Martin Luther King)	What is the Buddhist goal in life?	Isn't life a moral maze?	KINGDOM OF GOD 3.9 (see online resource)	What do Hindus believe?	So who is God?

Exemplar units for exploring Islam.

- i) Islam Guidelines for teachers.**
- ii) What do Muslims believe? – Key Stage One**
- iii) What can we learn from a Mosque? – Lower Key Stage Two**
- iv) What are the five pillars of Islam? – Upper Key Stage Two**
- v) What do Muslims believe about God? – Key Stage Three**

Islam Guidelines for RE

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What are the ‘big ideas’ in Islam?

The word ‘**Islam**’ means ‘peace’, ‘harmony’ and ‘submission’, and a Muslim’s life is lived in accordance with these concepts, in submission to Allah (God). **Muslims believe** in the oneness of God, ‘Tawhid’, which is stated in the **shahadah**, both the Muslim statement of belief, and the call to pray. Muslims believe that the **Qu’ran** is the eternal word of God, the complete and final revelation of Allah to the last prophet, **Muhammad** (pbuh) on the **Night of Power**. The Prophet Muhammad (pbuh) is considered by Muslims to be the best example of spiritual and moral conduct and is revered above all others. **Five Pillars** are central to the life of a Muslim, giving life shape and strength: to ‘**believe** every moment; **pray** five times a day; **give** when you do your accounts; **fast** for a month out of the year; and **travel** to Makkah once in a lifetime if you can.’ Prayer (**salah**), performed at five daily prayer times mean that Muslims pray as a community, even if they are not physically together. **Mosque** simply means ‘place of prostration’, which is how Muslims express submission to Allah during prayer.



What do I need to know about Islam?

The word '**Islam**' comes from the Arabic root, **SLM**, which means peace, purity, submission and obedience. It is therefore found in other key words in the religion: '**Muslim**' – a follower of Islam – and '**sallam**', peace, often used as a greeting.

Islam is a comprehensive way of life, and is based on the Oneness of Allah and the role and status of the Prophet Muhammad* (pbuh) as an example to humankind. [** After the name of the Prophet Muhammad, or any other prophet of Islam, Muslims say or write, 'Salla'llahu alaihi wa sallam' (peace and blessings of Allah upon him – often reduced to 'pbuh')]. It is not required that non-Muslims do this, but it is suggested that teachers, as part of learning about Islam in their classrooms, model this concept of respect to pupils.*

The Islamic way of life encompasses all aspects of a person's daily existence, and is best described as a state of peace attained through willing obedience to Allah's divine guidance. Muslims strive to achieve this by following all the Qur'anic injunctions regarding behaviour and worship, for example the five daily times of salah (prayer), fasting during Ramadan, acts of charity and constant consciousness of their relationship with Allah. Life is shaped by the Five Pillars, which strengthen and support the Muslim community (Ummah).



An important part of Muslim community life for men and women in Europe is the Mosque. Friday is the day for congregational worship, but many Muslims attend the Mosque daily. However, 'mosque' simply means 'place of prostration', so in actual fact, Muslims *can* pray anywhere, as long as it is clean, which is why they might use a prayer mat. The act of praying, in complete submission to Allah, makes the whole world a mosque! Most Muslims will keep one room in their home especially clean for salah.

Whilst images of living beings, and especially any representations of Allah, the prophets or angels **are** forbidden,

there are many other ways in which mosques & sacred texts are decorated, using pattern and Arabic calligraphy, often expressing truths about Allah. The concept of **tawhid** (the oneness of God) is often illustrated through elaborately intricate and interlaced patterns, and in mosque gardens.



*lā 'ilāha 'illā-llāh,
muḥammadur-rasūlu-llāh*

There is no god except Allah, Muhammad is the Messenger of Allah.

What do Muslims believe?

Key beliefs in Islam are expressed in the **shahadah**, the Muslim Allah, Muhammad is the Messenger of Allah'. A person becomes a by professing belief in that statement and by reflecting it in the practice contained within the call to prayer, the **adhan**, which first states that then continues with the **shahadah**. The **Adhan** is the first thing that is whispered into the ear of a newborn baby, and the last that a Muslim hopes to hear before they die.

Allah is the Arabic name for God. Muslims believe that God is One (tawhid), and has no equal; that his existence is revealed within nature, and through his prophets. Muslims believe that Allah sent many Messengers and Prophets to whom He revealed His divine guidance. These included Ibrahim – Abraham (peace be upon him),



declaration of faith: 'There is no god except Muslim not by race, nationality or culture, but of the Islamic way of life. The **shahadah** is also 'God is great' (in Arabic, '**Allahu Akbar**') and

Musa – Moses (peace be upon him), Isa – Jesus (peace be upon him) and the last and greatest prophet Muhammad*, who was born in Makka, Arabia in 570 CE. They therefore affirm the writings of the Tawrah (Torah), the Zabur (Psalms of Dawud, David) and the Injil (Gospels of the prophet Isa, Jesus), but believe them to be corrupted versions of the original revelation.



Muhammad (pbuh) is *not* the founder of Islam, but is the last and greatest of all the Prophets, described in Islam as the ‘seal of the prophets’. Muhammad is revered as the most perfect example of a man, on whom Muslims will model their own lives. Stories about him can be found in the Qur’an, and many other of his wise sayings are collected in texts known as **hadith**. It is important that stories about prophets in Islam, especially Muhammad, are handled appropriately: pupils should not be encouraged to act them out, as this would be considered disrespectful, but there are many other ways of working with Muslim stories, such as reflective storytelling using objects.



The Qur’an is the final revelation of Allah’s that is kept in heaven. The Qur’an was revealed to angel Jibra’il – Gabriel – in 610CE, when known as the ‘Night of Power’ (*Laylat al-Qadr*) and Ramadan: it is believed that prayer on this night is revelations continued over the next 23 years of his life and were learned by heart and dictated to scribes. The revelations were also recited

and proclaimed by him to his companions. The Qur’an gives detailed guidance of moral conduct and family relationships as well as the treatment of animals language of the Muslim, the Qur’an is recited in the Arabic language of its will often attend **madrasah** (mosque school) each day for up to 2 hours after Qur’an and what it means. The Qur’an is divided into 114 **surahs** (chapters) and are treated with the highest respect, because it comes from the highest shelf, covered when not in use, and handled with clean hands. Whilst it *is* important that pupils get to see a ‘real’ Qur’an (especially if it can be read from by someone who is a Muslim), it is recommended that an English version of the Qur’an is used as the basis for learning about Islam in the classroom. It ensures that the contents are more accessible to pupils, and is less likely to cause any offence within the Muslim community. Suggestions can be found within the Resources section below.

‘Bismillaah ar-Rahman ar-Raheem’
In the name of God, the infinitely
Compassionate and Merciful.
Qur’an, opening surah

To Him is due the origin of
the heavens and the earth.
When He decrees a matter,
He says to it ‘Be’, and it is.
Qur’an. surah 2:117

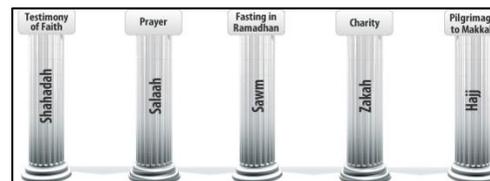
guidance for mankind, and is a copy of a book Muhammad* in a cave on Mount Hira by the Muhammad was 49 years old. This night is one of the last 10 odd-numbered nights of worth 1000 months of worship. The

revelations were also recited on how humankind should behave, in terms and the natural world. Whatever the revelation, in its purest form. Muslim children school, where they will learn portions of the **ayahs** (verses). Arabic copies of the Qur’an authority, which is why it is kept high on a



A window on..... the Five Pillars

What gives strength and shape to our lives? Family?... pillars of their faith: five big concepts that pupils should Islam. The often-misunderstood word **‘Jihad’** has two



Friends?Faith?... For a Muslim, it is the five consider in their learning about and from different meanings for a Muslim: the *greater*

believe every moment; **pray** five times a day; **fast** for a month out of the year; **give** charity once a year when you do your accounts; **travel to Makkah** once in a lifetime if you can

(internal) jihad, which is concerned with the struggle every Muslim faces to live out their faith to the best of their ability, and to build a good Muslim society. *Lesser jihad* is the struggle to defend Islam, using warfare only if nothing else has worked. Military jihad is permitted in certain circumstances, and as a last resort, but is not a true jihad if it forces people to convert to Islam, conquers other nations to colonise them or for economic gain, to settle

disputes or display a leader's might. The Prophet Muhammad said, on returning from a battle 'We return from the lesser jihad to the greater jihad.' The **Five Pillars** can, therefore, be seen as way of helping Muslims, through *greater jihad*, to get closer to Allah and become better Muslims. The five pillars are:

1. **Shahadah:** see section above *What do Muslims believe?*

2. **Salah (prayer):** at five different times during the day. Wherever possible, the set times for midday; in the afternoon; in the evening just after sunset; during the night, but before with the worldwide Muslim community (ummah). However, at times when it's not possible, together. Before praying, Muslims perform *wudu*, which is both a physical and spiritual act. which have symbolic meanings. You can find out more at: www.bbc.co.uk/religion/galleries/salah/



prayer (early morning, just before sunrise; midnight) are followed, as it joins Muslims two or more of the set prayers may be joined There are set positions for prayer (rak'ah)

3. **Sawm (fasting during Ramadan):** Muslims fast during daylight hours for the month of Ramadan, which marks the giving of the Qur'an to the Prophet Muhammad. The fast is not just a physical act, but deeply spiritual, and the discipline learned during the fast should help a Muslim to live a better life after the fast. During Ramadan, there is often an extra congregational prayer time at night, *taraweeh*, during which portions of the Qur'an are read, the aim being to have read it entirely during the month.



4. **Zakat (giving / charity):** all Muslims should give 2.5% of their surplus savings annually, which is then shared amongst the poor and needy, and as well as an obligation, is considered an act of worship. The charity *Islamic Relief* has an annual income from Zakat of over £40million. Other charities are listed in Resources.

5. **Hajj (pilgrimage to Makkah):** Makkah (Mecca) is Islam's holiest site. It is the birthplace of the Prophet (pbuh), but also the site of the Ka'bah, the black stone which Muslims believe fell from heaven as a sign of the first covenant between God and humankind, and which Adam made into a shrine. On Hajj (in the 12th month of the Muslim calendar), pilgrims circle the Ka'bah anti-clockwise seven times, symbolising the unity of the ummah, kissing it, if possible, or saluting it. Pilgrims all dress the same, in simple white clothes called *ihram*, expressing simplicity, unity and equality, regardless of economic status, race, culture or gender.



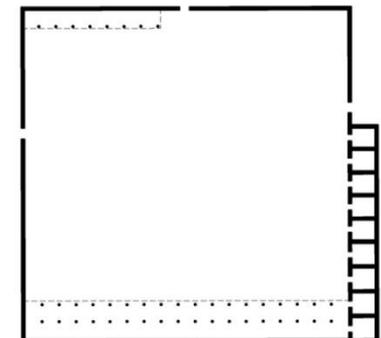
During Hajj, pilgrims will also sip water from the sacred well of Zamzam (which saved Hagar (wife of Ibrahim) and Isma'il's life), walk between the two hills of Safa and Marwa, seven times, and throw stones at the 'devil' (see *Resources* for info.)

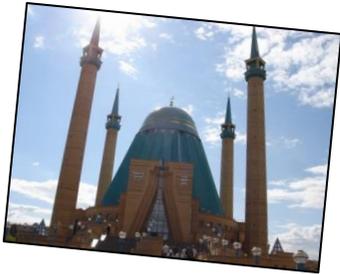
"The Two Ids": *Id-ul-Fitr* marks the end of Ramadan and is a time for Muslims to ask for forgiveness, and to give thanks. Presents are given and new clothes bought. *Id-ul-Adha* commemorates the devotion of the Prophet Ibrahim (Abraham) in sacrificing Isma'il.

What makes a mosque a mosque?

The home of the Prophet Muhammad (pbuh) (*diagram, right*) is considered the first mosque. His house, in Medina in modern-day Saudi Arabia, was a typical 7th-century Arabian style house, with a large courtyard surrounded by long rooms supported by columns. This style of mosque came to be known as a hypostyle mosque, meaning "many columns." Most mosques built in Arab lands adopted this style for centuries. Find out more at:

www.khanacademy.org/humanities/art-islam/beginners-guide-islamic/a/introduction-to-mosque-architecture





Although architectural style may be affected by regional and cultural traditions, most mosques will retain certain features, which include:

1. **An outer courtyard:** with running water, where wudu, ritual washing, will take place
2. **Mihrab:** a niche in one wall (the **qibla** wall), which indicates the exact direction of Mecca, the location of the ka'bah. Muslims pray facing in this direction.
3. **Minaret:** the tall tower, often domed, from which the adhan (call to prayer) is sung. Whilst purely practical in aiding the broadcast of the adhan, it also serves as a powerful visual reminder of the local presence of Islam.

4. **Qubba:** most mosques will have at least one dome, symbolically representing the vault of heaven, which is sited into the qibla wall. This dome will usually be the most ornately decorated.



Useful web-based resources for teachers and classrooms:

- www.reonline.org.uk Great for background knowledge, with lots of links to classroom resources via a search tool. Use the 'Knowing' tab to find out what you want to know, or try here: www.reonline.org.uk/knowning/what-re/islam/
- REOnline also have some lesson ideas (search for '[RE Banquet](#)'), but ensure you match to the Diocesan Core Knowledge objectives.
- **My Life, My Religion:** There are clips of Muslim worship on the BBC 'My Life, My Religion' website. You can find individual clips, and complete programmes at <http://www.bbc.co.uk/programmes/b005pc1c9> Especially useful are: Islam – Prayer; Islam – the Mosque; Islam – Wudu. There are also clips you can view online from the BBC Pathways of Belief (<http://www.bbc.co.uk/education/clips/zyxn34j>) and Places for Worship DVD sets, many of which would support the Islam units.
- Interfaith Explorers webinars & resources for teachers / pupils esp. [webinars](#) are very useful for teacher knowledge and support.

Virtual mosque tours:

- Shah Jahan Mosque, Woking: www.surreyplacesofworship.org.uk/ and <http://www.shahjahanmosque.org.uk/>; BBC iWonder mosque tour: www.bbc.co.uk/guides/z297hv4#zkw2p39; Bolton Mosque: www.thebcom.org/mosquetour/index.htm; London Central Mosque (KS3 material): www.truetube.co.uk/film/holy-cribs-mosque
- Great photos of [mosques from around the world](#) (Huffington Post is a great resource for pictures!)
- If you want to see / hear what goes on in a mosque as a live broadcast, Wembley Mosque has a facility that enables this: <http://www.virtualmosque.co.uk/>
- Some sacred stories from Islam feature on the British Library website: www.bl.uk/learning/cult/sacred/stories/
- Further suitable stories can also be found on the BBC Schools pages: www.bbc.co.uk/learning/schoolradio/subjects/collectiveworship/collectiveworship_stories
- Pillars of Islam in song! www.youtube.com/watch?v=f7pBGqMvN0o
- Information about Hajj can be found at the BBC iWonder site: <http://www.bbc.co.uk/guides/zgymxnb>
- **Muslim charities:** <http://www.islamic-relief.org.uk/>; <https://muslimhands.org.uk/>; <http://www.nzf.org.uk/>
- Eid –ul-Fitr around the world: <http://www.bbc.co.uk/news/world-28544591>, also House of One, an interesting concept: www.bbc.co.uk/news/magazine-27872551
- **Books:** 'Ramadan Moon' by Na'ima B Robert & Shirin Adl (ISBN978-1-84780-206-4) is a lovely book, with beautifully-worded text expressing longings during Ramadan. Also useful is: My First Qur'an Storybook ISBN81-7898-554-3

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KEY STAGE ONE

WHAT DO MUSLIMS BELIEVE?

An exploration of the big ideas and concepts that lie at the heart of the Islamic faith.

LEARNING OBJECTIVES Core knowledge	EXPLORE Text, beliefs and context	RELATE How do the actions of the believer relate to the beliefs?	APPLY How can I apply the belief to what I see of my life and the world around me?
<ul style="list-style-type: none"> • That Muslims believe in one God, Allah. • Muslims are people who follow the faith called Islam. • Allah is the Arabic name for God the Creator • Allah has ninety-nine beautiful names that reflect aspects of his character • Muhammad (pbuh) is a prophet and the last messenger of Allah in Islam • The Qur'an is the special book for Muslims and is written in Arabic. It contains the holy words of Allah given to Muhammad 	<p>Islam began in the part of the world called Arabia. Find on map. The language called Arabic is very important to Muslims. Look at some Arabic writing. In Arabic the word for God is Allah. Muslims believe that there is no god but Allah. Try writing his name in Arabic.</p>  <p>To help people understand what Allah is like, he has 99 beautiful names that describe him. Read some of the names. What do they tell us about Allah?</p>	<p>People who try to follow Allah and the things we are learning about are called Muslims – they submit to Allah's way of peace. Their beliefs are called the Islamic faith.</p> <p>Look at Islamic designs that show the names of Allah. Talk about why they are decorated with patterns, and how the use of colour might help interpret the name. Discuss how calligraphy is really important for Muslims.</p>	<p>Discuss whose names are important to children, and why? Maybe 'Mum' or 'Dad'.... Make a list of names that describe the characteristics of their mum e.g. mum the lunchbox-maker etc. Talk about people important to them and how they treat them with respect, and learn from their example.</p> <p>What does it mean to show 'respect' to someone or something? What or who do you respect, and how do you show respect? Share experiences.</p>
<p style="text-align: center;">ENGAGE</p> <p style="text-align: center;">Opening activities</p>	<p>Explain that Muslims do not use images of people or animals as decoration and so mosques and Muslim artefacts are decorated with patterns and Arabic writing. Create decorations for one of Allah's beautiful names, taking care to use no living forms. Explain their choices and what the name they have chosen might tell a Muslim about Allah.</p>	<p>Discuss why Muhammad is important to Muslims, and how they show respect for the Prophet. Why do Muslims say 'peace be upon him' (pbuh) when they mention Muhammad?</p> 	<p>Think why Muslim children go to Madrassah and learn the Qur'an by heart. How easy is it to learn something by heart, especially in a different language? Demonstrate some things that they have learned by heart e.g. mnemonics, well known nursery rhymes, tables, telephone numbers, addresses, number facts etc. How does learning something by heart help? When might it be very important?</p>
<p>Play 'Simon Says'. How do we decide what we should do in real life? Lots of people decide because of what they believe. We are going to find out what Muslims believe.</p>			
<p style="text-align: center;">KEY VOCABULARY</p>	<p>Listen to stories about the Prophet Muhammad (pbuh): especially the story of the Night Of Power (Lailat al Qadr)</p>	<p>Muslims are encouraged to learn the Qur'an by heart, in Arabic. Many Muslim children will go to madrassah (mosque school) after ordinary school. Share pictures or film of a madrassah. How difficult would it be to visit one</p>	
<ul style="list-style-type: none"> • Allah • Muhammad (pbuh*) (or Mohammad) • Beautiful names • Qur'an 			

<ul style="list-style-type: none"> • Muslims • Islam • Arabic 	<p>when the revelation of the Qur'an through the Angel Jibrael (Gabriel) began. How was Muhammad a good messenger? Retell a story about the Prophet Muhammad explaining what they think Muslims might learn from it.</p>	<p>every day? What would they have to miss that other pupils do after school?</p>	
<p>POINTS TO NOTE</p>			
<p>After the name of Muhammad, or any other prophet is spoken, Muslims say '<i>sallallahu alayhi wasallam</i>' (peace be upon him - pbuh) as a mark of respect. It is suggested that teachers model this by using this the first time he is mentioned in the lesson, but not subsequently.</p> <p>Muhammad is not divine and capitals should not be used for pronouns that relate to him.</p>	<p>Learn that for Muslims the Shahadah 'There is no God but Allah, and Muhammad is his messenger' is the basic statement of faith.</p> <p>The words that angel Jibrael gave Muhammed were written down and make the book the Qur'an. Qur'an' means 'recitation' and Muslims believe that it tells the final, complete & perfect will of Allah for all people. Look at a copy of the Qur'an with its Arabic writing. Although translated into English and other languages Muslims usually read it in Arabic. Listen to a Muslim reading from the Qur'an and find out about some of the 'messages' from Allah that are written in the Qur'an. (Some are stories that may be familiar from the Bible.) Design a cover for the Qur'an, using some of Allah's names or beautiful patterns, then write instructions for how to care for and use a Qur'an.</p>	<p>Muslims take great care when handling the Qur'an as they treat it with respect. It should be covered, kept on a high shelf and put on a stand when read. Hands should be washed before touching it. What does this show about its importance for a Muslim? How should we treat our Qur'an with respect in the classroom?</p> <p>Invite a Muslim friend or parent to come in and answer questions about what it means to be a Muslim and how their faith makes a difference.</p> <p>Listen to Yusuf Islam talking and singing about Muhammad the Messenger of Allah. Look at the words and think about what they mean.</p> <p>How might reflecting on Allah's names or learning the Qur'an by heart help Muslims? Recap together the things the class have found that Muslims respect, and how they demonstrate that respect.</p>	
			<p>SUCCESS CRITERIA</p>
			<p>Pupils should be able to share the basic beliefs of Islam and explain the place of Allah, Muhammed and the Qur'an in the lives of a Muslim child?</p> <p>They may be able to share and explain the Shahadah</p>

LOWER KEY STAGE TWO

WHAT CAN WE LEARN FROM A MOSQUE?

An exploration of the key features of a mosque and investigate what they reveal about Muslim beliefs, especially beliefs about prayer (salah). A mosque visit is strongly recommended, but outcomes can be achieved by a ‘virtual’ visit or through photos.

LEARNING OBJECTIVES Core knowledge	EXPLORE Text, beliefs and context	RELATE How do the actions of the believer relate to the beliefs?	APPLY How can I apply the belief to what I see of my life and the world around me?
<ul style="list-style-type: none"> • Muslims believe there is no God but Allah and that he is without equal. • Allah is One (Tawhid) • the Qur’an is Allah’s final revelation to humanity, and was revealed to the Prophet Muhammad (pbuh) in Arabic • The mosque is a place of worship and learning and is led by an Imam • Salat (prayer) is offered five times a day at set times. • In prayer, Muslims submit to the will of Allah. • The key features, artefacts & symbols found in a mosque all have explicit meaning. 	<p>A mosque (place of prostration or prayer) can be any place in which Muslims come together for prayer (salat). Salat is an important physical, mental, and spiritual obligatory act of submission to Allah. The Qur’an teaches that believers should offer salat five times a day; at dawn, noon, late afternoon, dusk & after dark. Prayer involves the whole body, and set movements called Rak’ah help focus on Allah. Research and create a group photo story board illustrating how different prayer positions help Muslims to worship.</p> <p>All features of the mosque help Muslims to pray. Before entering worshippers must wash and prepare (wudu)– there is an area for this. Muslims pray facing the Ka’bah in Makkah. An alcove called the mihrab shows the direction believers should face. Look at pictures of the outside and inside of a mosque. In groups, annotate with existing knowledge & questions about unknown features. Visit a mosque, or research. How do the features of the mosque help Muslims to worship Allah? Explore how what happens</p>	<p>For believers a Mosque is more than a place for prayer. It is also a place where they can share with other Muslims for information, education, social welfare, and to settle disputes. It is also where most madrassahs take place. Find out what activities other than prayer takes place in the Mosque you are exploring, and which a child of your age might be able to join. Look at artefacts associated with prayer, such as prayer mat, head-coverings, beads, compass. Connect these with what they know about Muslim beliefs, and explain how they might aid prayer for a Muslim.</p> <p>Interview a Muslim Iman or mosque member to explore what the mosque means to them and how salat helps them in their daily life.</p> <p>Prayer can take place in any clean place. If not in a mosque Muslims can use a prayer mat, which includes a compass to show the direction of the</p>	<p>Reflect on things that they do as a class – what benefits are there to being together? What are the benefits for Muslims in worshipping as a community? What things would pupils rather do on their own? What do they like doing together? Muslims can pray on their own, but pray together when they can. Prayer connects Muslims as a worldwide community of believers. How might praying as a community change prayer for a Muslim?</p> <p>Explore how people demonstrate ‘submission’ in everyday life: Is submission the same as ‘giving in’? In pairs, freeze-frame the idea of ‘surrender’ or ‘submission’. Explore how these ideas help to understand rak’ah for Muslims by watching a clip of rak’ah and finding out what each of the different prayer positions mean. How might these actions help Muslims to focus and submit?</p>
<p style="text-align: center;">ENGAGE</p> <p style="text-align: center;">Opening activities</p> <p>Discuss how routines are a part of daily life. Act out different routines. Can others guess their purpose? Discuss the difference between a routine (functional) and</p>			

<p>a ritual (something with symbolic meaning)? What things do we do that we might call ‘rituals’? We are going to explore rituals in Muslim life.</p> <p>What is a Muslim? Share prior knowledge. What is a mosque? Who has visited one? What would they expect to see? What might happen inside? A Mosque is a Muslim place of worship. Share pictures of different mosques. Stress that they are all different (as are Christian churches), but have common features. We are going to find out what happens in a Mosque and how Muslims worship.</p>	<p>in a mosque demonstrates respect for Allah. An iman leads the congregation in salat. Each rak’ah includes reciting part of the Qur’an, the Tawhid that states that Allah is one and the Shahadah - ‘There is no God but Allah & Muhammad is his messenger’. A muezzin gives the adhan, the call to prayer. This summons Muslims and is a statement of belief. it may be delivered from the top of a minaret. Listen to a recording of the adhan and share its English translation. How does it help to prepare Muslims for prayer? Find out how else Muslims prepare and why? Men and women pray separately so that they can focus on Allah.</p> <p>Use cards showing individual mosque features for pupils to pick and explain what they show about Muslim beliefs. Then try to rank features in terms of importance, and give reasons for choices.</p>	<p>Kab’ah. Design a prayer mat remembering that Muslims make their mosques and mats beautiful to express their belief in Allah and help them focus as they pray. In Islam there is no pictorial representation of Allah, Muhammad, or any living creature, as Allah is the only Creator. Patterns and Arabic calligraphy are often used instead, especially the 99 beautiful names of Allah. 8-pointed stars often feature as the number 8 is associated with Paradise. Colours also have associations. Explore www.patternislamicart.com and then make your own design for a prayer mat. Explain how it might help Muslims remember something about Allah and his beautiful names.</p>	<p>Do you have any routines that you do five or more times a day? What would they have to change in their lives if they had to stop and do something regularly five times a day?</p> <p>Friday prayers are a time when Muslims try to meet as a community. Learn about Friday (Jumm’ah) as a special day for prayer & compare with special days of the week in other faiths. How would pupils’ life change if they had to take part in regular weekly routines like this?</p>
<p>KEY VOCABULARY</p>		<p>SUCCESS CRITERIA</p>	
<p>adhan muezzin mihrab ka’bah Jumm’ah Tawhid ka’bah minbar</p>	<p>Arabic calligraphy submission wudu iman minaret salah or salat rak’ah</p>	<p>Investigate the place of the mosque within the Muslim community. Most Muslims children begin attending regularly at about the age pupils are now. How would having to attend the mosque or having to stop and pray five times a day alter the life of a believing child of their age? If a Muslim came into your class could they pray easily in the classroom or school? What might you need to do to help them?</p>	<p>Explain how salat is important to Muslims as it helps them submit to the will of Allah. Explain how the features of the Mosque aid salat.</p> <p>Pupils may be able to compare salat and the mosque to prayer and places of worship within Christianity or another faith.</p>

UPPER KEY STAGE TWO

WHAT ARE THE FIVE PILLARS OF ISLAM?

Explore key beliefs and practices of Islam through an investigation of the five ‘pillars’ and of how these affect the way that Muslims live their lives.

LEARNING OBJECTIVES Core knowledge	EXPLORE Text, beliefs and context	RELATE How do the actions of the believer relate to the beliefs?	APPLY How can I apply the belief to what I see of my life and the world around me?
<p>The ‘pillars’ (or duties) are:</p> <ul style="list-style-type: none"> • Shahadah - ‘There is no God but Allah and Muhammad is his messenger’ • Salat - Prayer five times a day. • Zakah - Almsgiving • Sawm – Fasting during Ramadan • Hajj - Pilgrimage <p>Explore how these pillars influence Muslims’ daily lives</p> <p>Key celebrations for Muslims are linked with two pillars:</p> <ul style="list-style-type: none"> • Id-ul-Fitr – celebrating the end of Ramadan • Id-ul-Adha - celebrating the end of Hajj 	<p>What do they remember about Islam? Remind about Allah, Muhammad (pbuh) and the importance of the Qur’an. The Five Pillars of Islam are the five obligations that every Muslim must satisfy in order to live a good and responsible life according to Islam. The pillars of Shahadah and Salat have already been explored, and are rooted in the teaching of the Qur’an. The Shahadah is the first and last thing that a Muslim will hear. It is whispered into a baby’s ear at birth and by a dying Muslim.</p> <p>Zakah is giving 2.5% of income to the poor and needy. Muslims believe that all things belong to Allah, and so wealth is held in trust by humans. We cannot take anything with us when we die, so should not cling to it. Zakat means both ‘purification’ and ‘growth.’ It is regarded as a type of worship and discipline, done to obey Allah.</p>	<p>Carrying out the obligations of the Pillars provides the framework of everyday of a Muslim's life. Research information about the pillars using a range of sources e.g. inviting Muslim parents or other contacts to talk about one or more of the pillars and their significance in living their daily lives; watch video clips; look at photos and investigate what pupils see, and what they don’t know. Invite a Muslim to speak about what the pillars mean to them. Encourage questions that lead to further investigation throughout.</p> <p>In groups of 5, each child picks a card with a pillar named on it. They have to argue that ‘their’ pillar is the most challenging or has the most impact for a Muslim and give reasons why.</p>	<p>Discuss the importance of rules or duty from their own and a Muslim point of view.</p> <p>Explore what 2.5% means in practice. Work out how much of their pocket money it would represent. How difficult would it be to give this regularly? Discuss why people give. Find out about Muslim charities (e.g. Red Crescent Islamic Relief or ‘Small Kindness’). How else might Muslims ‘give’? Discuss the feelings associated with giving and receiving. Is it better to give or to receive?</p> <p>Explain how pilgrimages differ from other journeys? Are there any special journeys of discovery they would like to undertake? Why? What might they learn from their journey?</p>
<p>ENGAGE Opening activities</p>	<p>The last two pillars are linked to the life of Muhammad (pbuh). Sawm is fasting. During the month of Ramadan all healthy Muslims over twelve years old must give up food and drink during daylight hours.</p>	<p>Individually, in groups or as a class, sort the pillars into order of how challenging they are to live out, according to pupils. Share reasons why. What might a Muslim say? How do the pillars give shape and strength to Muslims’ lives?</p>	<p>Discuss what the ‘pillars’ of other religions they have studied might be?</p>

<p>physical? What might ne meant by the saying that someone is ‘a pillar of the community?’ Are school rules like pillars? On brick-shaped papers, pupils write some beliefs or values on which they base their lives. Put them into a ‘pillar’ shape in order of importance. Explain that they are going to learn about the pillars of faith in Islam.</p>	<p>They are also expected to do their best to avoid evil thoughts and deeds and give thanks for the Holy Qur'an, first revealed in the month of Ramadan.</p>	<p>During Ramadan many Muslims will eat a large meal called suhur just before dawn. When daylight is over, most Muslims break the fast with dates and water, as Muhammad did, before having a proper meal. The evening meals are family and community get-togethers. Plan a feast to celebrate the breaking of the fast. Why would certain food items be included or excluded? Encourage children to research Islamic food rules of halal and no alcohol.</p>											
<p>KEY VOCABULARY</p>	<p>The month of Ramadan ends with the festival of Eid ul-Fitr. Muslims visit the mosque for prayer, and celebrate sharing meals and fun with family and friends.</p>	<p>Design a poster, inspiring a Muslim to fulfil one or all of the pillars.</p>	<p>SUCCESS CRITERIA</p>										
<table border="0"> <tr> <td>Pillars of Islam</td> <td>Sawm</td> </tr> <tr> <td>Shahadah</td> <td>Zakah</td> </tr> <tr> <td>Salah/salat</td> <td>Wudu</td> </tr> <tr> <td>Id-ul-Adha</td> <td>Id-ul-Fitr</td> </tr> <tr> <td>Hajj</td> <td>Halal</td> </tr> </table>	Pillars of Islam	Sawm	Shahadah	Zakah	Salah/salat	Wudu	Id-ul-Adha	Id-ul-Fitr	Hajj	Halal	<p>The last pillar is Hajj. Ten years after leaving Makkah for Medina Muhammed returned for a farewell visit. It is this journey that many re-enacted each year. Muslims from many ethnic, social and cultural groups gather together in Makkah to praise Allah and share rituals including walking seven times around the Kab’ah.</p>	<p>Write a diary entry as if a pilgrim on Hajj. Include sights, sounds and feelings. Is the journey worthwhile?</p>	<p>Describe what Muslims do to practise the pillars and connect them to some key Muslim beliefs.</p>
Pillars of Islam	Sawm												
Shahadah	Zakah												
Salah/salat	Wudu												
Id-ul-Adha	Id-ul-Fitr												
Hajj	Halal												
<p>POINTS TO NOTE</p>	<p>The Hajj shows that everyone is equal to Allah. The Hajjis wear simple white clothes called Ihram. Pilgrims renew their sense of purpose in the world as they share in a journey that every adult Muslim must undertake at least once in their lives if they can afford it and are physically able. Id-ul-Adha marks the end of the Hajj.</p>	<p>Explore how Muslims celebrate the two festivals of Id. How are they alike and different? Design an Id card which could be shared, and explains something about the meaning of the festival (remembering Islamic rules about artwork).</p>	<p>Describe how the pillars of Islam give strength and shape to life for Muslims.</p>										
<p>The pillars and vocabulary used here are from the Sunni tradition of Islam. All of them are shared as beliefs by Shia Muslims, but they are referred to in different ways and not called pillars.</p> <p>The dates of Ramadam and the Hajj are fixed by the lunar calendar, and so they move forward each year in relation to the western calendar.</p>	<p>In groups of 5, each child chooses a pillar, explaining what it means and how it brings strength to a Muslim’s life. Other pupils ask questions, hot-seat style.</p>	<p>·</p>	<p>Discuss how following the Pillars can be an obligation and a choice.</p>										

KEY STAGE THREE

WHAT DO MUSLIMS BELIEVE ABOUT GOD?

Explore the key beliefs that Muslims hold about the nature of God.

LEARNING OBJECTIVES Core knowledge	EXPLORE Text, beliefs and context	RELATE How do the actions of the believer relate to the beliefs?	APPLY How can I apply the belief to what I see of my life and the world around me?
Pupils will know and understand: <ul style="list-style-type: none"> • What it means for Muslims to believe that there is one God, Allah • The oneness of God being central to a Muslim's spirituality. • The belief in the oneness of God includes the belief that God is both omniscient and omnipotent • The importance for Muslims in declaring this belief • The belief in God as creator • Muslim beliefs around the nature of God, including the 99 Beautiful names of Allah • How a Muslim's belief in God may be expressed through words and actions 	<p>At the heart of Islam is a belief in God. In fact the word Islam, in Arabic, means 'submission to God'. Within this is the concept of the 'oneness' of God, Tawhid. Surah 112: <i>'Say: He is Allah, the One and Only; Allah, the Eternal, Absolute; None is born of Him, nor is He born; And there is none like Him.'</i> How has this belief in the oneness of God been reflected within Islamic culture? What does it mean for God to be both omniscient and omnipotent?</p> <p>Bearing witness to the belief of God is key within Islam. From Surah 112 and 20:14 comes the Shahadah, the Muslim statement of belief, known as the first of the five pillars: 'I witness that there is no god but Allah and that Muhammad is the messenger of Allah.' To be a Muslim a person must be able to recite the Shahadah and believe it in their heart. The Shahadah is part of the call to prayer and is said first thing in the morning and last thing at night. It is also whispered in the ear of a new born baby. Why do pupils think this is? Surah 59: 'He is Allah the creator...' Muslims believe that God is the</p>	<p>Consider how, other than verbally, a Muslim can bear witness to God?</p> <p>Tawhid and art - all Islamic art must reflect Divine Unity. This means that there is always a centre in the art – this is the same whether architecture, calligraphy, carpet weaving etc. Why do you think this is so? How might art act as an aid to worship?</p> <p>For many people life is seen as a journey, sometimes easy but sometimes difficult and full of challenges. What might it mean for a Muslim to believe that Allah is there with them on that journey – right from the time that they are born?</p> <p>Discuss how the Muslim view that everything in the universe belongs to God and that, as humans, we can only borrow from Him, effects</p>	<p>It is often said that actions speak louder than our words. Is this true when it comes to beliefs? What do our actions tell others about what we believe or value?</p> <p>Allow pupils time to consider their lives so far and all that might be to come. What things might they want on the 'journey of life' to help them? Does faith play a part in it for them?</p> <p>How might the world change if we all had the belief that all our things are on loan from God? How would we treat the world? How would we view others?</p>
ENGAGE Opening activities			SUCCESS CRITERIA
Ask the pupils to complete the statement 'God is...' both from their own view but also from others' views (e.g. a Muslim, a			Pupils should be able to explain that central to being a Muslim is a belief in and submission to God Pupils should be able to explain

<p>Christian, a sick person, a scientist) Explain that although there are many different views about God, they are now going to explore the Muslim view.</p> <p>Write statements for a Muslim belief about God, include some which are false. Have the pupils separate those that are true and those that are false.</p> <p>Pupils write a statement of belief that they live by (this may not be faith based). Ask how this belief impacts their lives and how they live.</p>	<p>creator of the world, the one who sustains life and is the power behind the universe. This includes the belief that all things within the universe belong to Him and they are simply on loan to us.</p> <p>Shirk is the sin of likening the creator to the created or suggesting that anything in the created world is in any way equal to God. How could these beliefs impact a Muslim view of the world?</p> <p>Within many faiths God is associated with light – Islam is no exception. Surah 24:35, ‘God is the light of the heavens and the earth. There are other examples where God is said to bring people out of the darkness and into the light. (Surah 33:43-44) Why is God so often associated with light? Consider the story of Muhammad, in what ways might the world he was living in be seen as needing the light?</p> <p>The Prophet Muhammad says: ‘There are 99 names that are Allah’s alone.’ He was referring to the 99 names mentioned in the Qur’an and goes on to teach the importance of knowing them and reciting them in order for a person to get a better understanding of the nature of God and in doing so may be changed within themselves. Look at the 99 names of Allah. What do some of the names mean? Are any particularly significant for your group?</p>	<p>Muslims’ views about the environment, possessions and charity.</p> <p>If there is nothing that is equal to God in the world – would it be right for a Muslim to break a law of the land if it contradicted God’s laws or teachings?</p> <p>Discuss what things might be considered dark in today’s world. Why might Muslims believe that they need the God who is light to help them in their everyday lives?</p> <p>Consider the names of God – are there any circumstances that Muslims might face where one name might be considered more meaningful? How can subha (prayer beads) help a Muslim when praying? What symbolism is found within a subha? What are the positive traits that a Muslim might gain in their own life by praying through and meditating on the 99 names?</p>	<p>some of the key Muslim beliefs about God e.g. Creator, Light.</p> <p>Pupils should be able to explain ways in which these beliefs impact a Muslim’s own life</p> <p>Pupils should be able to engage in a discussion around a Muslim view of God and suggest ways that such views may apply to a wider world.</p>
<p>KEY VOCABULARY</p>		<p>RESOURCES</p>	
<p>Tawhid Shahadah Omniscient, Omnipotent Qur’an Suarh Sunnah Subha</p>	<p>Hadith Ayah Shirk</p>		<p>https://www.truetube.co.uk/film/how-islam-began-ten-minutes</p> <p>Think RE Book 1: Michael Brewer et al</p> <p>Islam: Ruqaiyyah Waris Maqsood</p> <p>Seeking Religion Series: The Muslim Experience: JF Aylett & K O’Donnell</p> <p>Moral Issues in Six Religions: edited by Owen Cole</p> <p>Islam in words & pictures: Sarah Thorley</p>

Exemplar units for exploring Judaism

- i) Judaism Guidelines for teachers.**
- ii) What do Jews believe? – Key Stage One**
- iii) What can we learn from a Synagogue? – Lower Key Stage Two**
- iv) What does it mean to be a Jew? – Upper Key Stage Two**
- v) What do Jews believe? – Key Stage Three**

Judaism Guidelines for RE

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What are the 'big ideas' in Judaism?



Jews believe in One Eternal God, who is the giver of all life and has a purpose for the world. Jews believe that they are **descendants of Abraham**, chosen by God to show what he is like. Jews try to live according to God's laws in the Torah, which are unchangeable, but can be interpreted for the present. **Torah** reading is an essential part of synagogue worship, and will be the most valuable and sacred object in the synagogue. Jewish worship is also centred on the home: often it will be lighting candles on Friday night and welcoming **Shabbat**. For Jews life itself is a religious ceremony: living according to the Torah and carrying out the mitzvot (commandments) are all a form of worship. **Belonging** is a key concept for Jews, as being a Jew makes someone part of a community & a tradition as well as a religion. There are many festivals during the Jewish year, many of which are based in home-life. Through them, Jews keep their history alive and **remember** what the events have taught them about God.



What do I need to know about Judaism?

Judaism is not just a religion, but can also be understood as a tradition and a cultural identity. Some Jews might identify themselves as belonging to the nation of Israel, some may practise Judaism as a religion and others choose to recognise their 'Jewishness' through the keeping of cultural traditions, religious or secular. According to Jewish law (**Halakah**), a Jew is anyone whose mother is Jewish, or has chosen to become a Jew by converting to the Jewish religion, regardless of personal beliefs or observance of Jewish laws. The Jewish people are very family-orientated, and this is reflected both in the celebration of weekly Shabbat, festivals throughout the Jewish year and a proud tradition of caring institutions. Shabbat and festivals are celebrated both in the home and in the synagogue. Although (through the part of the Bible that Christians call the 'Old Testament') Christianity shares many stories (and its roots) with Judaism, it is important that the Jewish religion is taught in its own right: the New Testament is not part of Jewish religious teaching.

Much of Jewish history is connected with the struggle of Israel and their identity as a people. The Torah describes this early history from the Creation, and contains key events such as the Exodus (the escape from slavery in Egypt under the leadership of Moses), the building of a portable sanctuary in the desert, and the Tenakh tells of the establishment of the Temple in Jerusalem. The Temple was destroyed in 586 BCE, and the Jews were exiled to Babylonia. Re-settlement and the rebuilding of the Temple commenced about 70 years later. In 70 CE the Romans destroyed the second Temple, and over many centuries the Jews were dispersed throughout the world.



HOLOCAUST
MEMORIAL
DAY TRUST

Since 1948, the foundation of the State of Israel has provided a beacon of hope for a people nearly destroyed by the Nazis in Hitler's Germany. The Holocaust and the systematic murder of 6,000,000 Jewish men, women and children is a permanent reminder of the evils of racism. Holocaust Memorial Day has been marked every year from the year 2000, on January 27th, and not only commemorates the WWII Holocaust but provides opportunity for remembrance of other genocides since. More information about the Holocaust, and the Holocaust Memorial Day can be found on the Trust website: www.hmd.org.uk.



שְׁמַע יִשְׂרָאֵל יְיָ אֱלֹהֵינוּ יְיָ אֶחָד

*Sh'ma Yisra'eil Adonai Eloheinu
Adonai echad.*

Hear, O Israel: The Lord is our God,
the Lord is one.

What do Jews believe?

Key beliefs in Judaism are expressed in the **shema**, the first prayer in the Torah, which is also a declaration of what Jews believe. It is the oldest prayer in Judaism and is recited by Jews morning and night. The complete text of the shema comes from three places in the Torah: the book of Deuteronomy (6:4-9 and 11:13-21) and the book of Numbers (15:37-41). It is the shema that is placed inside a **mezuzah** and nailed to the right-hand doorposts in Jewish homes as a reminder their faith and in obedience to the command to '...write them on the doorposts of your house and on your gates.' (Deut. 6:9) Another command within this portion of text gives rise to the wearing of **tefillin**: 'you shall bind them on your hand and they shall be for you a reminder between your eyes.'



There are two main branches of Judaism, with some significant differences: **Orthodox** and **Progressive** (also known as reform or liberal). **Orthodox Jews** believe that the Torah contains the exact words of God, and follow the rules laid out in the Torah very closely as outlined in the **Talmud** (oral Jewish laws, written down), whereas **Progressive Jews** believe that their religion needs to move with the times and that some religious practices need to be reformed to fit with the modern world. Jews believe their special relationship with God is expressed in the 613 Mitzvot (laws). Each of these 613 mitzvot can be placed under one of the **Ten Commandments**, which were given to Moses by God (Exodus 20), and which define life for a Jewish person. Jews also believe that God's special relationship with all humanity is expressed through obedience to the seven Noachide laws (Genesis 9), when, after the flood, God made a covenant with Noah, and that the purpose of Judaism is the repair of the world.



The **Torah**, which is the Hebrew word for 'teachings' or 'guidance', is the most important portion of the **Tenakh** for Jews, which is demonstrated in its prominence within the synagogue. The word '**TeNaKh**' is an acronym for its constituent parts: 'T' for **Torah**, 'N' for **Nev'im** (the Prophets) and 'K' for **Ketuvim** (other sacred writings, including stories from Jewish history, amongst them the books of Ruth, Job, Esther and the Psalms). The Torah is the first five books (Genesis-Deuteronomy) of the Tenakh and contains the story of G_d's covenant with his people from the time of Abraham. It is through Abraham and his descendants that G_d would show what he is like, and bless the nations. The Torah, which was revealed by G_d to Moses on Mt. Sinai, is the central core foundation of Jewish life, and sets out practical rules and guidance (including the Ten Commandments) for all aspects of daily individual, family and community life. It is through the Torah that G_d reveals His nature and what's important to Him.



The Torah is written in Hebrew, which is read from right to left (NB not 'backwards'!) A **sofer**, a Jewish scribe, will hand-write the Torah on sections of parchment that are then stitched together to form a long scroll, which, if unrolled, would stretch the length of a football pitch. A Torah scroll costs in excess of £25,000, will take a sofer around a year to complete: if any mistakes are made when writing God's name in the scroll, the Torah will be given a burial, just like a person. A Torah is the most precious object that any synagogue will own, and is dressed up when not in use in a cover called a **mantle**, a **breastplate** bearing symbolism relating to ancient Jewish priesthood and a pair of finials, 'the Crown of the Law', called **rimmonim** which sit over the top of the handles when the scroll is rolled up. 'Rimmonim' is Hebrew for pomegranates, which is an important symbol in Judaism as they are said to contain 613 seeds, one for every commandment (or **mitzvot**) in the Torah. The bells that are a part of the rimmonim provide an auditory signal that the Torah is being taken out of the special cupboard, the **Ark**, where it is kept in the synagogue until it is read. On Shabbat, the Torah is processed out of the Ark, and portions are read according to the passage for that week, so that it will be read completely over time (a year for Orthodox Jews, 3 years for Reform). The procession of the Torah back to the Ark takes the longest route to involve the whole community. **Simchat Torah** is a joyful and noisy Jewish holiday at the end of Sukkot centred on the Torah, marking the end of the yearly cycle of synagogue Torah readings, during which the Torah is paraded / danced around the synagogue before the final verses of Deuteronomy, then the first verses in Genesis, are read. At Simchat Torah, it is traditional to eat foods that are rolled, like the Torah!



The name of God, YHWH (in Hebrew, *right*) is so holy that it is only permissible to speak it once a year, on the Jewish Day of Atonement. The name 'Adonai' (Master) or 'Lord' is more frequently used by Jews. The name YHWH means 'I AM', which is what God told Moses when he revealed Himself in the burning bush, and speaks of His eternal nature. When written in translation, vowels are often omitted, as Hebrew doesn't have any, so you might see 'G_d' (which is not a name) or 'L_RD' (always written in capitals). Jews believe that God is One and that He is the Creator of the world who cares for all His Creation. Much of God's character is revealed by the titles he is given in the books of the Tenakh, such as Elohim (Authority), Shaddai (Almighty), Elyon (Most High) and Avinu (our Father).

יהוה

I will make you a great nation, and I will bless you; I will make your name great, and you will be a blessing. I will bless those who bless you, and whoever curses you I will curse; and all the peoples of the earth will be blessed through you.

Genesis 12:1-3

Abraham: Jews believe they are descendants of Abraham, who abandoned the polytheistic idol-worship of his ancestors to follow the One Eternal God, leaving his home in Ur and becoming a nomad. God's covenant promise to Abraham describes how Abraham will have many descendants, which was brought about through the birth of his son, Isaac, and by Abraham's faithfulness to God as demonstrated in the story of the sacrifice of Isaac in Genesis 22. Through Abraham's son Isaac, the prophet and leader of the Jewish people, Moses, was born.

How does a synagogue help us to understand the Jewish faith?

As the Torah is the most important object in a synagogue, the primary uses for the synagogue as a place of worship, learning and community are centred around it. The **Ark**, in which the Torah and other Jewish scrolls are kept, is sited in the Eastern wall, facing Jerusalem, where the only remaining part of the original ancient



Temple, the Western or 'Wailing' Wall, is located. Much of the Ark's symbolism relates to this part of Jewish history, as the original **Ark of the Covenant** contained the Ten Commandments given by G_d to Moses as Israel journeyed from Egypt to the Promised Land. The Ark is always raised up to show how important the Torah is in Jewish worship, study, and community. Once removed from the Ark, the Torah is 'undressed' and placed on a platform called a **bimah**, from where it is read (only in Hebrew in an Orthodox service, where men and women will sit separately or in Hebrew & English in a Progressive service, where men and women will be seated together.) As well as an Ark, every synagogue will contain a lamp (*detail, left*) called **Ner tamid** (meaning 'lamp forever', or 'everlasting light'), which is symbolic of G_d's presence and is never extinguished (it will usually have its own back-up generator, just in case!)

As well as an Ark, every synagogue will contain a lamp (*detail, left*) called **Ner tamid** (meaning 'lamp forever', or 'everlasting light'), which is symbolic of G_d's presence and is never extinguished (it will usually have its own back-up generator, just in case!)



A synagogue's three names **Bet HaTefillah** (House of Prayer), **Bet HaMidrash** (House of Study) and **Bet HaKnesset** (House of Gathering) reveal its purpose within the Jewish community, but also shows how Jews believe the synagogue to be an extension of the home and at the centre of Jewish community life. Shabbat services are often a time for



debate and discussion, as well as listening and prayer. Prayer is important to a Jew as the Torah tells them that G_d listens when they speak to Him, that He knows what is on their minds and that He responds to their prayers. King David's Psalms (contained in the *Ketuvim*) are an insight into the Jewish way of 'wrestling' with G_d through prayer. There will often be classes at synagogue for all ages to help them to learn Hebrew, or better understand the teachings of the Torah, or even learn practical skills such as cooking. Food is an important part of Jewish community life, and there are many insights into Jewish beliefs about food within a kosher kitchen (pictured, above right), used for preparing food and drink for times of celebration, or simply after a Shabbat service, when the community linger. A Jewish mitzvah (requirement) states that you should walk quickly to synagogue, but walk slowly when you leave, showing you are eager to get there and sorry to leave! **Bar mitzvah** (boys, aged 13) and **bat mitzvah** (girls, aged 12) mark a Jewish young person's move into adulthood, when they will take on religious and legal responsibilities. At synagogue, they will publically read from the Torah and say the blessings for the first time (though for girls, only in progressive Judaism).



Why should Jews 'remember'?

The command to 'remember' is given many times throughout the Torah, and indeed, the dating of the Jewish calendar is connected with the importance of **remembering** how the world began, as the date represents the number of years since the creation, currently (in 2016), 5776. Many Jews (from both branches of Judaism) would suggest that the 'days' in the creation account are not 24 hour periods, but time periods: others might say that the six days are literal. Throughout their history, God gave his people the command to 'remember': in the Ten Commandments, Jews are told to remember how they were slaves, and the weekly celebration of Shabbat or 'Sabbath', the Jewish day of rest, is a reminder that only free people can choose to rest in this way. Many other Jewish festivals and celebrations are marked because of the command to 'remember'.



Remember that you were slaves in Egypt and that the Lord your God brought you out of there with a mighty hand and an outstretched arm. Therefore the Lord your God has commanded you to observe the Sabbath day.
Deuteronomy 5:15

Shabbat, the 'Day of Delight'

After creating the world, God rested on the seventh day, as the account in the book of Genesis relates. For Jews, celebrating **Shabbat** is a reminder of this, but also a direct command within the Ten Commandments. **Shabbat** starts on Friday at sunset, (all Jewish 'days' run from sunset to sunset) and all chores must be completed before then in order for the gift of the day of rest to begin. Jewish families will gather in their homes and share a meal together, during which the symbolic lighting and blessing of two candles takes place and they share wine and two special, plaited loaves called **challah**. There are two as a reminder that Shabbat is no ordinary day, but also relating back to the exodus from Egypt and manna in the desert, when God would provide them with double portions on Shabbat. This meal is a leisurely affair, a marked contrast to the busy-ness of life on other days. Jewish families often attend synagogue on Saturday, using an order of service set out in the Jewish prayer book, called the **siddur**. Back in the home, as dusk falls, there is another symbolic ceremony, called **havdalah**, marking the end of Shabbat. Havdalah means 'separation' and involves the lighting of a plaited candle with 6 wicks and smelling sweet spices: both symbolising the hope that the sweetness and light of Shabbat will last through the coming week.



Jewish festivals

Rosh Hashanah and Yom Kippur are festivals of new beginnings, taking place during the Ten Days of Repentance. Jews will look back on the year that has passed and look ahead to the year that is to come. **Rosh Hashanah** is a celebration at the start of the Jewish new year (in the autumn) when apples and honey are eaten, symbolising a sweet new year. **Yom Kippur** or the **Day of Atonement** follows 10 days later, and is the holiest



day in the Jewish year, beginning with the blowing of the *shofar* (above). It is a day of fasting and repentance for all Jews: the *Kol Nidre* is a prayer of corporate forgiveness and is sung to the same ancient melody in synagogues all over the world. On this day, prayers are said and candles lit in memory of family and friends who have died. Just before or after the Day of Atonement, it is also customary to give money to charity (*tzedakah*) to honour their memory. During Yom Kippur, it is also traditional to read the story of Jonah – a story of forgiveness and repentance.

Sukkot celebrates the harvest, and also helps Jews to remember how God provided for them in the desert during the 40 years of journeying to the Promised Land. During this 7-day festival, it is traditional to build a *sukkah* or shelter, open to the sky, where meals are eaten, recalling the

'tents' that the Jewish people built as shelters in the wilderness. *Lulav* and *etrog* are used in special blessings and ceremonies during Sukkot. **Simchat Torah** (rejoicing in the Torah, right) is a joyful and noisy Jewish holiday at the end of Sukkot, marking the end of the yearly cycle of synagogue Torah readings, and during which the Torah is danced around the synagogue before the final verses of Deuteronomy, then the first verses in Genesis, are read. At



Simchat Torah, it is traditional to eat foods that are rolled, like the Torah!

Pesach (Passover) is one of the most important festivals in the Jewish calendar and is the festival celebrating Jews' freedom and remembering God's faithfulness in rescuing them from Egypt. In the past, it was one of three festivals of pilgrimage, focussed on the Temple on Jerusalem, but is now celebrated at home and in the synagogue. Preparation for Passover is important, as the house must be clean of any products containing leaven: unleavened products and bread called *matzah* is eaten for the 8 days of the festival. It is another family-centred event, focussing on the story and using symbolic foods as part of the *seder meal*. Each element on the *seder plate* (pictured, left), is connected to the story of the Exodus, read from a book called the *haggadah*, when the youngest member of the family asks 4 questions and the children play 'hunt the matzah', finding a hidden piece of broken matzah (*afikoman*). It is also traditional to leave an empty place at the table, set for Elijah, who every year, Jews hope will visit to announce the coming of Messiah. The final words at the table are 'Next year, in Jerusalem.'



The celebration of **Hanukkah**, which lasts for 8 days and takes place in the dark winter months. As a festival of remembrance, it is common for children to receive presents each night and for families to light candles on an 8-branched candelabra called a **hanukiah**, with one more candle being lit on each night so that it is fully illuminated by the final night of the festival. The **dreidel** game (pictured, left) is linked to the story of the miracle of the oil – 'a great miracle happened there' – which is found in the Books of the Maccabees, not in the Torah, and is a traditional part of this Jewish celebration.



Useful web-based resources for teachers and classrooms:

- www.reonline.org.uk Great for background knowledge, with lots of links to classroom resources via a search tool. Use the 'Knowing' tab to find out what you want to know, or try here: www.reonline.org.uk/knowning/what-re/judaism/
- REOnline also have some lesson ideas (search for '[RE Banquet](#)').
- There is also plenty of information for teachers at <http://www.bbc.co.uk/religion/religions/judaism/> and the Jewish Way of Life resources <http://www.reonline.org.uk/specials/jwol/> contains materials for teachers and pupils. It features two Jewish children, Sarah and David, who tell us all about their faith through a mix of photos, sound and words.
- Two sacred stories from Judaism (one **Hanukkah**) on the British Library website: www.bl.uk/learning/cult/sacred/stories/ Another useful version for teachers can be found at: <http://www.history.com/topics/holidays/hanukkah>
- ChildsEye media sell great DVDs supporting learning about festivals, one of which focuses on Hanukkah. They are very well filmed, and include many different aspects of religious life in Britain. Each DVD also has adaptable and creative resource materials. These are available for order from: <http://www.childseyemedia.com/festivals-p-195.html>
- 'My Life, My Religion' can be found as individual clips, and as complete programmes at <http://www.bbc.co.uk/programmes/b05pc1c9> Although these programmes are aimed at KS2 pupils, many would be suitable for KS1, with some teacher input. There are plenty of clips about Judaism on this site that would be suitable to support the Diocesan units, notably 'Shabbat', 'Torah' and 'Chanukah'.
- There are clips you can view online from the Pathways of Belief (<http://www.bbc.co.uk/education/clips/zyxn34j>) and Places for Worship DVD sets, such as Shabbat: <http://www.bbc.co.uk/education/clips/zyxn34j>
- '**Sammy Spider's First Shabbat**' (ISBN: 978-1-58013-006-6) and '**Sammy Spider's First Hanukkah**' (ISBN: 9780929371467) are lovely KS1-friendly picture books about a spider who lives in a Jewish household
- RE Today have support materials for teaching Judaism: '**Opening up Judaism**', <http://shop.retoday.org.uk/9781905893553>
- For teacher subject knowledge, the 'Religions to InspiRE' series deals with teaching Judaism to KS3-aged pupils. Pupil books very useful for 'reading up' on a religion. The ISBN number for Judaism pupil version is: 978-1-444-12224-4.

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KEY STAGE ONE

WHAT DO JEWS BELIEVE?

An exploration of the big ideas and concepts that lie at the heart of the Jewish faith, especially the importance of the Torah and Shabbat for Jews.

LEARNING OBJECTIVES Core knowledge	EXPLORE Text, beliefs and context	RELATE How do the actions of the believer relate to the beliefs?	APPLY How can I apply the belief to what I see of my life and the world around me?
<ul style="list-style-type: none"> Torah is the Jewish holy book and contains rules to live by, teaching and guidance Judaism is based on a covenant, a two way promise between God and His people. Torah is written in Hebrew in the form of a scroll. Shabbat is an important part of Jewish family life and help Jewish to feel closer to God Shabbat lasts from sunset on Friday to sunset on Saturday, and symbols mark its beginning and end Shabbat is a time of rest and recalls how God rested on the seventh day after creation The words of Torah forms the opening of the Christian Bible 	<p>Show a replica Torah or photographs. Explain 'scroll'. For Jews Torah contains the key teaching from God. It helps them keep their part of their covenant with God, the two way promise at the heart of Judaism. Torah reading is a very important part of Jewish worship. Listen to Torah being read in Hebrew. Talk about how it is treated with respect. Look at Hebrew writing and the yad used to point to the words. What makes Torah different from the books in school? The Torah is regarded as the living Word of God. The scroll is written by hand with great care, on vellum. Opened out, it would extend to the length of a football pitch! Make paper scrolls and record findings inside them. Copy Torah in Hebrew outside.</p> <div data-bbox="936 1209 1077 1286" style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>תּוֹרָה</p> </div>	<p>Remembering is important for Jews. Why? Can we learn from things we have done? Jews have many ways of remembering about what their history has taught them about God. The most important is celebrated every week. What is the very first story in Torah or the Bible? Revise the Creation story. What did God do on the seventh day? Link this with the 4th Commandment. Jews call the seventh day Shabbat. It is the day when Jews rest, spend time with their family and remember God. It is very special. In groups, look at photos of Jewish families celebrating Shabbat. Annotate with questions about what happens.</p>	<p>What rules does your school have? Are rules important? What would happen if you didn't have any? How were they decided? What happens if you don't keep them? Discuss and record what they think could be the most important and fair class rules. Discuss how a covenant is a two way promise. What might be the other side of a class rule agreement? Write and agree a class behaviour covenant.</p>
<p style="text-align: center;">ENGAGE Opening activities</p>	<p>More able pupils could write instructions of how to handle and read Torah.</p>	<p>Invite a Jewish visitor to answer the questions or use film clips and re-enact the Friday night meal. Handle artefacts, taste Challah bread and consider the meanings of the symbols. How do the objects make</p>	<p>What do children do at the weekend? Make a zig-zag book with the seven days of the week. Annotate each day with the different things that pupils say they do. Are the weekends different from the week? Are they special? How? Do they think any of the things are rest for them or for their parents? What is rest? Does rest mean being still and quiet? Jews enjoy doing different things together on Shabbat. Why is rest important? Plan a way that they could help their parents (or teacher?) have a</p>
<p>Pupils share a book that is special to them. Explain why. Talk about what</p>	<p>Some of the Torah contents are stories</p>		

<p>makes books special. Ask if pupils know anything about the Jews. Jews believe in One God and that God has chosen them as a special people to show what He is like. Establish that their origins lie in Israel, although they now live in many places around the world. Find Israel on a map. Explain Jews have a very special book called the Torah. Jews believe it contains God’s teachings and laws and tells them how to live as He wants. What would they like to find out about this special book?</p>	<p>children may already know. Have they heard about Moses before? Where? Explain that Torah also opens the Christian Bible. Briefly recap or tell story of Moses. Jews believe God gave Moses 613 Mitzvot – good rules – that they try to keep. The most important are the Ten Commandments. Read in a child friendly version and look at them in Hebrew. What do they mean? Are they good rules? Would they be easy to keep? Design a poster showing what one of the ‘good rules’ means.</p>	<p>Shabbat different from the rest of the week? With partners discuss what families might look forward to most about Shabbat? What makes it a ‘day of rest’? Reannotate the initial photos showing what pupils now know. Write instructions for different Shabbat artefacts, explaining their use and significance.</p> <p>The weekly celebration of Shabbat also creates time for Jewish children to learn about their faith and visit the synagogue to worship. On post-it notes write speech bubbles for a Jewish child, sharing what they like most about Shabbat, what they think about, or why rest is important.</p> <p>Shabbat ends with Havdalah. Look at the plaited, multi wick candle uniting the two of Shabbat into one and smell the Havdalah spice box. Why does smelling the spices or seeing the candle remind Jews of Shabbat? Make and decorate a spice box, then demonstrate how to use it and explain its important for Jewish children.</p> <p>Gather learning about Shabbat and create a frieze or ICT presentation explaining Shabbat. Groups take part of day and class order events.</p>	<p>rest one weekend. Might they need to think about their own behaviour? Do they think God really needed a rest, or did He know that people did?</p> <p>Some pupils could compare Shabbat with special days celebrated by people from other faiths</p>																		
<p>KEY VOCABULARY</p>		<p>What do pupils to mark special events? Celebrations are very important to Jews as they bring the community together to enjoy and remember special times. Simchat Torah is a Jewish festival centred on the Torah, marking the end of the yearly cycle of Torah readings. It comes at the end of Sukkot (the Jewish harvest). The Torah is paraded around the synagogue (the Jewish place of worship) seven times before its last, then first verses are read. It is very joyful and people dance and sing. With a replica explore how hard it would be to rewind to the beginning. Design an invitation to a Simchat Torah festival.</p>	<p>SUCCESS CRITERIA</p>																		
<table border="0"> <tr><td>Torah</td><td>respect</td></tr> <tr><td>Mitzvot</td><td>commandments</td></tr> <tr><td>Shabbat</td><td>covenant</td></tr> <tr><td>rest</td><td>Shalom</td></tr> <tr><td>Challah</td><td>work</td></tr> <tr><td>Havdalah</td><td>Kippah</td></tr> <tr><td>Creation</td><td>Spices</td></tr> <tr><td>Holy</td><td>scroll</td></tr> <tr><td>Simchat Torah</td><td>synagogue</td></tr> </table>	Torah	respect	Mitzvot	commandments	Shabbat	covenant	rest	Shalom	Challah	work	Havdalah	Kippah	Creation	Spices	Holy	scroll	Simchat Torah	synagogue			<p>Pupils should be able to share the basic beliefs of Judaism and explain the place of the Torah and Shabbat in the lives of a Jewish child.</p> <p>They may also be able to:</p> <ul style="list-style-type: none"> identify some things that Jews learn from the Torah identify key symbols of the Shabbat meal and suggest what they mean suggest what makes Shabbat a day of rest, or how it might help Jewish families to feel closer to God
Torah	respect																				
Mitzvot	commandments																				
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<p>POINTS TO NOTE</p>																					
<p>The Jewish ‘day’ starts at dusk, recalling how in the account of Creation ‘there was evening and there was morning’.</p> <p>It’s important to focus on the positives of Shabbat e.g. rest from work, rather than the ‘don’ts’.</p>																					

LOWER KEY STAGE TWO

WHAT CAN WE LEARN FROM A SYNAGOGUE?

An exploration of the key features of a synagogue and investigate what they reveal about Jewish beliefs.

A visit to a synagogue (or Manchester’s Museum of Judaism) is strongly recommended, but outcomes can be achieved by a ‘virtual’ visit.

LEARNING OBJECTIVES Core knowledge	EXPLORE Text, beliefs and context	RELATE How do the actions of the believer relate to the beliefs?	APPLY How can I apply the belief to what I see of my life and the world around me?
<ul style="list-style-type: none"> The synagogue is a place for worship, learning and community for Jews. The meaning and features of artefacts and symbols found in a synagogue The Torah’s teachings form the core beliefs of Judaism and include the Shema. The Torah’s significance is reflected in its treatment in the synagogue. Synagogue is central for community life, including during festivals such as Pesach. Jesus was a Jew and his last supper was a celebration of Pesach (Passover). 	<p>The synagogue is where Jews go to learn, worship God and be together as a community. It where the Torah is kept. Revise knowledge of the Torah as the most important writing for Jews. It teaches about God, explains how to live and reminds Jews of their role as God’s chosen people. It also lists 613 mitzvot or rules for living life as God wants. Read the ‘Shema’ ‘Hear, O Israel: The Lord our God, the Lord is one’ and explain that this is the most important sentence in Torah for Jews. The Torah is the most valuable and sacred object in the synagogue. Look at it ‘dressed’ in the Ark. Discover how it is taken out and prepared for reading from the bimah. Explain the symbolism and use of the artefacts .What do they reveal about Torah’s importance? Design a cover for a Torah scroll, decorated elaborately to show its value and importance.</p> <p>(Remember synagogue art contains no representation of God, people or animals.)</p>	<p>Remind pupils how worship in the synagogue is a key part of Shabbat. How might Jews prepare for worship? Look at pictures of Jewish men and boys wearing kippah. Explain that the boys need to cover their heads for a visit and explore why – it demonstrates respect and reverence for God. They may also see people wearing tallit prayer shawls. The tallit has twined and knotted tassels known as tzitzit attached to its four corners. There are 613 knotted threads in the tzittzit. Can anyone think why?</p> <p>Using what pupils discovered from their synagogue visit or classroom learning, describe what difference it makes to a Jew to go to synagogue and what it reveals about their commitment to their faith. How and when do pupils show commitment? Is it easy to maintain that commitment? What challenges are there? Review the questions that they wrote on the photos at the outset. How many have now been answered?</p>	<p>Give pupils an opportunity to reflect on how they felt at different times and places in the synagogue. Discuss their feelings. Use responses to create a poem, piece of prose or class ‘Wordle’</p> <p>Compare what seen in a synagogue with what they know about Christian beliefs & worship in a church. Discuss similarities as well as differences. One key difference is the Jewish belief in the oneness of God which refuses to accept Jesus’ divinity and the idea of Trinity.</p>
<p style="text-align: center;">ENGAGE Opening activities</p>	<p>What else can be seen in a synagogue? Give pairs a synagogue feature or artefact</p>		<p>Talk about what they value, and give a reason why Jews may value the words of the Torah or going to synagogue. Discuss how it could be difficult going to synagogue and celebrating Shabbat on Saturday. Are there things that they value enough to miss weekend activities?</p>

<p>inside? Then, looking at the complete picture, compare what they thought with what they now see. Explain that the synagogue is the place of worship, study and meeting for Jews. What do they already know about the Jewish faith? What more would they like to find out, about the faith and particularly the synagogue?</p>	<p>to research and create “spotter” fact cards e.g. ark, bimah, ner tamid, menorah, yad, and Torah coverings. These could be taken to the synagogue to help identify the ‘real’ objects, or shared in class. Look out for the Shema too in some strange places!</p>	<p>Synagogues are also a special place for celebrating Jewish Festivals and remembering their past story and relationship with God. Jewish worship is also centred on the home as with lighting candles on Friday night and welcoming Shabbat. One festival that is celebrated both in the synagogue and at home with the family is Pesach (Passover). Revise the story of Moses’ leading the Jews out of Egypt and how the angel of death passed over the houses of Jews. Pesach is when Jews remember this wonderful story from Torah and their heritage. The most important part is the seder meal. Look at a seder plate and the food items put on it and then share (with a Jewish visitor if possible), how the food is used to tell the story of Passover night. There are also services in the synagogues and lots of celebrations of the Jews’ safe deliverance by God. Design a seder plate annotating what each item on it contributes to the story. Explain briefly that it was the seder meal that Jesus (who was a Jew) was celebrating with his disciples at the Last Supper. He had gone to Jerusalem to celebrate Pesach in the Temple. The Romans destroyed the Temple in 70AD, leaving only the Western wall.</p>	
<p>KEY VOCABULARY</p>	<p>Synagogue worship includes readings from Torah, prayer, singing and teaching. Consider different titles given to the synagogue and what they imply: Bet HaTefillah- House of Prayer; Bet HaMidrash - House of Study; Bet HaKnesset -House of Gathering. Collect evidence for each aspect. Be a tour guide: choose 2 or 3 places within the synagogue that are important and prepare script for showing visitors round. Compare ideas with others. More able pupils should explain how each location helps visitors to understand more about the Jewish faith. Remind that, just as there are different ‘families’ of churches, there are also orthodox, reform and liberal synagogues. Explore differences, eg roles of men and women. Which are you visiting?</p>		<p>SUCCESS CRITERIA</p>
<p>Menorah Torah breastplate yad reform orthodox mezuzah Tenakh Ketuvim Nevi’im Shema tallit Ark bimah tallit tzitzit mitzvoth minyan Ner Tamid (everlasting light)</p>	<p>Following visit or work create a lift-the-flap synagogue, showing features and their meaning and revealing how it is a place of prayer, study and gathering. Is it possible to say which aspect is most important?</p>		<p>Pupils should be able to describe how attending synagogue makes a difference to Jews and discuss the different artefacts found in the synagogue explaining their symbolism and meaning for Jewish believers or their relevance to worship.</p> <p>They may also identify the impact of words from the Shema or Torah on Jewish peoples’ lives and comment on connections between a synagogue and a church or between Jewish and Christian beliefs</p>
<p>POINTS TO NOTE</p> <p>Certain services in a synagogue can only take place when a minyan – a quorate group of ten – is present. In orthodox synagogues these must be ten men.</p>			

UPPER KEY STAGE TWO

WHAT DOES IT MEAN TO BE A JEW?

Explore the key beliefs and practices of Judaism.

LEARNING OBJECTIVES Core knowledge	EXPLORE Text, beliefs and context	RELATE How do the actions of the believer relate to the beliefs?	APPLY How can I apply the belief to what I see of my life and the world around me?
<ul style="list-style-type: none"> Judaism has its origins in the land of Israel Jews believe in one God who is creator and carer that Jews believe they are descendants of Abraham, chosen by God to show what He is like that Abraham, Moses & David are important figures in the Jewish faith the importance of Shema as a core statement of belief that Jews believe the Torah is law, teaching & guidance that the Torah is part of the Tenakh 	<p>Abraham became the father of the Jewish faith when he entered into a covenant with God. Revisit the story (Gen 16:1-8). What is a covenant – a two way promise? What promises did God make to Abraham? What did Abraham promise God? Jews call themselves ‘Children of Abraham’ & call their nation ‘Israel’ because God renamed Abraham’s grandson Jacob ‘Israel’ – one who wrestles with God. (Gen 32: 22-32) Discuss how believing they are part of this covenant might make a difference to Jewish people, and why they see themselves as ‘the chosen people’.</p> <p>The Torah is part of the Tenakh, which also includes the Nevi’im and Ketuvim. Tenakh is the Old Testament part of the Christian Bible, and tells the story of the Jews, the people of God. Think of stories they know and find out where in the Tenakh these can be found. What can children find out about Jewish belief from each story? Dramatize a Tenakh story explaining what it might teach Jews about God and their covenant with Him.</p> <p>Read the story of Esther (link back to KS1</p>	<p>Quiz pupils about at what age people can do various activities. Ask at what age people can be sure what they believe. Christians and Sikhs can make an adult commitment when they are ready. Jews, however, decide at a set age. Which do they think best? Boys usually have their Bar Mitzvah on a Shabbat close to their 13th birthday, and girls their bat mitzvah at 12. (Bar = son. Bat=daughter) Watch clip of the ceremony. What does it involve? People are Jewish if their mother is Jewish, even though some do not share the faith. Some Jews, called Orthodox, try to follow all the Torah’s teachings exactly. Other reformed Jews use Torah as a guide but fit its teaching more into modern life. Orthodox Jews separate men and women for worship and only boys can speak in the synagogue. Discuss and debate these different ideas. Make an invitation to a bat or bar mitzvah explaining for non-Jewish friends what the ceremony will involve and why.</p>	<p>Share experiences of being chosen for a specific purpose. Is it good to be chosen? How does it make you feel? Does being chosen make it easier to complete the task? How might the idea of being chosen to show what God is like impact on Jewish identity?</p> <p>Discuss how pupils make decisions? What influences them? How might a Jewish child make the same decisions?</p> <p>Do any of the class support teams? How did they choose which? How do they show commitment? What (if anything) would make them change their commitment? Are some class members showing strong emotions about their loyalties? That is how some people might feel about their faith. Link with work on the belief respect charter. Do they need a class commitment charter too?</p> <p>Is it right to treat boys and girls differently? In what circumstances?</p> <p>How do the Jewish belief in one God</p>
<p style="text-align: center;">ENGAGE</p> <p style="text-align: center;">Opening activities</p>			
<p>Which relationships are significant to pupils - parents, siblings, friends? How are they similar to and different from each other? Look at different relationships that exist between eg child/parent, teacher/pupil, patient/doctor,</p>			

<p>criminal/judge). Discuss how Jews believe they have a relationship with God that contains elements of all of these but is unique and special to them. On big paper, gather children’s questions / comments about their existing knowledge of Judaism.</p>	<p>festivals – Purim) and host the characters asking questions about their actions. Throughout history Jews have been persecuted because they are different. This happened very badly in 20th century. Read excerpts from Anne Franks’ diary or Judith Kerr’s ‘When Hitler Stole Pink Rabbit’ and make notes on what can be learnt about Jewish identity from these sources. Could these things still happen today? How could they be prevented? Create a belief respect charter .</p>	<p>There are many commandments for Jews, like those about washing and clothing. Some of the most difficult rules in Torah are the ones about Kosher food. Investigate what Jews can and cannot eat and how families prepare food in their kitchen to make sure meat and milk never mix. Try designing a menu for a bat/bar mitzvah party. What would they personally find hard about eating kosher food?</p>	<p>compare with the key beliefs of Christians and the other religions they have studied? Allow more able pupils to research this and record their findings.</p>																
<p>KEY VOCABULARY</p>		<p>SUCCESS CRITERIA</p>																	
<table border="0"> <tr><td>Relationship</td><td>kosher</td></tr> <tr><td>Chosen</td><td>covenant</td></tr> <tr><td>Abraham</td><td>Magen David</td></tr> <tr><td>Israel</td><td>Esther</td></tr> <tr><td>Torah</td><td>Tenakh</td></tr> <tr><td>Shema</td><td>mezuzah</td></tr> <tr><td>Tefillin</td><td>holocaust</td></tr> <tr><td>Bar Mitzvah</td><td>Bat Mitzvah</td></tr> </table>	Relationship	kosher	Chosen	covenant	Abraham	Magen David	Israel	Esther	Torah	Tenakh	Shema	mezuzah	Tefillin	holocaust	Bar Mitzvah	Bat Mitzvah	<p>Read Deuteronomy 6:4-9. It begins with the Shema, but what is next? Look at photos of Jews wearing tefillin (small boxes strapped to arms & foreheads). Not all Jews use these, but many orthodox do. Wearing them involves action to focus the mind. What do they think is inside each box? Look at the mezuzah found outside Jewish homes and touched as people go in and out. Design a mezuzah case. Which words would be so important to you that you would ‘write them on your doorposts and gates and keep them in your heart’? Write them inside their mezuzah case.</p>	<p>Interview a Jewish visitor about the things that are most important to them, and how their beliefs affect their lives.</p> <p>Draw large Magen David (star of David) and choose six most important facts about the Jewish faith to write in points. Compare ideas with a partner and group, and debate what to choose for a class version.</p>	<p>Describe the key beliefs and teachings of Judaism, and the impact they have on the lives of Jews</p>
Relationship	kosher																		
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Bar Mitzvah	Bat Mitzvah																		
<p>POINTS TO NOTE</p>																			
<p>The current situation in the Middle East is complex. Part of Jewish identity is tied into the land of Israel, and is an emotive issue. Some Jews would consider themselves Jewish by nationality, while others would consider themselves to be ‘religious’ Jews.</p> <p>Teachers should draw on their class knowledge to decide to what extent it is appropriate to link work to Holocaust Day in January.</p>	<p>Which object? Pupils are only allowed to show one Jewish artefact. Which would they choose as most significant? Why?</p>	<p>Use different formats (e.g. spider diagram, ‘life the flap’ poster, scroll, leaflets, mini books) to present learning to answer the question “What does it mean to be a Jew?” More able pupils could include key similarities and differences to other religions. Put on a ‘Jewish way of life’ exhibition with pupils contributing key information and preparing what to say as a tour guide.</p>	<p>They may also be able to explain how the Jewish belief in one God compares to the key beliefs of other religions.</p>																

KEY STAGE THREE

WHAT DO JEWS BELIEVE?

Explore how Jews express their beliefs through worship and prayer

LEARNING OBJECTIVES Core knowledge	EXPLORE Text, beliefs and context	RELATE How do the actions of the believer relate to the beliefs?	APPLY How can I apply the belief to what I see of my life and the world around me?
<p>Pupils will develop knowledge and understanding of:</p> <ul style="list-style-type: none"> • The fundamental beliefs of the Jewish faith • What Jews understand by worship • The place of the Torah in worship • The synagogue as a place of Jewish worship • The place of the home in Jewish worship • Jewish prayer • Jewish use of artefacts as worship 	<p>The belief in one God is central to Judaism. (Deut 6:4-5) Jewish people believe they have a special relationship with God through an everlasting covenant made between God and Abraham. It is important to note that this was far from a set of rules for the people to obey – it is about living as a God centred, holy, nation. God wants His people to live their lives as an act of worship - in such a way as to show the world who He is and to demonstrate why others should follow and worship Him. Explore the covenant made between God and Abraham. What does God promise? What was the sign of the covenant? (Gen 17) (Brit Milah – circumcision)</p> <p>Torah means any instruction, but in common usage the title Torah means the Five Books of Moses, and may refer to all Jewish scriptures. A parchment scroll Torah, carefully written by an expert scribe, is kept in the ark of the synagogue and taken out to be read as the central focus of synagogue worship. For the Jews the Torah is evidence of God’s relationship with them. They believe that it is God’s main communication with His people (His revelation) and as such offers them the way to God. Explore how the Sefer Torah is treated. Where is it kept? How is it adorned? How do the Jews show respect to the Torah as it is being read? It is important to note that the Jews are not worshipping the Torah but rather what it represents. It would be good to listen to the Torah being read in Hebrew.</p>	<p>Circumcision as worship. A religious Jew tries to bring holiness into everything they do, by doing it all as an act that praises God, and honours everything God has done. For such a person the whole of their life becomes an act of worship. Explore what takes place at a Jewish boy’s circumcision today. How can this be seen as worship? How can circumcision be seen as honouring what God has done? Why is circumcision still important for Jews today?</p> <p>The Torah is valued highly by the Jewish people and it is an honour to remove the scroll from the Ark. How would a Jew feel if they were given that honour? Is the Torah is essential to the Jewish faith? Why or why not?</p> <p>Consider ways that prayer may be seen as an act of worship. http://www.bbc.co.uk/religion/reli</p>	<p>Think about covenants (agreements) and promises that are made today e.g. weddings, baptisms, confirmations and civil partnerships. What symbols do we use for such covenants? Do we still see covenants as everlasting? Should they be?</p> <p>Pupils consider what the most precious thing they own . Why is it so special? Does it have significance? How is it treated and looked after?</p> <p>What part, if any, do you think the Torah has played in shaping British society and values?</p> <p>Discuss whether prayer ever features in our own lives. For a Jew it is important to be in the right frame of mind before praying. Is this something that we can relate to our own lives? Why is the right attitude so important?</p>
<p>ENGAGE Opening activities</p>			
<p>These could include:</p> <ul style="list-style-type: none"> • Write some key Jewish terms with possible meanings. Pupils discuss the meaning of each and decide which is correct (cf ‘Call my Bluff’) • Write true and false facts about Judaism that the pupils must 			

<p>separate into the piles.</p> <ul style="list-style-type: none"> Show images of people 'worshipping' in faith and non-faith settings. Discuss the meaning of worship and decide which of the activities include acts of worship. 	<p>Prayer. As for many people of faith, Jews believe that prayer is a way of communicating with God. To pray is to serve and worship God with all your heart, obeying God's commandment as found in Deuteronomy 11:13. Jews pray at least three times a day. They pray:</p> <ul style="list-style-type: none"> so that their hearts can reach out to God to express and exercise their beliefs to share in the life of a worshipping community to obey God's commandments 	<p>gions/judaism/worship/prayer_1.s.html</p> <p>Jews believe that prayer doesn't just do the things that the words say it does-thanking, praising, requesting but it also changes faith, and perspective as well as changing the person who is praying.</p>	<p>How would life be different if we observed Shabbat?</p>																
<p>KEY VOCABULARY</p>	<p>Read some of the Jewish prayers and blessings http://www.jewfaq.org/prayref.htm</p>	<p>How do you think this could be true? How can prayer be seen as having such an impact?</p>	<p>SUCCESS CRITERIA</p>																
<table border="0"> <tr><td>Worship</td><td>Jewish</td></tr> <tr><td>Synagogue</td><td>Judaism</td></tr> <tr><td>Torah</td><td>Abraham</td></tr> <tr><td>Kippah</td><td>Tallit</td></tr> <tr><td>Shabbat</td><td>Covenant</td></tr> <tr><td>Circumcision</td><td>Tefillin</td></tr> <tr><td>Kosher</td><td>Phylacteries</td></tr> <tr><td>Sefer Torah</td><td>Holy</td></tr> </table>	Worship	Jewish	Synagogue	Judaism	Torah	Abraham	Kippah	Tallit	Shabbat	Covenant	Circumcision	Tefillin	Kosher	Phylacteries	Sefer Torah	Holy	<p>Explore the significance of the tallit (prayer shawl), kippah (cap) and tefillin for prayer?</p> <p>Shabbat, far from being a day of restrictions, Jews see the Shabbat as a precious gift from God, a time when we can set aside all concerns and devote themselves totally to things of God. In Jewish tradition Shabbat is described as a beloved bride or queen. Shabbat involves two interrelated commandments. Zakhor - to remember that God who created all things commanded people to rest, but also to remember that they were once slaves (Deut 5:15) and Shamor - to observe Shabbat. How do the Jews observe Shabbat? How is it celebrated in a Jewish home? What does the meal tell about Jewish belief? Re-enact a Shabbat meal as seen through the keyhole. The home, even more than the synagogue is the centre of Jewish life and religion. The way that a Jewish home is set up encourages daily worship and remembrance of God. A mezuzah is found on the majority of Jewish front doors as a sign upon entering that God is present. Find out what is written inside the mezuzah. Every Jewish house will have a kosher kitchen. Use http://www.chabad.org/library/article_cdo/aid/82667/jewish/Koshering-Your-Kitchen.htm to research. What other celebrations go in the Jewish home? http://www.bbc.co.uk/schools/religion/judaism/hanukkah.shtml</p>	<p>Those outside the Jewish faith often see Shabbat in light of all the laws governing what can and cannot be done on that day. Yet for many Jews, rather than a chore, Shabbat is seen as a blessing? Why do you think this is the case?</p>	<p>Pupils can explain that belief in one God is at the heart of Jewish faith and the difference that living as the chosen people of the covenant makes to their everyday lives.</p>
Worship	Jewish																		
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Sefer Torah	Holy																		
<p>RESOURCES</p>																			
<p>Judaism in words and pictures by Sarah Thorley</p> <p>Worship in a Multi-Faith Community Believers: by Celia Collinson and Campbell Miller</p> <p>Foundations in RE: Judaism: Ina Taylor</p> <p>Moral Issues in Six Religions edited Owen Cole</p> <p>Seeking Religion: The Jewish Experience</p>																			

Exemplar units for exploring Hinduism

- i) Hinduism Guidelines for teachers.**
- ii) What do Hindus believe? – Key Stage One**
- iii) What can we learn from a Mandir? – Lower Key Stage Two**
- iv) What does it mean to live as a Hindu today? – Upper
Key Stage Two**
- v) What do Hindus believe? – Key Stage Three**

Hinduism Guidelines for RE

What are the 'big ideas' in Hinduism?

Hinduism is an ancient and very diverse series of beliefs originating in India.

The Supreme Being is **Brahman**. He is found everywhere and is known in many forms, each of which helps followers to understand more about him. Principle forms are the trimurti:

Brahma, the creator

Vishnu, the preserver

Shiva, the destroyer



Sometimes a god will appear on the earth in living form, an avatar. The most important avatar is **Krishna**.

The sacred symbol and sound **Aum** is the creative sound of the universe. It allows people to focus on the divine.

Sacred texts including **the Vedas, Ramayana, Mahabharata, Bhagavad Gita and Upanishads**.

The Hindu way of life aims to reach **moksha**. Every action has an effect and there is a cause for everything. This is the law of **Karma**. Life is a cycle of birth, death, and rebirth. The next life is dependent on how the previous was lived. By living a life of duty and good conduct Hindus learn to think of others first, be respectful of parents and elders, follow divine law, especially **ahimsa**; emotional and physical non-injury to all beings. In this way they can work towards a good karma.

Hindus meet to worship called **puja** in a **mandir**, or worship in the home. The focus is often one or more **murti**, images of the gods.

What do I need to know about Hinduism?

Hinduism is the world's oldest major faith, dating back over five thousand years. Other belief systems such as Buddhism and Jainism developed from it. It is the third largest world religion with about a billion Hindus worldwide, about 600,000 of them in UK. In the 20th century, Hinduism began to gain popularity in the West, influencing movements such as Hare Krishna, New Age and yoga. Its acceptance of diversity made it an attractive alternative. Hindus believe that no one religion teaches the way to salvation above all others, but that all religious paths are aspects of God's love and light, and so deserve tolerance and understanding.



Hinduism is made up of a variety of different but related religious beliefs and practices which originated near the river Indus in India. The name 'Hindu' comes from the word Indus. Hinduism is not a homogeneous, organized system. Most Hindus respect the authority of the Vedas (the oldest sacred texts) and the Brahmins (the priestly class), but some reject one or both of these authorities. Hindu religious life might take the form of devotion to gods, the duties of family life, or concentrated meditation. Given this diversity, it is important to take care when generalizing about "Hinduism" or "Hindu beliefs." However, most followers share a belief in one true God, the Supreme Spirit, called Brahman.

What do Hindus believe?

Brahman is present in every person as the eternal spirit or soul, called the atman. Brahman contains everything: creation and destruction, male and female, good and evil, movement and stillness. Brahman is symbolised by and can be found through the sound of the sacred syllable Aum (or Om). Brahman takes many forms, each of which help followers to understand more about the Supreme Being, how it should be worshipped and how life should be led. There are three main aspects of Brahman. The Trimurti, meaning "having three forms", refers to the three main Hindu gods. The Trimurti represents all aspects of Brahman and is depicted as a single-bodied, three-headed man.

The Trimurti consists of Brahma, the creator; Vishnu, the preserver and Shiva, the destroyer. Hindus believe that sometimes a god will appear on the earth in living form. Such an appearance is called an avatar. God has the ability to take any form and will descend to earth at times when there has been a decline in godness, and evil is influencing human actions. The principal avatars are those of Vishnu, of which there will be ten. The last, Kalki, has not yet appeared. Krishna is recognised as the most important avatar although beliefs about Vishnu and Krishna vary widely. For many believers Vishnu or another form fully represents Brahman. Other important forms of Brahman include the goddess Shakti; Rama; Hanuman, the monkey warrior; Lakshmi, the goddess of wealth and fortune; Saraswati; the goddess of learning and the arts and Ganesh, remover of obstacles. Many Hindus are devoted followers of Shiva or Vishnu, while others look inward to the divine Self (atman).



What are sacred writings for Hindus?

The authors and dates of most Hindu sacred texts are unknown, although the oldest text are estimated to date from as early as 1500 BCE. These are the vedas (collections of hymns of praise). Veda means knowledge. They are written in an old form of Sanskrit. Other texts regarded as sacred include the Ramayana, Mahabharata, Bhagavad Gita, the Puranas and the Upanishads. Many venerate these believing that these writings help humans connect to the divine.

What do Hindus believe about life and death?

Hindus believe that every action has an effect and there is a cause for everything. This is called the law of Karma. Life is a cycle of birth, death, and rebirth, governed by Karma. The soul passes through a cycle of lives and the next life is dependent on how the previous life was lived. The cycle of rebirth is called samsara, and under the influence of karma, the soul moves upwards and downwards on the wheel of rebirth. Karma is the Sanskrit word for action. Actions are important because they bring reactions. Hindus believe every experience, pleasant or unpleasant, is linked to past actions, in this lifetime or in some previous lifetime. This does not rule out free choice, because by practicing yoga, or spiritual discipline, one can change one's actions and so change one's future. Belief in karma teaches people to accept responsibility for their behaviour, and learn from their mistakes.

Hinduism teaches that the ultimate solution to life's basic problems is to be released from karma and gain freedom from this cycle of rebirth by attaining Moksha. Many Hindus believe that all existence comes from Brahman. The purpose of life is to understand this truth and to understand one's eternal identity as the atman, or soul. The soul passes through many kinds of life, but only human life offers the chance of learning this truth. Therefore Hindus believe it is important to use the opportunity of a human birth to understand oneself and God.



Reincarnation is the belief that the soul lives for many lifetimes, in one body after another. The soul is sometimes born in a human body, sometimes in an animal body and sometimes in a plant body, such as that of a tree. Therefore all forms of life contain a soul, and all souls have the chance to experience life in different forms. This means that Hinduism is a religion that puts great value on all living things and respects the need to care for the environment. The cow is seen as a symbol of life, giving milk to sustain life. Many Hindus are vegetarian. They also adopt Ahimsa the belief in non-violence; adopting mental, emotional and physical non injury to all beings.

Hindus believe that the universe undergoes endless cycles of creation, preservation and dissolution. To express their faith Hindus worldwide are often involved in environmental action. This is especially important in relation to the care of the Ganges River which Hindus consider most sacred yet is sadly seriously polluted. The city of Varanasi (Benares) on its banks is a most important pilgrimage centre. It is said to be the home of Lord Shiva. A Hindu who dies there and has their ashes scattered on the Ganges is said to have experienced the best death possible.

How do Hindus live out their faith?

There are five obligations of belief for many committed Hindus. These are:

Upasana: Worship - Daily puja worship in the family shrine. Family and home life are important to Hindus.

Utsava: Holy days – Participation in festivals, fasting and attendance in the mandir for special celebrations. Holy days, include Diwali (the festival of lights), Holi, Navaratri (celebrating fertility and harvest), Raksha Bandhan (celebrating the bond between brother and sister) and Janmashtami (Krishna's birthday)

Dharma: Virtuous living - A selfless life of duty and good conduct in which they think of others first, being respectful to parents and elders, follow ahimsa, and working towards a good karma.

Samskara: Rites of passage - the rites of birth, name-giving, head-shaving, first feeding, ear-piercing, first learning, coming of age, sacred thread ceremony, marriage and death.

Tirthayatra: Pilgrimage – taking time to detach themselves from normal life and focussing on a spiritual journey. Pilgrimage is an important aspect of Hinduism. It is an undertaking to see and be seen by the deity.

Popular pilgrimage places are rivers, but temples, mountains, and other sacred sites in India are also destinations for pilgrimages, as sites where the gods may have appeared or become manifest in the world.

Kumbh Mela only happens once every twelve years . Many millions gather to bathe at the confluence of the Ganges and Jumna at Allahabad, believing that their sins will be washed away. The bathing is followed by spiritual purification and a ceremony which secures the blessings of the deity.

What happens in a mandir? What is puja?

Hindu worship, or puja, involves using murtis (images of the gods), saying prayers (mantras) and sometimes yoga or studying diagrams of the universe (yantras). All five senses are involved to ensure full involvement.

Puja can take place in the home or at the mandir. Many have a shrine to particular gods in their homes. A shrine can be anything: a room, a small altar or simply pictures or statues of the deity. Hindu worship is primarily an individual act rather than a communal one, as it involves making personal offerings to the deity. Family members often worship together. Rituals



should ideally be performed three times a day. Some Hindus worship wearing the sacred thread (over the left shoulder and hanging to the right hip).

Mandir means gladdening, and refers to a place where Hindus go to worship God in the form of various deities. Murtis help them to do this. The Murtis are marble images ceremonially infused with the divine presence of God. Mandirs vary in size from small village shrines to large buildings. People can also visit the Mandir at any time to pray and participate in bhajans (religious songs). Worshippers repeat the names of their favourite gods and goddesses, and repeat mantras. Water, fruit, flowers, milk and incense are offered to God. In the mandir a Brahmin (priest) may read, or more usually recite, the Vedas to worshippers, but any committed Hindu can perform the reading of prayers and mantras

Music and dance also take an important place in worship.

Useful resources and websites for teachers and classrooms:

- <http://www.bbc.co.uk/schools/religion/hinduism/>
- <http://hinduismfacts.org>
- www.hindu.org
- www.hinduismtoday.com
- www.hindunet.org
- <http://www.reonline.org.uk/knowning/what-re/hinduism/>
- <https://sites.google.com/site/worldreligionsforkids/home/hinduism>
- <http://www.primaryhomeworkhelp.co.uk/religion/hinduism.htm>
- <https://www.everyschool.co.uk/r-e-key-stage-2-hinduism.html>
- www.loveofwisdom.co.uk/uploads/2/9/8/1/2981453/mandir_pt_1.ppt
- www.primaryresources.co.uk/re (go to Hinduism section for lots of PowerPoints and PDF files)
- Folens photo pack on Hinduism; pictures of Gurus
- BBC Video 'Pathways of Belief'
- www.allre.org.uk/shells/strath_hindudeities.html
- www.s2f.com/stanmeyer/hindu/hindu.html
- www.re-xs.ucsm.ac.uk/re/passage

KEY STAGE ONE

WHAT DO HINDUS BELIEVE?

An exploration of the big ideas and concepts that lie at the heart of the Hindu faith.

LEARNING OBJECTIVES Core knowledge	EXPLORE Text, beliefs and context	RELATE How do the actions of the believer relate to the beliefs?	APPLY How can I apply the belief to what I see of my life and the world around me?
<ul style="list-style-type: none"> • That Hindus recognise Brahman as the one supreme deity or universal soul found in everything. • Aspects of Brahman are personified in many forms (deities, murti) each of which help understand aspects of his being, and allow people to worship in ways that help them. • Principle murti include Brahma, Vishnu, Shiva, Krishna, Rama, Lakshmi, Saraswati and Ganesha • The Hindu year includes many festivals, particularly Diwali and Holi. • Astrology and horoscopes are important to Hindus and help decide the name given to new babies. • Dance and music are important in helping Hindus worship & celebrate. 	<p>Remind that each deity or murti shows Hindus an aspect of Brahman. Representations are not pictures of real people, but every part of the figure suggests facts about the god, including colour, what they hold, position and any animal companions. Give each group a picture of a deity (many on line) and ask them to share what they think it may tell Hindus about what God is like. Feedback ideas to class. Ask which they like best and why. Groups can then draw own picture of their murti and use internet to find out more and record.</p> <p>Pictures could include:</p> <p>Brahma – the creator Vishnu - the Preserver Shiva - the Destroyer Ganesha (Ganapati) – elephant headed remover of obstacles Rama - ideal son, brother, husband & king Krishna - god-child, prankster & hero Lakshmi - goddess of good fortune, wealth, and well-being</p>	<p>Read the Shikshapatri ‘No one is to eat meat, even in an emergency, nor drink wine’. Discuss the implications for the Hindu diet – and why vegetarianism is significant in Hinduism, especially not eating beef. (God is in all living things and so all life is sacred). How hard would it be not to eat meat? Plan a party meal that is really tasty but involves no meat. What would pupils miss most? (Lots of links with nutrition)</p> <p>Holi is a very popular Spring festival celebrating the triumph of good over evil, spring over winter, and is the festival of colour. The associated story is not very suitable unless in a simplified children’s version, but the excitement of throwing coloured powder or water and sharing brightly coloured food will appeal greatly! Show film of Holi celebrations and make links to art work, using bright colour to design friezes of new life found in spring.</p> <p>Dance is an important aspect of worship</p>	<p>Many Hindu stories are about the triumph of good over evil. Write and illustrate own story with the same theme and share.</p> <p>How do pupils celebrate? Look at photos of different birthday celebrations e.g. candles, cake, presents, party games. How do you celebrate your birthday in your family? Compare ideas – why are they different? Does it matter? Show photos of Holi and Diwali being celebrated. Annotate with what they think is going on. Watch film clips to find out more, and discuss how these festivals express Hindu beliefs or traditions, but are celebrated in lots of different ways.</p>
<p>ENGAGE Opening activities</p> <p>Use ‘feely bag’ to allow pupils to identify objects solely by touch. Discuss what clues help them. Share the story of the blind men and the elephant. Explain that God is very difficult to understand and</p>			<p>Use senses to experience music and dances linked to Hindu stories. How do these help Hindus to express feelings, ideas and beliefs? What music helps individuals to be</p>

<p>Hindus use different deities to help to understand God, Brahman. What do they already know about Hinduism (they may have explored Diwali)? What would they like to find out?</p>	<p>Saraswati - goddess of learning Hanuman - monkey king and devoted servant</p>	<p>and celebration for Hindus. Watch a video of Hindu dancers. Can pupils tell the story they are showing. If possible host an Indian dance workshop. Read traditional stories where good conquers over evil. Give each group a story to act out through dance. Listen to Indian music and use to accompany dance.</p>	<p>thoughtful, joyful, peaceful, etc. Do all choose the same? Hinduism is very diverse and that is fine!</p>																		
<p>KEY VOCABULARY</p>																					
<table border="0"> <tr><td>Hindu</td><td>Brahman</td></tr> <tr><td>Deity</td><td>Murti</td></tr> <tr><td>Diwali</td><td>Holi</td></tr> <tr><td>Brahma</td><td>Vishnu</td></tr> <tr><td>Shiva</td><td>Krishna</td></tr> <tr><td>Rama</td><td>Lakshmi</td></tr> <tr><td>Saraswati</td><td>Hanuman</td></tr> <tr><td>Ganesha (or Ganapati)</td><td>Namkaran</td></tr> <tr><td>Mandir</td><td>Aum/om</td></tr> </table>	Hindu	Brahman	Deity	Murti	Diwali	Holi	Brahma	Vishnu	Shiva	Krishna	Rama	Lakshmi	Saraswati	Hanuman	Ganesha (or Ganapati)	Namkaran	Mandir	Aum/om	<p>Stories of the adventures of the gods are written in the many Hindu scriptures or vedas, most of which are over 5000 years old. They are written down in many Indian scripts and different ones are special in particular areas of India and the world. If any pupils are Hindus ask them what stories, poems and prayers are special to them.</p> <p>One word or sound particularly important to all Hindus is Om or Aum. It is the sound of creation and of God and is said during worship and to remind believers of their faith. It appears in many of the vedas and is written</p>	<p>The journey of the stars, planets and moon across the sky is very important to Hindus. They use Vedic astrology to arrive at the name of a child. The initial letter of the name is decided according to the birth star of the child. Traditionally a boy's name should have an even number of letters and girls odd, although eleven is best for either. The name is given at the Namkaran or naming ceremony, often when the baby is twelve days old. The name is whispered in the baby's ear, then shared with everyone. It's a chance for everyone to meet the baby, enjoy a party and to pray for the new arrival. The baby is also given a personal horoscope. How were pupils' names chosen? How many letters do they have? Can they think of girls and boys names beginning with different names of the alphabet?</p>	
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<p>If Diwali not explored under the festival units it can be taught during this unit.</p> <p>At this stage do not introduce more complicated Hindu concepts such as the idea of avatars, or the regional diversity of the beliefs. Focus on the symbolism of the deity and the joy of festivals.</p> <p>Useful websites include: https://en.wikipedia.org/wiki/Blind_men_and_an_elephant#John_Godfrey_Saxe http://hinduism.about.com/od/astrology/a/Namkaran-Hindu-Naming-Ceremony.htm</p>	 <p>in many scripts including Gujarati, but there are other versions such as the Tamil. Pupils say the sound with their eyes shut. How does it make them feel? Copy the symbol. Hindus use Aum in worship which may be at home or in a place of worship called a mandir</p>		<p style="text-align: center;">SUCCESS CRITERIA</p> <p>Pupils should be able to share the basic beliefs of Hinduism and explain the place of the deities in guiding and inspiring the lives of individual believers.</p> <p>They may be able to share and explain the importance of identifying and belonging to the faith.</p>																		

LOWER KEY STAGE TWO

WHAT CAN WE LEARN FROM A MANDIR?

An exploration of the key features of a mandir and investigate what they reveal about Hindu beliefs.

A mandir visit is strongly recommended, but outcomes can be achieved by a 'virtual' visit or through photos.

LEARNING OBJECTIVES Core knowledge	EXPLORE & RELATE Text, beliefs and context How do the actions of the believer relate to the beliefs?	APPLY How can I apply the belief to what I see of my life and the world around me?
<ul style="list-style-type: none"> Hindus worship both at home or in a Mandir. The practices of puja and arti as Hindu worship. Explore the place of the mandir in the life of a Hindu The key features, artefacts & symbols found in a mandir all have explicit meaning. The celebration of the Raksha Bandhan festival. 	<p>Hindus can worship at home or in the mandir. Worship is about reverencing and relating to the divine. Many Hindus have a shrine in their house and spend time there every day, although some don't. Wherever they worship there will be a murti, a statue or picture of at least one deity that helps the worshippers. Sometimes each family member has their own shrine with the murti they have chosen and people will worship alone with God. Hindu worship involves all the senses. (revise what these are). Worship is called puja and everything that will be needed should be ready on a puja tray. Show one and discuss which items help engage which sense. Puja normally includes a bell being rung to alert the deity of the worshippers' presence, and saying prayers (maybe using mala – prayer beads) or singing hymns (bhajans) The murti may be washed and dressed. Then arti is performed - lighting a diya or candle and rotating it around the murti to ask for light and goodness. A fragrance stick will be lit and a bindi or tilak may be applied - vermilion powder, paste or a jewel on the forehead as a sign of creation and reminder of God's presence. Some food, and maybe flowers or water, will be offered to the murti and then shared by worshippers after it is blessed (prasad). Watch clips of Hindu puja then design own puja trays with all the required items and explain what they are for.</p>	<p>Worship in any faith varies enormously and different stimuli help different people. Ask pupils what helps them to be still, reflect, think about God or inspire them to help others. Record and share ideas, without any ridicule – there will probably be as many ideas as there are pupils. Does your class reflective area cater for everyone's needs? Discuss how it could be more useful for everyone.</p>
<p style="text-align: center;">ENGAGE</p> <p style="text-align: center;">Opening activities</p>		
<p>Fold paper into four. In each section, draw or write different description of self: e.g. sister, friend, daughter, Brownie, member of club. What stays the same? Discuss different 'aspects' of characters and roles for themselves and others. If someone needed help for something, which role would be most useful? Which is the real person? Remind class of prior learning – for Hindus Brahman is the supreme being but different</p>	<p>Yoga is often used, within and apart from worship, to still the mind and help the individual focus beyond self on God. It is an ancient form of Hindu meditation. Pupils may enjoy trying some simple yoga positions and discuss how they feel. The word Mandir means 'dwelling' – God's house on earth – and 'gladdening' – a visit makes the worshipper joyful. Look at pictures of the outside of different mandirs, some very ornate and traditional, others are converted halls. Now look inside. What are the same? What differs? What surprises pupils? What would</p>	<p>Discuss ways in which they show love and affection towards their own family members. Discuss why, in our culture, we celebrate mothers' and fathers' days but not our siblings. Is it really cool to be rude about siblings? Discuss events such as the Brownlee brothers crossing triathlon finishing line together. Make cards for family members sharing their strengths and saying</p>

<p>aspects are known through many deities, which each show aspects of the whole. What do class remember? What questions do they have? Explain this new unit is exploring how Hindus worship.</p>	<p>they like to explore? If possible visit and explore a mandir. Look at the murtis, find out which gods they represent and discuss how each murti shows a different way to think about God. Usually there will be the tri-murti of the three most important gods – Brahma, Vishnu and Shiva. Look for the main shrine, smaller shrines to other murti and any other rooms. Can pupils find the bell to ring on entry, any sacred books or musical instruments, and a charanamrita – a bowl of holy water? Is the mandir used for anything other than worship (eg weddings)?</p>	<p>thank you. Make Indian sweets to offer as a present to someone important to pupils.</p>																		
<p>KEY VOCABULARY</p>																				
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<p>POINTS TO NOTE</p>		<p>SUCCESS CRITERIA</p>																		
<p>It’s important to emphasise that Hindus do not believe in many gods, but in one supreme deity (Brahman), who is worshipped in different forms (deities), and whose presence is found in everything. There are 3 main deities, the Tri-murti (Brahma – creator; Vishnu – sustainer; Shiva – destroyer & re-creator). Hindu worship may be focussed on different deities at different times and for different reasons.</p>	<p>Interview a Hindu and find out how they worship and in what ways they feel this helps them. Ask or explore questions such as why they make offerings of sweets and food to the murtis, about how the donations of money are used by different charities, whether there are any activities for children at the mandir and the meaning of the Hindu greeting ‘Namaste!’</p> <p>Hindus meet to celebrate festivals in Mandirs. One is Raksha Bandhan which takes place in August. This is a festival of families, especially brothers and sisters. Girls make rakhi (friendship bracelets) and tie them round their brothers’ wrists. They also pray for their brothers and give them sweets. The boys give their sisters gifts and promise to protect them. Families come together and celebrate. Pupils design rakhi and on each write something good about members of own family. Try and share what written with relatives.</p>	<p>Explain the links between the features found at the mandir and the beliefs that underlie them</p> <p>Identify what happens during the Hindu ceremonies explored and the beliefs or ideas that underlie them</p>																		

UPPER KEY STAGE TWO

WHAT DOES IT MEAN TO LIVE AS A HINDU TODAY?

Explore the key beliefs and practices of Hinduism

LEARNING OBJECTIVES Core knowledge	EXPLORE Text, beliefs and context	RELATE How do the actions of the believer relate to the beliefs?	APPLY How can I apply the belief to what I see of my life and the world around me?
<ul style="list-style-type: none"> Hinduism is a very ancient religious tradition that has many diverse cultural expressions Hindus believe that there are spiritual consequences for their actions (karma) Hinduism is a way of life aimed at reaching moksha Brahman is present in the eternal soul (atman) of all living things and so all life is of great value. Hindus sacred writings include poems, prayers, songs and stories with meanings. Brahman is known through the trimurti and also their avatars, especially those of Vishnu. 	<p>Hindus aim to reach moksha - release. Every action has an effect and there is a cause for everything. This is the law of Karma. The next life is dependent on how the previous was lived. Karma is Sanskrit for action. The cycle of rebirth is called samsara. The soul moves upwards and downwards on the wheel of rebirth and passes through many kinds of life. Only human life offers the chance of learning truth. Hindus believe it is important to use the opportunity of human birth to understand oneself and God. They believe every experience is linked to past actions, in this lifetime or a previous. This does not rule out free choice, because spiritual discipline (eg yoga), can change the future. Belief in karma teaches people to accept responsibility for their behaviour, and learn from mistakes. Discuss pupils' reaction to these ideas – do they find them negative or positive?</p>	<p>The soul (atman) is sometimes born as a human, sometimes an animal and sometimes a plant. This means that Hindus put great value on all living things and respect the need to care for the environment. The cow is seen as a symbol of life, giving milk to sustain life. Many Hindus are vegetarian. They also adopt Ahimsa, the belief in non-violence; - mental, emotional and physical non injury to all beings. Explore the life of Gandhi (the film is rated 12, but clips are very suitable). What can be learnt from these beliefs? When might non-violence be difficult to put into practice? Write a class 'Respect for life charter'.</p>	<p>Culture and beliefs are not the same. Many traditions associated with Hinduism are cultural. Because India is a huge and diverse country Hinduism is also very diverse, and some of the things associated with the religion are also performed by people of other faiths and none. For example people all over India celebrate Diwali, in the same way as people all over England celebrate Christmas. Pupils think of five things that they do because of what they believe is important and five they do because it is what is expected. Discuss whether it is important to try and recognise what is religious and what is cultural.</p>
<p style="text-align: center;">ENGAGE Opening activities</p>			
<p>Ask two pupils to hold up a length of rope depicting life and ask another to place the word death on the right place on the rope. Do others agree? After several attempts suggest that the rope could be a circle rather than a line. Where does death go now? Explain that some world faiths believe life is a cycle of birth, life, death and</p>	<p>Hindus believe that Brahman is present in every person as the eternal spirit or soul, the atman. Brahman is symbolised by, and can be found</p>	<p>The cycle of human life is marked by a series of Samskara – rites of passage. The most important are the rites of name-giving; head-shaving; the initiation sacred thread ceremony (Upanayana); marriage (Vivaha); and cremation (Antyeshti). Give each samskara to class group for research and to create a presentation to share.</p>	<p>The practice of decorating the hands with henna for ceremonies (mendhi), especially marriage is largely cultural, but seen as very important. Even murti are often decorated with mendhi patterns. Look at pictures of Hindu designs, draw round own hands and design a decoration. Discuss and explore which features of marriage are</p>

<p>rebirth – reincarnation One such faith is Hinduism. Recap existing knowledge and discuss areas to explore further.</p>	<p>through, the sound of the sacred syllable Aum (or Om). The three most important deities or murti that depict aspects of Brahman are the trimurti of Brahma, the creator; Vishnu, the preserver and Shiva, the destroyer, who together maintain the cycle of birth and rebirth. Sometimes a god will appear on the earth in living form, called an avatar. God has the ability to take any form and will descend to earth when there has been a decline in goodness. The principal avatars are those of Vishnu, including Rama and Krishna. Krishna is usually considered the most important avatar. His birthday, is an important Hindu festival, Janmashtami. Pupils can research how it is celebrated and present their findings to the class.</p>	<p>Invite a Hindu to talk about the important ceremonies for milestones in their lives. Prepare questions including asking about how Hindus value marriage and show love and respect for their extended family, and how the idea of karma and dharma make a difference in everyday life.</p>	<p>unique to Hindu weddings and which are shared by weddings everywhere.</p>																				
<p>KEY VOCABULARY</p>	<p>Sometimes a god will appear on the earth in living form, called an avatar. God has the ability to take any form and will descend to earth when there has been a decline in goodness. The principal avatars are those of Vishnu, including Rama and Krishna. Krishna is usually considered the most important avatar. His birthday, is an important Hindu festival, Janmashtami. Pupils can research how it is celebrated and present their findings to the class.</p>	<p>Hindus try to live by Dharma – a life of duty and good conduct in which they think of others first, are respectful to parents and elders and work towards a good karma. Hindus are often involved in environmental action as they look after all life. This includes caring for the Ganges River which is sacred for Hindus. The city of Varanasi (Benares) is a most important pilgrimage centre. A Hindu whose ashes are scattered on the river there is said to have experienced the best death possible. Find the city on a map. How easy would it be to reach there?</p>	<p>Do pupils agree that respect for others is part of a good life? Why? Would a ‘good’ life be a happy life? Which is more important and why? Debate.</p>																				
<table border="0"> <tr> <td>Moksha</td> <td>Karma</td> </tr> <tr> <td>Reincarnation</td> <td>samsara</td> </tr> <tr> <td>avatar</td> <td>Krishna</td> </tr> <tr> <td>Rama</td> <td>Vedas</td> </tr> <tr> <td>Ramayana</td> <td>Mahabharata</td> </tr> <tr> <td>Upanishads</td> <td>Bhagavad Gita</td> </tr> <tr> <td>Samskara</td> <td>Mendhi</td> </tr> <tr> <td>Upanayana</td> <td>Vivaha</td> </tr> <tr> <td>Antyeshti</td> <td>Dharma</td> </tr> <tr> <td>Atman</td> <td>Ahimsa</td> </tr> </table>	Moksha	Karma	Reincarnation	samsara	avatar	Krishna	Rama	Vedas	Ramayana	Mahabharata	Upanishads	Bhagavad Gita	Samskara	Mendhi	Upanayana	Vivaha	Antyeshti	Dharma	Atman	Ahimsa	<p>Look at some Hindu sacred texts - the Vedas, Ramayana, Mahabharata, Bhagavad Gita and Upanishads. They contain poems, prayers, songs and stories, some over 3000 years old. Hindus believe these writings help connect humans to the divine. Give each group one of their stories to read and then decide what Hindus could learn from it.</p>	<p>Create a poster or leaflet that explains the most important features of Hinduism to a non-believer.</p>	<p>SUCCESS CRITERIA</p> <p>Explain how beliefs about moksha influence the lives of individuals and communities.</p> <p>Explain the cycle of samskara marking significant stages of life for a Hindu.</p>
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<p>POINTS TO NOTE</p>	<p>Hinduism is extremely diverse and pupils from Hindu backgrounds may have very different experiences.</p> <p>This unit builds on the knowledge from previous Hindu and festival units. If these have not been used their contents should be explored.</p> <p>Pupil research could encounter difficult cultural aspects of Indian life such as the caste system and practice of sati. Both are now illegal in India. Discuss and move on.</p>																						

KEY STAGE THREE

HOW DO HINDUS RESPOND TO THE NATURAL WORLD?

Explore the key beliefs and practices of Hinduism through an investigation of their views about the natural world as God’s creation

<p>LEARNING OBJECTIVES Core knowledge</p>	<p>EXPLORE Text, beliefs and context</p>	<p>RELATE How do the actions of the believer relate to the beliefs?</p>	<p>APPLY How can I apply the belief to what I see of my life and the world around me?</p>
<p>Pupils will develop knowledge and understanding of:</p> <ul style="list-style-type: none"> • The theological meaning of pantheism • How humans have damaged the environment & the natural world • How humans can protect the environment and natural world • How Hindus believe that all living things contain the atman (soul, or spark of God – Brahman). Many are therefore vegetarian. • Hindu belief that all living things are interconnected and how the cycle of Samsara (birth, life, death and rebirth) affects all living things • Key theological terminology: atman, samsara, karma, Brahman, reincarnation, transmigration, sanctity of life, ahimsa (non-violence), stewardship • Chipko Movement and concern for non-violence towards environment • Hindus regard the cow as sacred. Majority of Hindus will not eat beef 	<p>Explore the Hindu belief that humanity should live in harmony with nature. What does it mean to live in harmony with nature? What sorts of things has humanity done to upset the balance of nature? What could we do to protect the natural environment?</p> <p>What do pupils think about the world around them? Where do they think it comes from? Do they believe it was created, or did it happen by chance? If the world has been created by a supernatural being what responsibility does humanity have for it? Should humanity exploit it, or care for it? Do humanity’s damaging actions to the natural world have consequences?</p> <p>Using “This is RE: Book 1” explore the Hindu creation story. Who is the creator? What was created and in how long? Why is the earth so wonderful and mysterious? How should humans treat it? How carefully is creation put together? Do pupils think creation is a one-off event, or continuous as Hindus believe?</p>	<p>Relate the Hindu concept of Karma (cause and effect) to the way humanity has exploited the natural world. What will be the consequences of humanity’s actions? Hindus believe their reincarnation is affected by karma. If they exploit the environment for selfish gain then they will build up negative karma – cause and effect. Hindus are mostly vegetarian. The cow is sacred. The god Krishna is often shown with his cow, Nandi. Hindus will link their beliefs in ahimsa (non-violence to living things) and reincarnation to their belief in vegetarianism. Relate these beliefs to the way Hindus treat cows. Further explore this through “This is RE: Book 1.” Consider various quotes from Hindu sacred texts: Upanishads, Vedas & the Bhagavad Gita. How are Hindus actions influenced by these quotes?</p> <p>Explore the idea of vegetarianism. Many Hindus are totally vegetarian. In what ways has humanity exploited animals? Explore the intensive farming of animals. Look at “This is RE: Book 1”</p>	<p>Apply the idea of reincarnation to the pupils own lives. What things do they do (cause) that results in negative consequence (effect) on the natural world around them, either in school or outside? Could pupils amend their actions? Water is very important in Hinduism. Why? Explore how humanity has polluted the seas and water, and the consequences. Why is water essential?</p> <p>In groups imagine that they must make decisions based on the laws of karma. Give groups various scenarios of which they must consider the positive and negative consequences e.g. if a country was to go to war, buying a car vs buying a washing machine, getting a job vs going to university. Have pupils ever considered where their food comes from? For example has the animal been killed in a humane way? Have they had a good life? Should they care?</p>
<p>ENGAGE Opening activities</p>			<p>SUCCESS CRITERIA</p>

<p>Explore how humans have damaged the environment through key questions: What is happening? Why is it happening? What might be the consequences? What's it got to do with me? Pair and Share and feedback to whole class. Group research work collecting pictures that show the environment/natural world at its best and worst. Write a statement about the pictures chosen. Present to class</p>	<p>Find Hinduist quotes that suggests that humanity should take care of the earth & environment. Explore these with pupils. Read poem on trees in, "This is RE: Book 1: Beliefs, Values and Traditions: Hinduism." What does this suggest about the importance of trees for Hindus? This can be related to the Hindu Chipko Movement, and tree hugging. Explore this with pupils.</p>	<p>and its introductory lessons on whether it right to eat animals.</p> <p>Research the Chipko Movement relating their beliefs in ahimsa and how reincarnation affects the way they treat the natural world. Take this further by looking at, "Friends of Vrindavan", refer to, "Beliefs, Values and Traditions: Hinduism."</p>	<p>Pupils should develop a good understanding of some of the basic religious ideas that affects a Hindu's daily life.</p> <p>Pupils should also be able to assess their own lives in light of these Hindu beliefs and practices.</p>																		
<p>KEY VOCABULARY</p>		<p>Explore the pantheistic idea that God is in every living thing. What do pupils think about this? What are the consequences of the way humanity has treated the natural world? There has been some research about plants having feeling and that they respond to music and being talked to. Explore some articles with pupils that explore this? What is their view?</p> <p>Explore the concept of Karma (cause and effect) through image of samsara. What is this trying to convey? Is there a warning? Is this image disturbing?</p>	<p>POINTS TO NOTE</p> <p>Hinduism is a monotheistic religion believing in one God called Brahman, who is unseen and never depicted in a picture or statue. Pupils may be confused thinking Hinduism polytheistic because of the number of gods & goddesses used in worship. However these only display the different characteristics of Brahman eg. God destroys, revealed through Shiva; God creates, revealed through Brahma and God maintains revealed through Vishnu. Hindus believe that creation is cyclical and not linear, the theological concept of samsara. Hindus believe humanity should be in harmony with nature.</p>																		
<table border="0"> <tr> <td>Atman</td> <td>Samsara</td> </tr> <tr> <td>Transmigration</td> <td>Brahman</td> </tr> <tr> <td>Creation</td> <td>Stewardship</td> </tr> <tr> <td>Harmony</td> <td>Mediation</td> </tr> <tr> <td>Contemplation</td> <td>Monotheism</td> </tr> <tr> <td>Polytheism</td> <td>Ahimsa</td> </tr> <tr> <td>Karma</td> <td>Sacred</td> </tr> <tr> <td>Sanctity</td> <td>Pantheism</td> </tr> <tr> <td>Sadhus</td> <td>Peace</td> </tr> </table>		Atman	Samsara	Transmigration	Brahman	Creation	Stewardship	Harmony	Mediation	Contemplation	Monotheism	Polytheism	Ahimsa	Karma	Sacred	Sanctity	Pantheism	Sadhus	Peace		
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<p>This is RE. Book 1 by Cath Large Exploring Questions in RE by Graham Davies et al</p> <p>Beliefs, Values & Traditions: Hinduism by Ann Lovelace & Joy White</p>																					

KEY STAGE THREE

WHAT DO HINDUS BELIEVE?

Explore what is central to Hinduism and how Hindus express this through worship, actions and art.

LEARNING OBJECTIVES Core knowledge	EXPLORE Text, beliefs and context	RELATE How do the actions of the believer relate to the beliefs?	APPLY How can I apply the belief to what I see of my life and the world around me?
<ul style="list-style-type: none"> Hinduism is made up of a variety of different traditions with their origins around the Indus valley At the centre of Hinduism is the core belief in Brahman There are three core aspects of Brahman (trimurti) that are there to help a follower to focus on different aspects of the one supreme God. All other gods are simply different aspects of the Trimurti To understand relationships between the gods and humans The role both the home shrines and mandirs play within Hinduism The role that worship and the arts play in expressing belief within Hinduism 	<p>History. Look at a map and images of the Indus valley in order to gain an understanding of the roots of Hinduism. Explore the culture and the art of this area to see how Hinduism and culture are strongly linked.</p> <p>http://www.bbc.co.uk/religion/religions/hinduism/history/history_1.shtml</p> <p>It is essential to understand that Hinduism is a contrived name given to the many different traditions that were found in the Indus valley. It is therefore impossible to look at the origins of Hinduism or identify one creed that all 'Hindus' would absolutely agree with.</p> <p>God. Although there are hundreds of gods worshipped within Hinduism many argue that all are simply aspects of the one supreme God – Brahman. God is so complex and beyond our comprehension that each god gives one glimpse of the nature of the Supreme Being and all these aspects are needed in order to form a fuller understanding. Explore what is understood by the Trimurti –</p>	<p>Art has always played an important role in both Indian culture and Hindu faith. During worship a Hindu aims to engage each of their senses in order to concentrate fully on what they are doing and be free from distractions. What part do pupils think art can play in this? What are the potential downfalls of using art as an aid to worship? (Idol worship)</p> <p>Is it reasonable to have different moral expectations on different individuals? What impact could the teaching of dharma and atman and Karma and Samsara have on Hindus both individually and as a community? How could such teaching impact on their view of the world as a whole and their place in it? (Including choices of diet etc.)</p>	<p>Consider ways in which our own history and culture impacts our beliefs and worldviews. Is it true to say that we are all biased in some way?</p> <p>Consider what things inspire us to think about God. Is there a piece of music or art, smell or special place that helps us to feel close to God?</p> <p>Are our roles and responsibilities within society important? Who decides what this responsibility is?</p> <p>Do pupils have a sense that all living things are linked together? If we took this view how might our actions be different? Link with teaching around atman.</p> <p>Consider how our actions can be seen as having consequences beyond our own lifetime.</p>
<p style="text-align: center;">ENGAGE</p> <p style="text-align: center;">Opening activities</p>			
<p>Opening activities could include:</p> <ul style="list-style-type: none"> Look at Hindu art - discuss in groups what it teaches about Hinduism . 		<p>Explore the way Hindus view the importance of Ganesha</p> <p>http://www.bbc.co.uk/education/clips/z6jyr82</p> <p>Consider why so many Hindus have a shrine to Ganesha in their home.</p>	<p style="text-align: center;">SUCCESS CRITERIA</p> <ul style="list-style-type: none"> Pupils should be able to explain

<ul style="list-style-type: none"> • Have true and false facts about Hinduism - in groups discuss which is which. • Look at images of the inside and outside of a mandir. In groups discuss what the main features are possible links to Hindu beliefs • Complete a class brainstorm to assess students' current knowledge of Hinduism. • Play game of 'Call my Bluff' with number of possible meanings for key Hindu vocabulary. In groups find true meaning 	<p>Brahma, the creator Vishnu, the preserver Shiva, the destroyer</p> <p>Look at how Hindu art has been used to express these beliefs?</p> <p>Dharma. Dharma can be described as right conduct, moral law, or duty. It is important to understand that dharma is not the same for everyone. Each individual will have their own dharma depending on age, gender, responsibility and ability.</p>	<p>Hindu worship has often been compared to a flower. The flowers are like the outward, visible actions of the believers but the roots are the hidden beliefs or motivations behind those actions. What do you consider the 'roots' behind the actions and rituals that take place in the mandir?</p> <p>Mandir, shrines and murtis Where possible visit a mandir or watch a film of worshippers in a mandir. As the belief in a supreme God Brahman, the universal soul found in everything, is central to Hinduism, Hindus can worship anywhere. Many Hindus will worship at the home shrine everyday but most Hindus will also attend a mandir. Worshipping together at the mandir helps to build a sense of community amongst believers. The focal point of the mandir is the shrine. Discuss why this is the case. In the shrine are the murtis. The murtis are treated as the most important members of the family and are washed and adorned afresh every day. Why would Hindus do this? What are their actions representing? Explore how an honoured guest would be treated within Indian culture – does this help explain their actions more?</p>	<p>that Hinduism is made up of a variety of different religious beliefs and practices, originating near the river Indus in India.</p> <ul style="list-style-type: none"> • Pupils should be able to explain that central to Hinduism is the belief in a supreme God - Brahman, the universal soul, which is found in everything but that Brahman appears in many different forms • Pupils should be able to explain ways in which these beliefs impact on a Hindu's own life • Pupils should be able to engage in a discussion around Hinduism and suggest ways that such views may apply to a wider world.
<p>KEY VOCABULARY</p>			
<p>Brahman Trimurti Brahma, the creator Vishnu, the preserver Shiva, the destroyer Om Arti Avatar Mandirs Shrine Puja Murti Prasad Darsha Dharma Karma and Samsara</p>	<p>Atman roughly translated means "soul." It refers to the eternal essence of each individual living thing – that is housed in a body until the body dies. Atman is immortal and eternal. Each Individual soul comes from and is made of the same reality, the same source; thus linking every living thing together. Explore more of what it might mean for Hindus to believe in dharma and atman.</p> <p>Karma and Samsara. Karma refers to the law that every action has an equal reaction either immediately or at some point in the future. Actions that are one with an individual's dharma will have positive outcomes. Samsara is the cycle of reincarnation, which is governed by the law of karma. Explore more about these beliefs and consider how they have impacted Hindu culture including the caste system and some views of the</p>	<p>Home shrines – explore the elements</p>	<p style="text-align: center;">RESOURCES</p> <p>Images/statues of Hindu art and gods</p> <p>This is RE. Book 1 by Cath Large</p> <p>Hinduism in words and pictures by Sarah Thorley</p> <p>Discovery Religions: Hinduism by Sue Penny</p> <p>Beliefs, Values & Traditions; Hinduism by Ann Lovelace & Joy White</p> <p>Moral Issues in Six Religions edited by Owen Cole</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/rs/god/hinduismrev1.shtml</p>

	<p>role of women.</p> <p>Ganesha is the elephant headed god to whom the majority of Hindus pray as protector. Explore the traditional story of Ganesha and how he got the head of an elephant. Look at the symbolism of the elephant – how can he be seen as the one who can deal with all our problems? What are the symbols associated with Ganesha? Why are they so important to Hindus? Explore the way Hindus view the importance of Ganesha http://www.bbc.co.uk/education/clips/z6jyr82 Consider why so many Hindus have a shrine to Ganesha in their home.</p>	<p>that are present in a home shrine and how and why the shrines are used http://resources.hwb.wales.gov.uk/VTC/ngfl/re/m_parry_carmarthenshire/arteffectau/cysegrfa.htm What is the significance of each object and how do they help with puja (worship)? Within this also look at what prayer is for a Hindu.</p>	<p>http://www.bbc.co.uk/education/clips/zh2b9j6 https://www.truetube.co.uk/keywords/hinduism-0 http://www.bbc.co.uk/religion/religions/hinduism/history/history_1.shtml http://resources.hwb.wales.gov.uk/VTC/ngfl/re/m_parry_carmarthenshire/arteffectau/cysegrfa.htm</p>
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Exemplar units for exploring Sikhism

- i) Sikhism guidelines for teachers.**
- ii) What do Sikhs believe? – Key Stage One**
- iii) What can we learn from a Gurdwara? – Lower Key Stage Two**
- iv) What are the five Ks of the Sikh Khalsa? – Upper Key Stage Two**
- v) How should Sikhs treat one another? – Key Stage Three**

What are the 'big ideas' in Sikhism?

The word '**Sikh**' means 'disciple', Sikhs follow the writings and teachings of the **Ten Sikh Gurus** (teachers) and **Guru Granth Sahib**, the holy Sikh text.



The first guru, **Guru Nanak Dev** summarised Sikh belief as:

- God is to be remembered at all times.
- People should work hard and honestly
- People should share what they have with the needy.

The key beliefs about God are recorded in the **Mool Mantar**. This opens with '**Ik Ongar**' (**God is one**).

Sikh beliefs are depicted visually in the **Khanda**.

In Sikhism all are **equal** regardless of race, status or gender.

There is no distinction before God.

The last human guru, **Guru Gobind Singh** left the **Guru Granth Sahib** as the spiritual teacher and guide for all. Through it God can be found. He also established the **Khalsa**, the community of committed Sikhs, to fight for the rights of Sikhs in the world, and protect the poor and needy. He gave the khalsa five symbols to represent aspects of faith. These are **Kesh** (uncut hair); **Kangha** (comb); **Kirpan** (sword); **Kara** (bracelet); **Kachera** (short trousers).

Sikhs meet to worship in a **gurdwara** (gateway to the Guru) in which **Guru Granth Sahib** is always central. The gurdwara also contains a **langar** kitchen which welcomes and serves food to all daily.

What do I need to know about Sikhism?

The Sikh religion is the youngest of the major world faiths, originated in the Punjab region of India in the 15th century. It is the fifth largest religion in the world with over 30 million followers worldwide. The majority live in the Punjab, but Sikhs now live in every continent. There are about half million Sikhs in the United Kingdom.

Sikhism is a distinct religion with its own unique scriptures and beliefs. The word Sikh means disciple or student in the Punjabi language. Sikhs are disciples of God who follow the writings and teachings of the ten Sikh Gurus who lived between 1469 and 1708. The first was Guru Nanak Dev. Each following guru added to and reinforced Sikh teachings and is believed to have been sent by God to deliver His message. The last guru, Guru Gobind Singh, did not appoint a human successor. Instead, he transferred spiritual authority to the Guru Granth Sahib, the written record of the teaching of the ten gurus and many other spiritual writers. This was to be treated as a living guru and a tangible representation of the divine presence. Worldly leadership of the Sikh community was transferred to the Khalsa, committed Sikh believers initiated through a special ceremony. Their commitment is shown by the wearing of five symbols of faith.

What do Sikhs believe?

Guru Nanak Dev, the first Sikh Guru, reacted against the Hindu faith of his upbringing, in particular the caste system, as well as that of the Muslims in his local community. He taught three fundamental principles of faith:

Remember God at all times. Sikhs believe in one God. He is the same for all people of all religions. He is the creator of the universe (science enhances, not contradicts, this belief). Part of His divine spirit exists in all the living things He has created. Sikhism emphasizes daily devotion to God – people should remember God at all times and meditate on His greatness (simran). Although God is far too great for people to understand, remembering Him with love will help bring believers closer to Him with the ultimate aim of being conscious of the working of God in all aspects of his life, and so uniting with God Himself. God has many names, but the most frequently spoken is Waheguru – Wonderful Lord. Daily recitation of this keeps Sikhs focused in life, and moves them closer to God and so salvation. Guru Nanak taught followers the Mool Mantar which summarises the concepts of Sikh belief in God, and opens the Guru Granth Sahib. It translates:

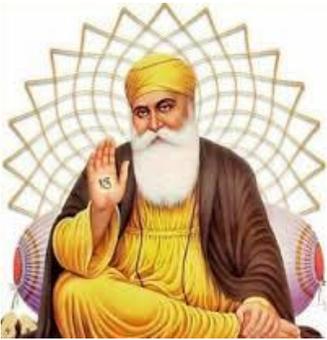
‘There is one God. His Name is Truth.
 He is the Creator. He is present throughout His Creation.
 He fears none. He hates none. His existence is immortal.
 He is not born, nor does He die. He is self-illuminated.
 He is realized through the grace of the Guru’.

Ik ongar – God is one – the opening of Mool Mantar



Work hard and honestly Sikhs should live honestly and earn by physical and mental effort while accepting God's gifts and blessings. A Sikh should never engage in any dishonest means of making money. A Sikh should develop positive human qualities which lead the soul closer to God. A Sikh needs to overcome the five vices of lust, anger, greed, emotional attachment and ego. Sikhs do not advocate fasting, superstitions, ritualism, the caste system, alcohol, smoking or drugs. A Sikh should eat simple food. Most are vegetarian.

Share what you have with the needy. Sikhism teaches service to others, and helping the poor and oppressed. Sikhs are expected to seize every opportunity of helping their fellow-beings and serving them in any way they can, without expecting rewards. Sikhs have a proud heritage of speaking out against injustice and standing up for the defenceless, and greatly value the contribution of those martyrs who died for religious freedom.



The Gurus also taught that people of different races, religions, or gender are all equal in the eyes of God. Sikhism teaches the full equality of men and women. All human beings are equal and are the children of one family with God as their Father. Everyone has the right and obligation to try to improve himself, both spiritually and socially, without the rigid restrictions of caste. Sikhism emphasizes an ethical life and rejects all forms of rituals such as idol worship, pilgrimages, fasting, and superstitions. Sikhism teaches religious freedom. All people have the right to follow their own path to God without condemnation or coercion.

The ten living gurus are held in very high esteem as bringing the message of God to people. The births and deaths of many are celebrated as festivals. On Guru Nanak's Birthday Guru Granth Sahib is carried through the streets by five men. The festival of Diwali is also celebrated linked to the story of the life of Guru Hargobind.

What is the Guru Granth Sahib?

The Guru Granth was first compiled by the fifth Sikh guru, Arjan, who collected the compositions of Guru Nanak and others. He included any writings that enhanced Sikh teaching, including those of Hindu and Muslims. The final edition by Guru Gobind Singh contains work from 36 authors and uses a number of Punjabi dialects, all written in Gurmukhi script. Sikhs believe people can pray in any language, but the Guru Granth, though translated, is usually read in the original language. Its contents are called the Gurbani which literally means 'from the Guru's mouth'. Sikhs believe that the gurbani is literally the word of God. Guru Arjan chose a martyr's death rather than saving his life by making alterations to the hymns. It contains no narrative prose or commandments. The Guru Granth Sahib has 1430 pages and 5864 shabads (hymns) arranged into 31 ragas (musical groupings). Whatever the size of the book the layout is always be identical.

Guru Gobind Singh told followers he was the last human Guru and that Guru Granth Sahib was now the permanent living Guru for Sikhs. It was to be given honour and respect. In it all answers regarding religion and morality can be discovered. In all gurdwaras and many Sikh homes, the Guru Granth is read every day. No Sikh ceremony is complete unless performed in its presence. On a daily basis, Sikhs receive a hukam in a gurdwara or at home. The hukam is the first hymn on the left hand page when the scriptures are opened at random. These verses are a word from God which will be helpful for that day.



On special occasions, the Granth Sahib is recited non-stop from cover to cover by a string of readers. This is known as an Akhand Path. It is regarded as the highest and noblest ceremony in the Sikh religion, and can be performed on any important occasion. It requires nearly 48 hours to complete the continuous reading.

What is the Khalsa and what are the 5 Ks?

The khalsa was established by Guru Gobind Singh in 1699 when he asked for volunteers to die for the Sikh cause. Five offered to do so, but were instead honoured as the Panj Pyare, the Five Beloved Ones. These were the first members of the new community called the Khalsa. Others were challenged to join them in dedicating themselves to faith in God, the service of others, the pursuit of justice and the values of courage, sacrifice, and equality.. The Guru gave all Khalsa men the name of Singh (lion) as a reminder to be courageous. Women took the name Kaur (princess) to emphasize dignity. It was the Khalsa's role to become the earthly body upholding the Sikh faith in the place of a human guru leader.

Guru Gobind Singh gave the Khalsa a unique identity with five distinctive symbols of purity and courage, known as the Five K's. These are:



Kesh - All body hair is left uncut as a symbol of faith. The dastaar is worn to cover long hair. The most common dastaar is the turban, although other forms include the patka often worn by younger boys. Sikh women may either wear a turban or a chunni, but are not obliged to do so. The dastaar must never be covered. Sikhs have fought for the right to wear dastaar. The turban was a symbol of royalty and dignity. By making it a religious requirement it gave the khalsa high esteem.

Kangha - A small comb affirms its bearer's commitment to society. It is tucked neatly in the uncut hair. As a comb helps remove the tangles and cleans the hair, so the Kanga is a spiritual reminder to shed unclean thoughts.

Kara - A steel bracelet, symbolizing strength and integrity. The kara is worn around the wrist and its circular shape reminds Sikhs that God is infinite, without beginning or end (chakkar). Steel is strong and resilient as the human soul should be.

Kirpan – a scimitar sword symbolises the protection of the weak by Sikhs. It is hung near a Sikh's waist with a shoulder strap. Kirpan is a symbol of respect, justice and authority; it is a reminder that Sikhs are warriors. The Kirpan is never used for offensive purposes, and is purely symbolic as recognised in UK law.

Kaccha - loose, white, cotton undergarment symbolizing self-control and chastity.

Vaisakhi is the festival celebrating the founding of the Khalsa. The ceremony of initiation into the Khalsa is called the Amrit ceremony or Sikh baptism. Sikhs undertake this when they are ready and understand the commitment involved. The ceremony is conducted by five baptized Sikhs, Panj Pyare, who wear the five Sikh symbols. They prepare the Amrit (sweetened holy water) in a round iron-vessel reciting five scriptural hymns as they stir the water with a double-edged sword, called a Khanda. The Amrit is then drunk by the initiation candidates and sprinkled on their eyes and hair. The ceremony concludes with eating the karah parshad. This is a ceremonial pudding made from butter, sugar, and flour.

The universal symbol of Sikhism is the khanda emblem depicting the double-edged sword (also called khanda). This represents belief in God within an endless circle (the Chakkar). This is flanked by two kirpans, representing secular and spiritual power. This symbol is central on the Nishan Sahib, the saffron coloured triangular flag seen outside all gurdwaras.

What happens in a gurdwara?

Gurdwara means 'gateway to the guru' and any building that houses the Guru Granth Sahib is officially a Gurdwara. Sikhs believe God is everywhere, so can be worshipped anywhere, but communal worship and teaching builds individuals and brings them closer to God. The gurdwara also serves as community centre, school and focus for ceremonies and festivals. There is no particular holy weekday, although many British Sikhs visit the gurdwara at weekends. There are no idols, statues, or religious pictures, because Sikhs worship only God who has no physical form. There are also no candles, incense, bells, or any other ritualistic devices. Although Sikhs show reverence to the Guru Granth Sahib, they are honouring its spiritual content, not the book.

Most gurdwaras have four doors, one facing each direction, to show all are welcome, irrespective of faith. Shoes must be removed on entry and feet washed if dirty. Visitors should cover their heads. No visitor should enter a Gurdwara drunk or carrying alcohol or tobacco. The main hall is the Darbar Sahib. In its centre is a takht - a raised platform with a canopy, chanani. On this lies the Guru Granth Sahib, covered by a cloth when not being read. When being read a chauri will be waved over the scriptures as a sign of respect. The chauri is a ceremonial whisk made from the tail hair of a white horse or yak set in a wooden or silver handle. There will be a smaller room for Guru Granth Sahib to spend the night. Each morning it will be processed to the takht. A light always shines symbolising that the Guru's light never goes out.



Sikhs usually bow to the Guru Granth Sahib as they enter the Gurdwara and place an offering of food, flowers or money that will be used to run the Gurdwara and Langar. People sit cross legged on the floor facing Guru Granth Sahib. There are no cushions or seats – all are equal before God. Feet should not be pointed towards the Guru Granth Sahib. Anyone walking round Guru Granth Sahib must do so in a clockwise direction. Men and women usually sit on opposite sides of the takht.

Sikh services include the singing of hymns (kirtan); reading and explaining Guru Granth Sahib (Katha); talks about Sikh history; prayer (ardas); and a hukam. Sikh worship can be led by any khalsa Sikh, male or female. Granthis are people who have studied the Sikh scriptures extensively and so are able to teach. The word Waheguru is often repeated. It must be said sincerely to bring the speaker close to God. Karah parshad is served at the conclusion of the service.

All Gurdwaras have a langar, a community kitchen. Here food is cooked and served by the members of the community to all, irrespective of caste, religion, race or gender. Everyone sits on the floor to eat. All are welcome, although repeat attenders are asked to help too. Only vegetarian food is served, so any visitor, regardless of dietary restrictions, can share the meal which often includes chapati, pulses, vegetables and rice pudding.



Along with these main functions Gurdwaras also serve the Sikh community in many other ways including, libraries of Sikh literature and schools to teach children Gurmukhi and the Sikh scriptures.

Sri Harimandir Sahib (the Golden Temple in Amritsar) is the most important gurdwara of Sikhs, as this is where they fought for the right to worship their way and an original copy of Guru Granth Sahib is kept.

What do Sikhs believe about life and death?

When a Sikh baby is born a special prayer is read and a drop of Amrit is placed on the baby's tongue. The baby is later taken to a Gurdwara for a naming ceremony (Nam Karan). Following ardas a hukam is sought. The first letter of the first word of the hymn opened is selected as the first letter of the child's name.

Sikhism emphasizes that marriage and family life are the best way, modelled by many of the ten gurus. Children grow and learn in the security of the home. Children and adults need the company of good people for example, support and guidance. They also learn from the example of saints and martyrs. Children are encouraged to consider joining the Khalsa and the Dastar Bandi ceremony is a step to adulthood as the individual begins to wear the adult turban. Although men and women are equal in Sikhism some requirements like that of wearing the turban are not compulsory for women. However, many choose to do so.

Sikh marriage, Anand Karaj (blissful union), takes place in a gurdwara. The couple revolve around Guru Granth Sahib four times as the marriage hymns are recited. The ceremony may be performed by any Khalsa Sikh, male or female. Widows or widowers may remarry – the Gurus reacted against the Hindu practice of sati.

Sikhs believe in reincarnation – the cycle of rebirth (samsara). They also believe in karma, that a person’s actions decide whether their soul can be set loose from Samsara. The soul is a minute part of God that has existed from the time of Creation, and will until it is re-absorbed into Him when fully right with God. This is Mukti. Each soul is subject to death and rebirth as it journeys through 8,400,000 lower life forms and finally receives the gift of human form. Now it can communicate and reason and so appreciate the work of its Creator. It can now make conscious efforts to seek reunion with God. Humans suffer because they choose to forget God and be selfish. Mukti is accomplished by meditation on God and performing acts of service. When Sikhs join the khalsa and truly live out the Sikh faith they may become totally God-centred and so gain Mukti. However, Sikhs believe people have the right to choose to reach God through another faith. At dead bodies are taken to the Gurdwara for thanksgiving and then cremated.

Useful resources and websites for teachers and classrooms:

- <http://www.bbc.co.uk/schools/religion/sikhism/>
- <http://www.bbc.co.uk/education/topics/zsjpyrd/resources/1>
- <http://www.littlesikhs.com/>
- <https://www.sikhnet.com/stories>
- <http://www.khalsakids.org/teachers.php>
- http://www.primaryresources.co.uk/re/re_Sikhism.htm
- <http://www.sikhismguide.org/facts.aspx>
- <http://www.kiddiesangat.com/categ>
- <http://www.primaryhomeworkhelp.co.uk/religion/sikhism.html>
- www.sikhnet.com/s/sikhstories
- www.bbc.co.uk/religion/religions/sikhism/history/index.shtml,
- <http://atschool.eduweb.co.uk/carolrb/sikhism/sikhism1.html>
- www.ngfl.ac.uk/re/welcometothegurdwara.htm and <http://re-xs.ucsm.ac.uk/re/places/> link to virtual visits
- www.ngfl-cymru.org.uk/vtc/ngfl/re/m_parry_carmarthenshire/addoldai/guardwaraone.html
- www.primaryresources.co.uk/re (go to Sikhism section for lots of PowerPoints and PDF files)
- Folens photo pack on Sikhism; pictures of Gurus
- Replicas of the Five Ks
- BBC ‘Pathways of Belief

KEY STAGE ONE

WHAT DO SIKHS BELIEVE?

An exploration of the big ideas and concepts that lie at the heart of the Sikh faith.

LEARNING OBJECTIVES Core knowledge	EXPLORE Text, beliefs and context	RELATE How do the actions of the believer relate to the beliefs?	APPLY How can I apply the belief to what I see of my life and the world around me?
<ul style="list-style-type: none"> • That Guru Nanak was the founder of Sikhism • That 'Guru' means 'teacher' • There are ten human Sikh gurus • That the Sikh holy book is called 'Guru Granth Sahib'. Sikhs believe its contents are holy. • That the three main duties of a Sikh are to 'Pray, Work and Give' • That equality is very important in Sikh society • That Sikhs have special symbols that reflect Sikh identity. One of these is the turban worn by men. 	<p>Who do we learn from? Who teaches us how to lead our life? Who teaches us about God? Discuss the most important things needed to learn to lead a good life? Find out about Guru Nanak's call to be a guru (teacher about God). Guru Nanak did not agree with lots of things others believed so he travelled and learned and then taught people what he had found out. The main things were:</p> <ul style="list-style-type: none"> • Always remember and pray to God • Work hard and honestly • Share what you have with the needy • Everyone is equal. <p>How do these compare with class ideas?</p>	<p>Can pupils think of a girl and boys' name beginning with each letter of the alphabet? Do any pupils know how or why their parents chose their names? Do any come from the Bible or another holy book? When a Sikh baby is born, at the Nam Karan ceremony, the parents take the baby to the gurdwara and say special prayers asking God to bless the child. Then a drop of Amrit (holy sweet water) is placed on the baby's tongue and the Guru Granth Sahib is opened at random. People sing the first hymn on the page. The baby's name must begin with the first letter of that hymn. All boys are also given the name Singh (lion) and girls Kaur (princess). Why? Re-enact the Sikh naming ceremony.</p>	<p>Who is the most important person in the class? In the school? In their family? Why? Sikhs believe everyone is equal, wherever they come from, whatever their job, girls and boys. How can we make sure that we treat everyone in class equally.? Do we sometimes need to treat people as if they are special? Is this fair? Write some class rules that show we respect everyone and treat them equally.</p>
<p style="text-align: center;">ENGAGE</p> <p style="text-align: center;">Opening activities</p> <p>How do people know that you belong to this school? Explore uniform, shared routines, rules and values. How does someone join the school? Look at pictures of Sikh dastar - sikh boys wearing patka and both men and ladies wearing turbans. Explain that devoted sikh men always wear a turban to show their sikh identity, as do many women. Do the class know anything about the</p>	<p>After Guru Nanak Dev there were nine more human gurus. The last, Guru Gobind Singh, said that now all teaching about God was contained in writings called the Guru Granth Sahib. This book showed people how to have a relationship with God. It is about truth and helps people become 'people of truth'. It must be treated like a special person, a guru. It contains 5867 hymns</p>	<p>The gurus knew it would be hard for people to stand up for what they believed. They gave their followers some signs to show that they believed the Gurus' teaching. One was never</p>	<p>The birthdays of the gurus are special festivals for Sikhs, especially the birthday of Guru Nanak and Guru Gobind Singh. These festivals are called Gurpurbs and are very happy times. Gurdwaras are decorated with flowers, flags and lights, and Sikhs dress up in new or smart clothes and join together for special services. Before the festival the Guru Granth Sahib is read out loud from beginning to end by a team of readers. This takes 48 hours and is called an Akhand path. On Guru Nanak's birthday the Guru Granth Sahib is then paraded through the streets in a procession led by</p>

<p>Sikh faith? Share. What more would they like to discover?</p>	<p>and poems on 1430 pages. The Guru Granth Sahib is often sung when read (kirtan). Listen to some Sikh music, or invite local Sikhs to share Kirtan worship with the class.</p>	<p>cutting their hair, and always covering their hair with a dastar – a turban.</p>	<p>five Sikhs. Can the class read a whole story out loud without stopping, one person at a time? Try. What was hard? Did they enjoy it? What other things do they like doing to help them celebrate special birthdays? What would be good ‘birthday stories’ to read and help people to lead the best life they can in the next year?</p>														
KEY VOCABULARY																	
<table border="0"> <tr><td>Sikh</td><td>Guru</td></tr> <tr><td>Guru Nanak Dev</td><td>Gurdwara</td></tr> <tr><td>Guru Granth Sahib</td><td>Amrit</td></tr> <tr><td>Khanda</td><td>Nishan Sahib</td></tr> <tr><td>Ik Onkar</td><td>Gurpurb</td></tr> <tr><td>Mool Mantar</td><td>Waheguru</td></tr> <tr><td colspan="2">Dastar – turban, patka & chunni</td></tr> </table>	Sikh	Guru	Guru Nanak Dev	Gurdwara	Guru Granth Sahib	Amrit	Khanda	Nishan Sahib	Ik Onkar	Gurpurb	Mool Mantar	Waheguru	Dastar – turban, patka & chunni		<p>Look at pictures of the Guru Granth Sahib. Explain difficulties in bringing into school. It should have a room of its own, where it is put on a special central platform under a beautiful cloth. Each night it has to be ‘put to bed’ in another room. This care reminds Sikhs that Guru Granth Sahib is very special and like a human guru. Most copies of the book are kept in special places of worship called gurdwaras.</p>	<p>Look at a patka that Sikh boys of their age wear. Women wear turbans or chunni. The Dastar Bandi celebrates children wearing their first adult turban. What do they need to learn before they can do this? Watch a film clip and maybe ask a sikh visitor. Why do most boys wait till they are teenagers? Grown up Sikhs can wear patka for sport, but the dastar must never be covered. What things could they not do because they would need a helmet? Wearing dastar is a big decision. Share times when they have had to make difficult choices because they knew something was right.</p>	
Sikh	Guru																
Guru Nanak Dev	Gurdwara																
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POINTS TO NOTE																	
<p>The study of the scriptures is central to Sikh worship. The Guru Granth Sahib is treated with great respect as both the presence of God and an inspired teacher. It is written in Gurmukhi script in several Punjabi languages.</p>	<p>Guru Nanak wrote his beliefs in a prayer called the Mool Mantar which is the opening of the Guru Granth Sahib. Read the prayer and look at the Ik Onkar, the opening symbol meaning ‘God is one’. Try copying it.</p>	<p>Look at a Khanda symbol. The central double-edged sword represents belief in one God. The circle around it shows God has no beginning or end. The two crossed kirpan swords of worldly and spiritual power remind Sikhs to stand up for their beliefs. Look at the Nishan Sahib, the saffron coloured triangular flag with the Khanda on that flies outside every Gurdwara. Discuss what is really important for the class. Design symbols to show and put on class flag.</p>															
<p>The title Ji is often added after names of Sikh gurus and martyrs to show honour. Sahib is also a term of respect.</p>																	
 <p>Ik onkar – God is one</p>																	
 <p>The Khanda symbol.</p>	<p>Sikhs believe God is too great to have just one name – He has lots! One is Waheguru meaning wonderful lord, but is also a common Sikh greeting, and Sikhs say this often as it reminds people that the wonderful God is always with them.</p>																
SUCCESS CRITERIA																	
<p>Pupils should be able to share the basic beliefs of Sikhism and explain the place of the gurus, particularly Guru Granth Sahib in the lives of a Sikh child?</p> <p>They may be able to share and explain the importance of identifying and belonging to the faith.</p>																	

LOWER KEY STAGE TWO

WHAT CAN WE LEARN FROM A GURDWARA?

An exploration of the key features of a gurdwara and investigate what they reveal about Sikh beliefs.

A gurdwara visit is strongly recommended, but outcomes can be achieved by a 'virtual' visit or through photos.

LEARNING OBJECTIVES Core knowledge	EXPLORE Text, beliefs and context	RELATE How do the actions of the believer relate to the beliefs?	APPLY How can I apply the belief to what I see of my life and the world around me?
<ul style="list-style-type: none"> Sikhs believe God is one and their relationship with him can be deepened by reading the Guru Granth Sahib. The Guru Granth Sahib is always central in a gurdwara and its worship services. There are no priests – any committed Sikh can lead. Part of worship in a gurdwara is sharing food. Anyone is always welcome to join in. The key features, artefacts & symbols found in a gurdwara all have explicit meaning. 	<p>Look at pictures of different gurdwaras. Sikhs believe God is everywhere, so they can worship anywhere, but the gurdwara is special. The word Gurdwara means 'doorway to the Guru'. Who is the Guru? The Guru Granth Sahib – the Sikh holy book. It is the presence of this book that is most important. Sikhs have no special weekly holy day and can visit the gurdwara any time. They go there to worship God together and learn more about him from reading from the Guru Granth Sahib. They also go to share festivals and ceremonies, learn more about Sikhism, teach children, and share food and friendship with other Sikhs.</p>	<p>All Gurdwara visitors remove shoes and cover their heads. When they enter the they first bow to the Guru Granth Sahib, touching the floor with their forehead. This is not because the book has special powers, but to show they respect God's messages in it. Everyone sits cross-legged on the floor to show they are equal in front of Guru Granth Sahib. Feet should not point at Guru Granth Sahib and anyone who walks round must walk in a clockwise direction. Men and women usually sit separately.</p>	<p>Gurdwaras are open to all. Everyone is welcome. The food served in the Langar must be simple. Only vegetarian food is served, and no eggs and fish, so any visitor can eat. The meal often includes chapati, pulses, vegetables and rice pudding. Why is it important that everyone can share? Who might be excluded? What about allergies? Plan a simple menu that could be shared by all your friends? How would you prepare and make sure everyone feels welcome, valued and enjoys it?</p>
<p style="text-align: center;">ENGAGE</p> <p>Opening activities</p>	<p>Gurdwaras have four doors as a reminder that everyone is welcome, from any direction. Inside is a place for people to leave their shoes before entering the main hall - the Darbar Sahib. In the centre of this is a takht - a raised platform with a canopy – chanani. Here is the Guru Granth Sahib, covered by a beautiful cloth when it</p>	<p>Any Sikh can lead gurdwara prayers and recite the scriptures, but a Granthi organises the daily services and reads from the Guru Granth Sahib because they are fluent in reading Gurmukhi and trained to look after Guru Granth Sahib. Worship consists of singing hymns from Guru Granth Sahib, accompanied by instruments. This hymn-singing is called Kirtan and is very important. Listen to recordings of kirtan music. There may</p>	<p>Many Sikhs celebrate festivals in the Gurdwara. One is Diwali when they remember how the sixth guru, Guru Hargobind, and 52 other princes were imprisoned by Emperor Jahangir in 1619. The Emperor was asked to release Guru Hargobind which he agreed to do. The Guru asked for the princes to be released too, but the Emperor said only those who could</p>
<p>Choose an important event, eg meeting the Queen, singing on a big stage or appearing on tv. How would they prepare and behave? What would happen? Would it be serious or fun? Role play. The gurdwara is a very special place for Sikhs and they have ways of</p>			

<p>preparing and behaving there. Revise prior Sikhism knowledge. Visiting the gurdwara is serious and fun. First everyone takes off their shoes and covers their heads. The visit ends with sharing food. What would the class like to find out about a gurdwara? What would they see if they could visit one?</p>	<p>is not being read. There is also always a light as the Guru's light never goes out, and a fly whisk – a chauri - to wave over the Guru Granth Sahib. Otherwise it will be plain. There are no chairs or cushions. There will be a room where the Guru Granth Sahib is kept during the night. It is carried in procession to the main hall at the start of the day's worship. Sikhs never turn their back on Guru Granth Sahib. Why? Try leaving the classroom without taking their eyes off a picture at the front.</p>	<p>be readings from Guru Granth Sahib with explanations or a talk about Sikh history. There will be ardas (prayers) when everyone stands, closes their eyes and faces the Granth. The word Waheguru is often repeated. The Guru Granth Sahib is opened randomly and the hymn at the top of the left-hand page is read. This is considered important and helpful for the day. People share God's gifts by placing food, or money in front of Guru Granth Sahib to help run the Gurdwara and Langar. Invite a Sikh to explain why a visit to the gurdwara is important to them.</p>	<p>hold his cloak could leave. The Guru had a cloak made with 52 pieces of string tied to it, so every prince could hold on and leave prison. When they returned Sikhs celebrated by lighting the Sri Harimandir Sahib, and so light is used to remember this victory of good over evil. It is also a time for parties and presents. Hindus also celebrate Diwali, but remember a different story.</p>
<p>KEY VOCABULARY</p>	<p>Separately there is a lander kitchen for preparing a meal and somewhere to share it. Draw and label a plan of a gurdwara, annotating each feature with its purpose (pupils add as their learning increases).</p>	<p>Towards the end of a service parshad, a sweet vegetarian food that has been blessed, will be served as a gift from God. After worship everyone shares a bigger meal. Every Gurdwara has a Langar where food is prepared and served to anyone without charge. Sikh men serve the food. The meal is also called Langar. Make and share karah parshad (recipes on line) and think why sharing food is so important to Sikhs.</p>	<p>Sikhs often say 'Waheguru' as a greeting or to bring them to close to God. However, it must be said sincerely, not without thinking. Are there things we say without thinking, even in worship? How can we make sure we really mean what we say?</p>
<p>POINTS TO NOTE</p>	<p>Look at pictures of Sri Harimandir (the Golden Temple in Amritsar). This is the most important gurdwara of Sikhs, where they fought for the right to worship their way and where an original copy of Guru Granth Sahib is kept. Find it on a map. Once Sikhs only lived in the Punjab, but now they live all over the world. Where is your nearest Gurdwara? Visit if possible. Discuss how the community works and link the features to the beliefs of the Sikh community. Can they find the khanda? Design posters advertising a visit to a gurdwara and why it is important for Sikhs.</p>	<p>The Sikh wedding is called Anand Karaj. Special passages are read as bride and groom walk round Guru Granth Sahib four times. In groups research Sikh marriage, and act or share findings.</p>	<p>SUCCESS CRITERIA</p>
<p>There are no idols, statues, or religious pictures in a Gurdwara, because Sikhs worship only God, and they regard God as having no physical form. Nor are there candles, incense, or bells, or any other ritualistic devices. Although Sikhs show reverence to the Guru Granth Sahib, their reverence is to its spiritual content, not the book.</p>			<p>Explain the links between the features found at the gurdwara and the beliefs that underlie them</p> <p>Identify what happens during the Sikh ceremonies explored and the beliefs or ideas that underlie them</p>

UPPER KEY STAGE TWO

WHAT ARE THE FIVE Ks OF THE SIKH KHALSA?

Explore the key beliefs and practices of Sikhism through an investigation of the five ‘Ks’ of the Khalsa and how these affect the way that Sikhs live their lives.

LEARNING OBJECTIVES Core knowledge	EXPLORE Text, beliefs and context	RELATE How do the actions of the believer relate to the beliefs?	APPLY How can I apply the belief to what I see of my life and the world around me?
<ul style="list-style-type: none"> • That joining the khalsa takes real commitment and dedication to the Sikh faith. • That the Five Ks (Kesh (uncut hair); Kangha (comb); Kirpan (sword); Kara (bracelet); Kachera (short trousers)) are symbols of the Sikh Khalsa community, and the significance of each. • That Sikhs believe in the cycle of birth and reincarnation. 	<p>Explore at what age people can do various activities. Discuss answers. When can they know what they believe? Remind them that some religions expect people to make adult commitment at a set age (as with Jewish Bar Mitzvah), while others, like Christianity, leave it for the individual to decide when ready. Which do they think best? Sikhs can make a commitment at any age, as long as they understand.</p> <p>Committed Sikhs join the community of the Khalsa. The Khalsa began when Guru Gobind Singh summoned Sikhs and told them to preserve the Sikh religion. He asked for volunteers prepared to give their life for their faith. A volunteer followed the Guru into a tent. The Guru reappeared alone with a blood covered sword. Four more came forward and each time the same thing happened. Finally, the Guru brought out all five alive and dressed in blue. He called these the Panj Pyare, the Five Beloved Ones. They were the</p>	<p>Sikhs join the Khalsa in the Amrit baptism ceremony when they are sure they understand the commitment. They must be ready to wear the five Ks. The Amrit ceremony happens in a gurdwara . A special mix of sugar and water called Amrit is prepared in an iron bowl while five special prayers are recited by five khalsa Sikhs who wear the five Sikh symbols. They stir the Amrit with a double edged sword like the one in the khanda. During the ceremony the Amrit is blessed, sprinkled on the hair and eyes, and drunk. Then a prayer is said and karah parshad is shared.</p> <p>Invite a Sikh child or adult to talk about what they believe and the Five Ks, or watch a film clip. Look at and handle the Five Ks Design an informative leaflet for someone exploring Sikhism, explaining the Five Ks, how they are worn, the beliefs behind them, and how to join the khalsa.</p>	<p>Sikhs are very proud of the people who died standing up for the right to worship as they wanted and they often share stories of their martyrs. It is difficult to be a khalsa member. They always have to look different with their turbans and 5 Ks. Does it matter if we are different? The Sikh turban cannot be covered by any other headwear. If you had to wear one all day what could you not do? Sikhs fought for the right to ride motorbikes without helmets. Are there things individuals would stand up for against everyone else? What communities could they join or support? Are there initiation ceremonies? Can people tell they belong? How important is it to make a commitment to something? Is it important to have a ‘trial time’ first so you know what you are doing? Do they have to commit to practice or preparation? What things do they</p>
ENGAGE Opening activities			
<p>Look at pictures of people (including Sikhs) wearing clothing that identifies them as belonging to an organisation, culture or religion. How does what they are wearing influence our first impression of who they are? Discuss answers to the question ‘What does what we wear tell us about a person?’ How do we</p>			

<p>decide what to wear? Revise what they can remember about the Sikh faith. What new things would they like to find out?</p>	<p>first members of the Khalsa. Khalsa members dedicate their lives to following God, serving others and pursuing justice.</p>	<p>The Vaisakhi festival celebrates the founding of the Khalsa. It is also the Sikh new year. Explore how it is celebrated and write a diary account of Vaisakhi day for a Sikh family.</p>	<p>think are important enough for life long commitments? Write a manifesto for something to which pupils have, or might consider, making a commitment.</p>														
<p>KEY VOCABULARY</p>		<p>SUCCESS CRITERIA</p>															
<table border="0"> <tr> <td>Khalsa</td> <td>Panj Pyare</td> </tr> <tr> <td>Five Ks:</td> <td>Vaisakhi (or Baisakhi)</td> </tr> <tr> <td>Kesh</td> <td>Kangha</td> </tr> <tr> <td>Kirpan</td> <td>Kara</td> </tr> <tr> <td>Kachera</td> <td>Amrit</td> </tr> <tr> <td>Samsara</td> <td>Mukti</td> </tr> <tr> <td>Karma</td> <td></td> </tr> </table>	Khalsa	Panj Pyare	Five Ks:	Vaisakhi (or Baisakhi)	Kesh	Kangha	Kirpan	Kara	Kachera	Amrit	Samsara	Mukti	Karma		<p>Guru Gobind Singh gave the Khalsa five symbols to wear all the time. Look at each in detail, discussing meaning and the implications of wearing it all day. The Last two remind Sikhs they are warriors always fighting for right. The 5 K symbols are:</p> <ul style="list-style-type: none"> • Kesh – uncut hair covered by a dastar. Uncut hair symbolised holiness and the turban leadership. (Spirituality) • Kangha – a comb tucked into the uncut hair. Combs help to clean hair and remove tangles. Sikhs should comb their mind with the Guru's wisdom. (Cleanliness) • Kara - steel bracelet worn round the wrist. The circle shape reminds Sikhs God has no beginning or end. Steel symbolizing strength and integrity. The human soul must become as strong and unbreakable as steel. (Good deeds) • Kirpan – a small curved sword symbolising the protection of the weak and defence against injustice and persecution. It is hung near a Sikh's waist with a shoulder strap. Two kirpan are pictured on the Khanda. (Protection) • - Kaccha – cotton boxer shorts like those worn by soldiers remind Sikhs to be self-controlled. (Self discipline) 	<p>The Khalsa is an important stage in the cycle of life (Samsara) for Sikhs. They believe all living things have a divine spark, and when the soul is fully right with God it will join him. Until then the soul will be reborn. Guru Granth Sahib says the body is clothing for the soul, discarded at death. Birth and death are like a snake casting off its old skin, so the soul leaves the old body and enters a new one. Sikhs believe in karma, a person's actions decide whether their soul can be set loose from Samsara. Freedom is called mukti. When a person trusts God enough to join the khalsa and truly lives out the Sikh faith they may become totally God-centred and reach mukti. Sikhs also believe all people have the right to choose to reach God through another faith. Mukti should be everyone's aim. Discuss whether this belief might help a Sikh to make the sacrifices demanded by belonging to the Khalsa. Do they think what someone does can decide what happens when we die? What do other faiths they have studied believe?</p>	<p>Explain the importance of the Khalsa in Sikhism. Explain the religious symbolism and beliefs behind each of the Five Ks.</p>
Khalsa	Panj Pyare																
Five Ks:	Vaisakhi (or Baisakhi)																
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<p>POINTS TO NOTE</p>																	
<p>Whenever karah parshad is shared the first five portions are given to Khalsa members in memory of the Panj Pyares After that parshad is served to everyone without distinctions of rank or caste.</p> <p>Guru Gobind Singh, the last human guru, left Guru Granth Sahib as the spiritual authority and teacher and the khalsa as the worldly community who would stand up for and fight for the Sikh faith.</p>			<p>Explain how the commitment of the Khalsa is seen as contributing to Karma and the journey towards Mukti.</p>														

KEY STAGE THREE

HOW SHOULD SIKHS TREAT ONE ANOTHER?

An exploration of how Sikh teachings, beliefs and practices affect the way in which they treat one another and others

There are lots of topics to explore here: Sikh ethics; marriage and family; role of women; work ethics; the nature of helping others and giving; evil and suffering; racism and prejudice (the caste system); medical ethics; the environment; crime and punishment and war and peace.

LEARNING OBJECTIVES Core knowledge	EXPLORE Text, beliefs and context	RELATE How do the actions of the believer relate to the beliefs?	APPLY How can I apply the belief to what I see of my life and the world around me?
<ul style="list-style-type: none"> Sikhs ethical principles are built on the teachings of the gurus, found in the Adi Granth and the Guru Granth Sahib The three basic principles are: nam japo (meditate on God's name), kirt karo (work honestly) and vand chako (give to those in need) Seva – service to others can be clearly seen in the langar and the giving of karah parshad. Seva panthi are Sikhs who give their lives to the service of others Haumai means falsehood, ignorance and self-centredness. Sikhs believe haumai prevents people from seeing the truth The family is key to relationships. Sikhism encourages marriage seeing it as part of God's plan. Sex outside of marriage has no place in Sikhism Women should be treated equally to men. The gurus taught the 	<p>Mool Mantra & Ik Onkar These are the opening words of the Mool Mantra, meaning One God. It is written in Gurmukhi script.</p>  <p>Haumai. Explore the idea of selfishness / self-centredness. What are the attributes of a selfish person? Pupils explore in pairs. Introduce the Sikh concept of haumai.</p> <p>Explore the attributes of friendship and love. Sikhs believe that friendship is important. Love is also considered an attribute of God. Sikhs believe they should love one another.</p> <p>Sikhs believe that human beings are all creations of God and God lives in them. Everyone should be respected as in this way God is honoured. A summary of their beliefs are:</p>	<p>A belief in one God is central to Sikh beliefs. The symbol is found in the gurdwara and Sikh homes.</p> <p>Sikhs will do their best to avoid haumai. The very first Sikhs cared for the sick by building hospitals. Guru Arjan set up a hospital to care for lepers. Medical work is at the heart of Sikhism. Many Sikh men and women become doctors, or work in the medical field. There is a home for the disabled in Amritsar called the Pingalwara.</p> <p>Caring for others reflects the Sikh belief that all are loved and creations of God.</p> <p>Sikhism does not have a caste system. God is considered the source of all life. Guru Gobind Singh's introduction of the names Kaur (for women) and Singh (for men) was to emphasise equality.</p>	<p>Draw the symbol Ik Onkar. Write around the symbol what you learn about God by reading the Mool Mantra. What attribute of God from the Mool Mantra do you think could be important for you? Explain why.</p> <p>Ask pupils to list selfish actions OR what are the attributes of a selfish person? Write a profile of a selfish person. Pupils explore in pairs. Introduce the Sikh concept of haumai. Can pupils come up with another profile that counteracts haumai? Which person would they prefer to be friends with? Explore what sorts of selfish actions they need to address in their lives.</p> <p>What sort of rules and laws would ensure that everyone is treated equally? Look at the declaration of Human Rights. Pick out rules/laws that stress equality. Were any surprising?</p>

<ul style="list-style-type: none"> equality of all human beings The body is a temple of God. Sikhs believe that the body should be respected and tobacco, drugs and alcohol can cloud the mind Work is considered a religious duty, but dishonest work or work that exploits others should be avoided Evil and suffering is a choice. People have to choose – link to haumai above The Khalsa linked to war and peace The Code of Discipline (Rahit) of the Khalsa 	<ol style="list-style-type: none"> 1. Belief in one God 2. All human beings are equal 3. In doing good actions 4. Striving for a good life that keeps God in heart and mind, being honest and hard-working, treating everyone equally, sharing wealth with others and serving others <p>Kirt Karo & vand chako. These two ethical principles are fundamental to Sikh beliefs and practices. Kirt karo means honest hard work and vand chako means to give and help others.</p>	<p>Sikhs are often regarded as honest and hard working. Kirt karo can be linked to the story of Guru Nanak, Malik Bhago and Bhai Lalo (look up this story and what it teaches about honesty and wealth). Sikhs will avoid any work that is dishonest or could cause harm to others.</p> <p>One way in which seva can be seen is after diwan when a communal meal is served called the langar. This is a simple vegetarian meal, which all are welcome to, no matter background or status. Seva was introduced by Guru Nanak and was a way of breaking down barriers and teaching humility and responsibility towards others. It was used to break down the caste system within Hinduism. Explore with pupils how best we could serve others. What things could we do to break down barriers? How could we start in school? The wider community? Nationally? An example of this in Sikhism was following the Grenfell Tower disaster when local gurdwaras offered food and shelter to victims.</p> <p>Sikhs will often refer to the teachings and stories of Guru Nanak. For examples the story of Bhai Lalo and Malik Bhago, and Duni Chand. Another key teaching of Guru Nanak is, “there is no Hindu and there is no Muslim” in other words religion should not divide but unite as we are all equal and</p>	<p>Which ones would Sikhs approve of? Link this to their beliefs of equality, kirt karo & vand chako.</p> <p>What makes a good life? Think of nine things, prioritise these into a diamond nine then write conclusions.</p> <p>What does the word honesty mean to pupils? Use a thesaurus to find other words related to honesty. In pairs or groups write a piece of prose or poem exploring what honesty would look like, feel like, sound like and taste like. Now contrast this to dishonesty.</p> <p>Explore the concept of service to others. What does this really mean? Is it more than just giving money to charity? Explore seva in greater depth with pupils. Really drill down to understanding service to others. Service = Servant?</p> <p>Explore Khalsa Aid with pupils (see This is RE Book 2 by Cath Large et al)</p> <p>Explore the caste system with pupils. What do they think about it? Link the idea of caste to human rights? Make the connection with Guru Nanak’s story of Bhai Lalo and Malik Bhago.</p> <p>Explore the symbolic meaning of the 5K’s. Pupils create own symbols that mean something about them and their family?</p>																				
<p>ENGAGE Opening activities</p>																							
<p>This will depend on which topics you focus on. Introduce through discuss of you first focus subject.</p>																							
<p>KEY VOCABULARY</p>																							
<table border="0"> <tr><td>Adi Granth</td><td>Langar</td></tr> <tr><td>Caste</td><td>Haumai</td></tr> <tr><td>Rahit</td><td>Karah parshad</td></tr> <tr><td>Vegetarian</td><td>The Khalsa</td></tr> <tr><td>Mool Mantra</td><td>Ik Onkar</td></tr> <tr><td>Gurmukhi Script</td><td>Gurus</td></tr> <tr><td>Guru Granth Sahib</td><td></td></tr> <tr><td>Guru Nanak</td><td>Kirt karo</td></tr> <tr><td>Vand chako</td><td>Seva</td></tr> <tr><td>Nam japo</td><td></td></tr> </table>	Adi Granth	Langar	Caste	Haumai	Rahit	Karah parshad	Vegetarian	The Khalsa	Mool Mantra	Ik Onkar	Gurmukhi Script	Gurus	Guru Granth Sahib		Guru Nanak	Kirt karo	Vand chako	Seva	Nam japo		<p>Seva. This means service to others. This is a distinctive feature of Sikhism.</p> <p>Seva Panthi are Sikhs who dedicate their lives to the service of others. In helping others they are serving God.</p> <p>Guru Nanak Dev Ji (1469-1539) He is the first of the ten gurus. He taught that there is no rich or poor; male or female; high caste or low caste; truth is important but truthful living is better; God lives in everyone so search for him inside yourself; actions can bring you closer to God; service to humanity is key to a good life; that religious rituals are useless if they come in the way of knowing God and the need to reach out to those who do not know God</p>	<p>Guru Gobind Singh Dev Ji (1666-</p>	
Adi Granth	Langar																						
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<p>POINTS TO NOTE</p>																							
<p>Sikhism is one of the youngest faiths starting in 1469 with the first guru, Nanak. There were ten human gurus finishing with Guru Gobind</p>																							

<p>Singh who then made the holy book, Adi Granth, into the final Guru – Guru Granth Sahib. Sikhism builds on the religious ideas of Islam and Hinduism, so teachings from these religions are included in the Guru Granth Sahib. Sikhs believe all faiths lead to God, it is how you live out that faith that matters. They believe in karma and reincarnation. They do not believe in the caste system, as all are regarded as creations of God. They do not believe in pilgrimage, although the centre of the Sikh faith is the Golden Temple (Harimandir Sahib) in Amritsar, Punjab. When India gained its independence from the British Empire Sikhs were disappointed that they did not have their own state in the Punjab. This region is now split between Pakistan and India. The birth place of Guru Nanak is now in Pakistan. Some Sikhs would still like their own state which they refer to as Khalistan.</p>	<p>1708). Final (tenth) human guru. Founder of the Khalsa. Initiated the Amrit Ceremony, the use of Kaur and Singh in Sikh names and wearing the 5K's. He installed the Guru Granth Sahib as the final guru and guide for the Sikh community.</p> <p>The Khalsa. Explore how the Khalsa came into being through the story of Guru Gobind Singh. Use this as a springboard into an explanation of the Amrit ceremony, the Rahit and using Kaur and Singh in Sikh names.</p> <p>Rahit (code of discipline). This is usually sworn to after a Sikh has undergone the Amrit ceremony (the initiation into the Khalsa). As well as keeping the 5 K's Sikhs must also abide by the rules found in the Rahit</p>	<p>children of God.</p> <p>The formation of the Khalsa resulted in a strong unified Sikh community that was willing to fight and die for their faith. During the second world war Sikh were known for their fighting ability and loyalty.</p> <p>A Sikh that undertakes the Amrit ceremony does not do this lightly. They understand the commitment that this will involve and the Rahit that must be followed.</p>	<p>Pupils make up their own initiation ceremony and code of discipline that initiates should follow.</p> <p style="text-align: center;">SUCCESS CRITERIA</p> <p>Pupils should develop a deeper understanding of the Sikh faith and be able to apply some of their beliefs and practices to their own lives.</p> <p style="text-align: center;">RESOURCES</p> <p>This is RE. Book 2 by Cath Large et al</p> <p>Leaders of Religion. Guru Nanak by Dilwyn Hunt</p> <p>Moral Issues in Six Religions edited by Owen Cole</p> <p>Any book by Piara Singh Sambhi</p> <p>Seeking Religion Series: The Sikh Experience by Philip Emmett</p> <p>Discovery Religions. Sikhism by Sue Penny</p> <p>Sikhism. A new approach by Pamela Draycott</p>
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Exemplar units for exploring Buddhism

- i) **Buddhism Guidelines for teachers.**
- ii) **What is the Buddhist way of life? – Upper Key Stage Two**
- iii) **What is the Buddhist goal in life? – Key Stage Three**

Buddhism Guidelines for RE

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What are the ‘big ideas’ in Buddhism?

Buddhism is not strictly a religion, but a philosophy, a way of living centred on achieving **enlightenment** and **nirvana**, a state in which desires (which lead to suffering) are overcome. **Buddha** was a Prince who lived in Nepal and began to seek the path to enlightenment after seeing the **Four Sights** (an old man, a sick man, a dead man and a poor, but radiant holy man). Buddha is not worshipped as a god, as there is **no supreme deity** in Buddhism, but is honoured as a **great teacher**. His teachings (**dhamma**) and wisdom are key parts of Buddhist meditation, which concentrate on individuals developing characteristics of the Buddha, such as wisdom, kindness & courage.

Practices vary according to different Buddhist traditions and cultural expressions. The **Buddhist way of living** focuses on the Buddha’s teaching about suffering, the **Four Noble Truths**. The way to overcome this is by following the Middle Way, the **Eightfold Path** (*right view; right thought; right speech; right action; right livelihood; right effort; right mindfulness; right contemplation*) and living by **Five Precepts**, which lead to enlightenment.

Buddhists have **three treasures**, in which they seek refuge: the **Buddha**, the **dhamma** (his teachings) and the **sangha** (the Buddhist community).



What do I need to know about Buddhism?

Buddhism started in India about 2500 years ago. For the first 200 years, it spread throughout India, then moving to Sri Lanka, Burma (Myanmar), Cambodia, Laos & Thailand (Theravada Buddhism). After about 500 years, it spread to China, Korea & Japan (Mahayana Buddhism), then from 7th C CE to Tibet, Mongolia & Nepal, and from the beginning of the 20th C CE to the West. While these groups share certain core beliefs, there are some differences in interpretation, and cultural differences in expression.

- In **Mahayana Buddhism** the key difference is the belief that nirvana is not the ultimate goal of Buddhism. Instead everyone should aim to become a Bodhisattva (one who has delayed enlightenment in order to teach others) and eventually a **Buddha** (enlightened being) and help with the salvation of all beings.
- **Theravadins**, on the other hand, believe that, while the Bodhisattva path is the best possible goal, it is not for everyone, only the noble few. The majority of people should aim for nirvana.
- **Tibetan Buddhism** combines Mahayana Buddhism with beliefs from earlier Tibetan faiths & places more importance than the other groups on rituals and initiations, and the relationship between life and death. It is also rich with visual symbolism e.g. prayer flags & wheels. Tibetan Buddhists place more emphasis on mantras and meditation practice.

Buddhism in a nutshell

Buddhism is a path to liberation from the bondage of greed, anger and delusion, the cessation of which is known as Nirvana. The path consists of morality in the form of the precepts that guide the Buddhist towards compassion for all living things, and meditation that leads one to recognise the causes of suffering and to abandon them. This in turn leads to wisdom, which is the knowledge of things as they truly are.

The founder of Buddhism was Siddhattha Gotama, an Indian prince of the 6th century BCE, who left his life of luxury when faced with the suffering that affects us all. He set out to find its cause and its cure. In stark contrast to his earlier luxurious life, he adopted severe ascetic practices that, in the end, showed him that the true way lies in being compassionate to oneself without being indulgent - the Middle Way. He finally realised Enlightenment, or Nirvana, and spent the remaining 40 years of his life teaching others. Siddhattha Gotama is the supreme example for Buddhists, but he is not regarded as a god. They believe that all beings have the potential to realise Enlightenment as he did. He emphasised that his teaching, summarised as The Four Noble Truths, should not be accepted blindly and that everyone must tread the path for themselves.

All Buddhists take refuge in the Three Treasures: the Buddha as teacher and embodiment of the potential found within us all, the Dhamma (the Buddha's teaching), and the Sangha (the Buddhist community).

As Buddhism spread throughout the Far East and the teachings developed, many different traditions and schools evolved. Buddhism became a major influence in India, Sri Lanka, China, Japan Thailand, Tibet, Burma and many other countries, and is now growing rapidly in western countries. There are many Buddhist organisations (including monasteries and temples) operating in the United Kingdom, embracing all of the major traditions of Buddhism.

Basic Beliefs: Surrey Agreed Syllabus online resources

What do Buddhists believe?

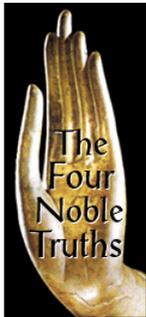
The Buddhist faith begins with the belief in reincarnation – that beings are reborn as animals, humans and even gods. What we are reborn as is defined by our karma, our good and bad deeds and, more importantly, our good and bad intentions.

Buddham saranam gacchāmi
 I go for refuge in the Buddha.
Dhammam saranam gacchāmi
 I go for refuge in the Dharma.
Sangham saranam gacchāmi
 I go for refuge in the Sangha

A Buddhist is best described as someone who takes refuge in the Three Treasures or the Triple Gem –see Basic beliefs above). The Dharma Buddhists also follow the ‘Five Moral Precepts’: avoid killing; avoid stealing; avoid using intoxicants. More detail can be found at: www.clear-14/Five-Precepts.aspx



Jewels (also known as Three Refuges, holds the key beliefs for Buddhists. avoid misusing sex; avoid lying & avoid [vision.org/Schools/Students/Ages-12-14/Five-Precepts.aspx](http://www.clear-14/Schools/Students/Ages-12-14/Five-Precepts.aspx)



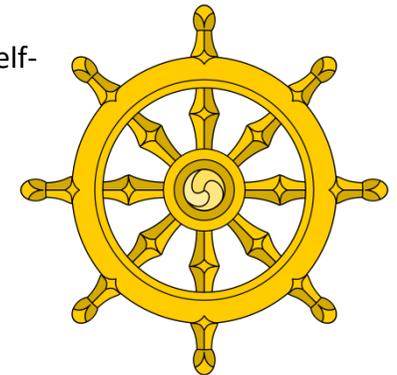
Key beliefs: The Four Noble Truths

1. The belief that suffering (dukkha / dukkha) exists – in negative events such as sickness and death, and also in things that are pleasing, because the pleasure will end.
2. The acceptance that the origin of suffering is craving. This keeps beings in samsara, the eternal cycle of rebirth and hence suffering.
3. The statement that the cessation of suffering does exist. This is normally defined as nirvana.
4. A description of the way leading to the cessation of suffering. This is the **Noble Eightfold Path**.

Key beliefs: The Noble Eightfold Path

The Eightfold Path is not linear, but more like a wheel (hence the symbolism of a wheel for Buddhism) It is a path of self-transformation which Buddhists of all traditions and all walks of life try to follow:

1. **Right View:** seeing things as they really are, not how you think they are
2. **Right Intention / Thought:** kind thoughts, not cruel ones, giving things up and not being greedy
3. **Right Speech:** not lying, being rude or abusive and not gossiping or chattering
4. **Right Action:** saving life, not destroying it, not stealing, being respectful in relationships
5. **Right Livelihood:** earning a living without hurting others - people or animals
6. **Right Effort:** working hard to understand truth and stay with what is right
7. **Right Mindfulness:** being aware of actions, words and thoughts at all times
8. **Right Meditation / Contemplation:** learning to meditate without losing concentration



An image that 'explains' Buddhism: Bhavachakra (Wheel of Life)

This representation is used mainly in Tibetan Buddhism, as a meditation aid. It could be used with pupils to explore Buddhist beliefs. In the worlds, suffering is everywhere, but if you look closely, Buddha is there to help! The beings in each world could be linked to different 'bad attitudes' that get in the way of the path to enlightenment e.g. pride, jealousy, ignorance, greed, evil-doing, selfishness. The realms of gods and titans are sometimes combined. You can find a full explanation at: <http://www.bbc.co.uk/religion/galleries/bhavachakra/> or an interactive version at: www.buddhanet.net/wheel2.htm

Yama, Lord of Death

Symbolises the impermanence of everything & that suffering and death comes to all living beings

Buddha is outside the wheel, showing the way



(clockwise, from top)

The middle ring: the six realms

<u>'World' represented</u>	<u>Buddha holds....</u>	<u>Meaning</u>
<u>Realm of the gods (PRIDE)</u>	<u>a lute</u>	Music brings pleasure, but does not last forever. As the music fades, so even the gods will age and die. They should not be so confident that they can avoid suffering.
<u>Realm of the titans (half-gods) (JEALOUSY)</u>	<u>a flaming sword</u>	There is war and there are weapons, but the Buddha seems to have most power.
<u>Realm of hungry ghosts (GREED)</u>	<u>a jar of nectar</u>	Some beings are so greedy they are never satisfied. The Buddha's teaching is so sweet it can help these beings to forget their craving.
<u>Realm of hell (DOING EVIL)</u>	<u>a flaming torch</u>	Beings who live in darkness need light to bring them hope.
<u>Realm of animals (IGNORANCE)</u>	<u>a book</u>	Books contain knowledge and learning – a being cannot escape suffering through ignorance.
<u>Realm of human beings (SELFISHNESS)</u>	<u>an alms bowl like a wandering monk</u>	People are stuck in the chain of cause and effect – they will not escape suffering until they follow the Buddha's teaching about the simple life and leave all their selfish desires behind.

At the very centre: the three fires, or three poisons
The causes of all suffering: greed, ignorance & hatred (cockerel, pig & snake)

The outer ring: Nidanas – the twelve causes & their consequences ('dependent origination')

Buddhism has no creator god to explain the origin of the universe. Instead, it teaches that everything depends on everything else: present events are caused by past events and become the cause of future events. Look out for... **Ignorance** – represented by a blind man; **Willed action** – represented by a potter; **Conditioned consciousness** – represented by a restless monkey (development of habits); **Form & existence** – represented by a boat; **Six senses** – represented by windows of a house (the mind is the sixth sense); **Sense-impressions** – represented by two lovers; **Sensations / emotions** – represented by an arrow in the eye, can be blinding; **Craving** – represented by a man drinking (unhealthy desires); **Attachment** – represented by clinging to a fruit tree; **Becoming** – represented by a pregnant woman, being trapped in the cycle of life; **Birth; Old age & death**

Buddha statues: look carefully at the h

A statue of the Buddha is called a **rupa**, a term which literally means 'form or figure'. They are not accurate representations of Gautama, the historic Buddha, but express a range of spiritual qualities and attributes. They act as aids to meditation and are revered as a focus of the qualities which they symbolise. Here are some to get you started....



Buddha in the Abhaya Mudra

This position symbolises protection, peace, and the dispelling of fear.



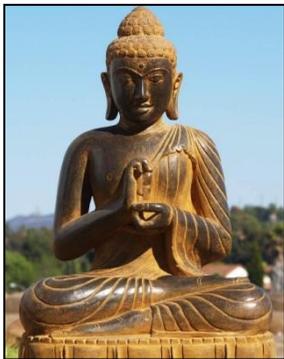
Buddha in the Bhumisparsha Mudra

Bhumisparsha means 'touching the earth'. This position recalls Buddha's enlightenment under the bodhi tree & symbolises unshakeability.



The Dhyana mudra is the mudra

of meditation, of concentration on the Good law, and of the attainment of spiritual perfection.



Buddha in the Dharmachakra Mudra

In Sanskrit 'dhamachakra' means 'Wheel of Dharma'. Position symbolises one of the most important moments in the life of Buddha, when he preached the first sermon after his Enlightenment, often referred to as the setting into motion of the Wheel of the teaching of the Dharma.



Buddha in the Varada Mudra

This position, symbolising the giving of charity & compassion, is often used in combination with one of the other mudras

Useful web-based resources for teachers and classrooms:

- www.reonline.org.uk Great for background knowledge, with lots of links to classroom resources via a search tool. Use the 'Knowing' tab to find out what you want to know, or try here: www.reonline.org.uk/knowning/what-re/buddhism/ REOnline also have some lesson ideas (search for '**RE Banquet**'), but ensure you match to the Diocesan Core Knowledge objectives.
- BBC Religion also has great background information for adults: www.bbc.co.uk/religion/religions/buddhism/
- Images of the Buddha: www.bbc.co.uk/programmes/articles/1VfqJ0PqvSS8cwFqFwbrGY2/images-of-the-buddha
- www.clear-vision.org A Buddhist organisation that provides resources for schools and Buddhist families. Especially worth a look are the online galleries of Buddha images www.clear-vision.org/Schools/Images.aspx
- www.buddhanet.net/ There is a section for children on a tab, but also useful is their interactive Wheel of Life: www.buddhanet.net/wheel2.htm
- Also useful is the explanation of Buddha mudras at: <http://www.lotusculpture.com/mudras.html>
- BBC Beliefs clips are aimed at KS3, but may also be appropriate for UKS2 www.bbc.co.uk/programmes/b00zw5kp/clips
- Buddha hand gestures: www.bbc.co.uk/programmes/articles/335P6YcZyJcX1SVc08SNjCJ/what-meaning-do-the-features-and-gestures-of-the-buddha-convey
- Clips of Buddhists talking about their faith: www.cleo.net.uk/resources/displayframe.php?src=480/consultants_resources/religiouseduc/bqb/bqb.html
- A selection of animated stories from world religions can be found on the BBC Schools Radio website: www.bbc.co.uk/learning/schoolradio/subjects/collectiveworship/collectiveworship_stories One of them is the story of The Monkey King's Sacrifice.
- Woodlands Junior School site <http://resources.woodlands-junior.kent.sch.uk/homework/religion/buddhism.htm> is a great place to see a summary of Buddhism: children could use it too. There are links to other useful sites.
- **"Buddha at Bedtime: Tales of Love and Wisdom for You to Read with Your Child to Enchant, Enlighten and Inspire"** (Duncan Baird Publishers - 978-1844838806)

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UPPER KEY STAGE TWO

WHAT IS THE BUDDHIST WAY OF LIFE?

We recommend that Buddhism is studied in KS3, when pupils' understanding of the nature of the religions they studied across KS1 and KS2 should be deep enough for them to be ready to explore the very different philosophies and varieties of practice offered by non-theistic Buddhism.

However this unit is offered for schools which are close to a Buddhist centre or have a significant number of Buddhist pupils.

It is the intention of this unit to introduce pupils to the principal beliefs and practices of Buddhism.

LEARNING OBJECTIVES Core knowledge	EXPLORE Text, beliefs and context	RELATE How do the actions of the believer relate to the beliefs?	APPLY How can I apply the belief to what I see of my life and the world around me?
<ul style="list-style-type: none"> • how Prince Siddhattha Gautama became the Buddha – the 'enlightened one' • that there is no supreme deity in Buddhism • Buddhists strive to gain enlightenment (Nirvana) frequently by meditating • Buddhism has Four Noble Truths and Buddhists follow the Eightfold Path • worship and meditation are different, but there are artefacts that help Buddhists to meditate 	<p>Share the story of how Prince Siddhattha Gautama became Buddha, and how the four things he saw changed his life. Act the story then "hot seat" him to find out how he reached enlightenment, the challenges he met and the teachings he left for us today. Look at statues of Buddha and talk about the significance of the positions of his hands, feet etc. Write a short bio or make a fact file of Prince Siddhattha Gautama (the Buddha) to show how the key events of his life influenced his teaching.</p>	<p>Meditating - stilling the mind and separating themselves from their thoughts and feelings in order to become fully aware - is a key Buddhist belief. This is a mental and physical activity in order to still the mind so that it becomes peaceful and focused. It is through this that the individual may reach enlightenment. Ask pupils to sit still, meditate and empty their mind for two minutes. Was it easy? Is it easier to repeat a word or idea? Sometimes Buddhists repeat 'Buddha' not because they are praying to him, but to help clear their mind. Sometimes Buddhists use beads running through their fingers, or prayer wheels. What else might help pupils?</p>	<p>Consider what a perfect world might look like. Why do pupils think our world is not perfect? Debate some of the key problems and injustices facing the world e.g. "Everyone should have the same amount of money;" "Wars are always the result of greed;" "Animals should never be killed." What might a Buddhist say in response, and what do pupils think? Pupils write their own poetic response to the idea of a perfect world.</p>
<p style="text-align: center;">ENGAGE</p> <p>Share "lightbulb" moments – times when a sudden discovery was made, new knowledge acquired, new understanding, breakthrough in a challenge. Have pupils been 'enlightened'? Have any key moments changed</p>	<p>Show a David Attenborough style wonderful world clip, then use images of natural disaster, poverty, pollution, drought etc. and ask why? What did the Buddha teach about suffering? Introduce his four noble truths – that suffering exists, caused largely by human desires. If the individual can</p>	<p>Buddhists may meditate or worship at home, but also visit temples or shrines. There are a number of special writings which are read and in some temples</p>	<p>What does it mean to be "enlightened?" Compare this idea with the Christian idea of being "lights in the world." Discuss the similarities and differences between "worship," "prayer" and "meditation" and consider how Christian meditation might differ or be similar to Buddhist meditation. Do the class think there are things that Christians and pupils in a church school</p>

<p>their lives? This unit is about the teachings of someone who had a real ‘lightbulb’ change and whose teachings are followed all over the world. Share and record existing knowledge of Buddhism and questions to explore.</p>	<p>free themselves from desire they can reach enlightenment, Nirvana. They should live by the eightfold path of: Right view; Right thought; Right speech; Right action; Right livelihood; Right effort; Right mindfulness and Right contemplation. Reflect on the Eightfold path and rank the steps in order of “importance” or “level of challenge.” Can they suggest practical ways of living out the path in school?</p>	<p>worshippers sit on the floor barefoot facing an image of Buddha and chanting. There may be instruments played, singing or prayer. Any place for worship and meditation should contain the five elements of Fire, Air, Earth, Water and Wisdom. Visit a shrine or temple if possible. Design a Buddhist shrine to include these elements in a form of pupils’ choice and explain reasons for including them.</p>	<p>could learn from Buddhist beliefs?</p>
<p>KEY VOCABULARY</p>			
<p>Prince Siddattha Gautama (or Siddhartha Gautma) Buddha Wheel of life Enlightenment temple Meditation shrine Nirvana Rebirth Four Noble Truths Eightfold Path</p>	<p>Ring the school bell and discuss the purpose of bells as alarms, to alert us, communicate a start or finish, etc. Bells are important to Buddhists as they give a structure to meditation. Some Buddhists write their positive thoughts and ideas on flags so that they blow in the wind and spread across the world. Incense is also important – if all five senses are involved in one activity it is easier to focus. Plan a reflective space with something involving all five senses. Write a Buddhist meditative ‘prayer’ and inscribe it on a flag or write a poem in response to the idea of a perfect or spoilt world.</p>	<p>Some Buddhists choose to spend all or part of their lives away from normal life meditating and living as monks. Investigate what life is like for Buddhist monks, how they live and what they do. Report back to class.</p>	
<p>POINTS TO NOTE</p>		<p>SUCCESS CRITERIA</p>	
<p>Whilst the Buddha is the most important authority within Buddhism, he is not worshipped. There is no supreme deity in Buddhism, which makes it different from all other faiths taught at KS2. This needs to be clearly explained to pupils.</p> <p>Buddhist believe in the cycle of death and rebirth, reincarnation, and the idea of karma. Reaching a state of enlightenment, Nirvana, is the goal.</p>		<p>Invite a Buddhist to visit school and answer questions and model how a Buddhist would meditate. Look at artefacts associated with Buddhist meditation and find out what they are for, and how they differ from artefacts associated with worship. Prepare a leaflet describing the Buddhist lifestyle to a non-Buddhist. Include comments about the positive benefits of living life this way, and the things that might be challenging.</p>	<p>Describe the key beliefs and teachings of Buddhism, and the impact they have on the lives of Buddhists</p> <p>They may also be able to explain how Buddhist beliefs in enlightenment, meditation and self-awareness compare and contrast to the key beliefs of other religions.</p>

KEY STAGE THREE

WHAT IS THE BUDDHIST GOAL IN LIFE?

Explore the ways Buddhists adjust their lives in order to strive towards Nirvana & enlightenment

LEARNING OBJECTIVES Core knowledge	EXPLORE Text, beliefs and context	RELATE How do the actions of the believer relate to the beliefs?	APPLY How can I apply the belief to what I see of my life and the world around me?
Knowledge and understanding of: <ul style="list-style-type: none"> • What Nirvana is and how it can be reached. • Explore stories that help Buddhists on the path towards enlightenment and Nirvana • Consider the importance of the Sangha • Consider the Five Precepts as a guide to behaviour • Consider the importance of meditation for Buddhists • Understand the Noble Eightfold Path and how this can be applied to their own lives • Explore the concept of anatta – no self – does the soul (atman) really exist – or is this pure illusion? 	<p>The Buddha Explore the story of how Siddhattha Gotama achieved enlightenment. A good film to use here is ‘The Little Buddha’ starring Keanu Reeves. Show relevant parts of the film that focus on Siddhattha’s life and his enlightenment.</p> <p>Nirvana. Explore this difficult Buddhist concept. Buddhists do not believe in a heaven or hell – the nearest equivalent to hell is being reborn again and again (reincarnation) in the cycle of samsara. The Buddhists goal is to achieve Nirvana and escape the constant cycle or rebirth. Nirvana is, therefore, the state in which the atman (soul) is not reborn. This leads to another conundrum which is that Buddhists don’t really believe in a soul (atman). They believe in the concept of Anatta – that there is no permanent self (soul). This is pure illusion which binds humans to the constant cycle of rebirth. Explore the idea of what the self is with pupils.</p>	<p>The Three Jewels (Refuges). These are central to Buddhist believers. They will strive to follow the example of the Buddha and his selflessness. Trying to find the middle way in life (not following extremes – eg. being too wealthy to the point of being selfish and greedy or giving up everything to live a life of poverty) Buddhist will try and follow a middle way.</p> <p>The Noble Eightfold Path. Buddhists will try and follow the rules that form part of the Dhamma (teachings) (one of the Three Jewels).</p> <p>The Sangha (Buddhist Community). Buddhists gain strength from joining a community called the sangha. Some dip in and out of the sangha, while others will join fully, and may become a bhikkhu (Buddhist monk) for a time. In Buddhist countries the sangha provides not only spiritual guidance but also education for children. Explore how being part of the sangha affects the way a Buddhist lives their</p>	<p>Can pupils find a middle path? Ask them to describe examples of extremes in their life. How could they address these? What could they do? Work in pairs helping each other to find the middle path. Pupils think about their own middle way. What extremes do they need to avoid in their lives?</p> <p>Pupils explore each rule of the Noble Eightfold Path. Which would be easier to follow? Which most difficult? Create a table taking each rule and applying to pupil’s own lives. How would their life need to change to accommodate the rule? Apply the rules to the school. How would the school have to change? In groups imagine they are working group commissioned by the government to take rules and come up with a plan as to how the nation would have to change to accommodate each rule. Would the nation be a better place as a result?</p>
<p style="text-align: center;">ENGAGE</p> <p style="text-align: center;">Opening activities</p>			
<ul style="list-style-type: none"> • Explore what pupils think life after death will be like. Buddhists do not believe in a heaven or hell. The state of Nirvana is difficult to describe, but it is like becoming one with the universe 			

<ul style="list-style-type: none"> • What is your aim in life? Draw your own life's journey. What would be the key points in that journey e.g. birth, possible marriage, death, going to university etc • The Three Jewels: What are three most precious things in life for you? Connect the idea of preciousness to the Three Jewels of Buddhism • Explore the Noble Eightfold Path. How could each rule affect your own life, or the life of others? • Explore stillness with pupils. How long can pupils sit with their eyes closed with noise or distraction? Time them, or set a time challenge. Use this as a spring board into understanding meditation 	<p>What makes you, you? How do you know you have a soul? What is your proof? Is the soul pure illusion to help us cope with the idea of death? (You could explore this through the film 'The Matrix' starring Keanu Reeves. Show the part when Neo is offered the blue or red pill. This illustrates the idea that life as we know it is pure illusion. Link to the idea of self, soul and the Buddhist idea of anatta (non-self). Lead to an exploration of Nirvana. Use a lit candle. Blow out the flame. Where has it gone? It has become one with its surroundings. This loosely is the idea of attaining Nirvana. You become one with the universe. Draw two candles, one lit and the other blown out. Describe the Buddhist concept of Nirvana using the drawings.</p>	<p>life. Watch YouTube clips about the Sangha.</p> <p>The Five Precepts. Buddhists do not have strict rules about behaviour. However they believe there are ways in which a person can strive to become better, known as the Five Precepts. These are: Do not harm others. Do not take anything that is not given. Do not abuse your body. Do not use language that hurts others. Do not drink or take drugs. Pupils discuss whether these five tenets would indeed lead to a better life.</p> <p>Meditation. This can be used to reinforce the idea that Buddhists do not believe in God. Buddhists do not worship. What appears to be worship is meditation and reflection on how they can adjust their lives so that it reflects the Noble Eightfold Path and the Five Precepts. Buddhists can use a variety of symbols to help them to meditate e.g. flowers, candles. Incense or a statue of the Buddha. Some use sound – a singing dish would be useful here. The point is the empty the mind and to avoid distraction. Some using breathing exercises to do this. Focusing of the physical act of breathing in and breathing out. Some Buddhist before meditation will recite a poem (see</p>	<p>Pupils think about the Five Precepts. List bad habits and then say how these could be overcome. Think about the bad things that happen in school. How could these be overcome? What Five Precepts would you suggest the school adopts?</p> <p>What are the benefits of belonging to a community? Think about school. List these. Link to belonging to the Sangha. Apply the idea of community to a worldwide community. What are the benefits of belonging to a worldwide community?</p> <p>Explore meditation with pupils. Breathing exercises or focusing on an object projected on the white board. How did it make pupils feel? When do they have quiet times? What benefits could they see in having times to reflect on their own lives?</p> <p>Write a poem on silence or quietness. Use a thesaurus so that pupils use a variety of adjectives in their poems. This could be an acrostic poem. Write another about noise and distraction. Swap poems with other pupils, or work in groups. What sort of life would they like, and why? Do we need times for peace and quiet? Do we need to find the middle way between rushing about and quiet reflection?</p>
<p>KEY VOCABULARY</p>			
<p>Buddhist Buddhism Buddha Meditation The Three Jewels (The Buddha, The Dhamma, The Sangha) Siddhattha Gotama (or Siddhartha Gautma) Bhikkhu Nirvana Enlightenment The Noble Eightfold Path The Five Precepts Atman Anatta - Non-Self</p>	<p>Buddhists try to achieve Nirvana by referring to the Three Jewels (The Buddha, The Dhamma and the Sangha). The Dhamma is the teachings of Buddhism encapsulated in the Noble Eightfold Path. Explore these (Perfect Speech, Perfect Action, Perfect Livelihood, Perfect Effort, Perfect Awareness, Perfect Meditation, Perfect Vision and Perfect Emotion). Draw and label the Noble Eightfold Path.</p>		
<p>POINTS TO NOTE</p>		<p>The Three Jewels (sometimes</p>	

<p>Some people regard Buddhism as a philosophy rather than a religion. Pure Buddhists do not believe in an ultimate supreme being or God. The Buddha is not a god, or prophet, he is merely seen as a guide (ultimate example) of someone who was able to achieve enlightenment. Buddhists do not worship the Buddha, but venerate him seeking inspiration and guidance in their own path to enlightenment.</p>	<p>referred to as the Three Refuges) are often shown as a lotus flower. Draw a lotus flower and label the Three Jewels. Explore lotus flowers. Their roots are in the murky, muddy waters while the lotus flower itself is always striving upwards. Sometime the lotus bud does not open, but when it does it produces a glorious flower that rests above the waters. Explore the symbolism of this. The muddy waters could represent being stuck in the endless cycle of rebirth, not wanting to strive towards enlightenment and Nirvana. The lotus bud striving towards the light, above the waters could symbolism those following the Three Jewels – striving for enlightenment and Nirvana. The opening flower could symbolise reaching enlightenment and Nirvana.</p>	<p>‘This is RE. Book 1’ by Cath Large). Meditation is key to achieving enlightenment and Nirvana, and very important for Buddhists. Explore how and when they meditate. Using Mary Stone’s book, ‘Don’t just do something, sit there’ as an aid to experience something of meditation and consider how this differs for Buddhists and those of other faiths.</p>	<p>Pupils think about three things that are precious to them. Explain why they are precious. How do they help them to focus on their lives? Ask pupils to bring in one thing that is precious to them and talk about each in groups. Each group produce their own presentation on things precious to them and why.</p>
<p>RESOURCES</p>		<p>SUCCESS CRITERIA</p>	
<p>Some ideas for this unit have been obtained from:</p> <p>This is RE. Book 1 by Cath Large</p> <p>Leaders of Religion. The Buddha by Dilwyn Hunt.</p> <p>Film, ‘The Matrix’ starring Keanu Reeves</p> <p>Film, ‘The Little Buddha’ starring Keanu Reeves</p> <p>Don’t just do something, still there by Mary Stone (Stillness / Meditation)</p>	<p>Exploring stories. Explore stories that help Buddhists on the path towards enlightenment. Examples found in, ‘This is RE Book 1’ by Cath Large and ‘Leaders of Religion. The Buddha’ by Dilwyn Hunt include: The Wagon of Life, Weeds and Flowers, Kisagotami and her Baby, Tanzan & Ekido and the Parable of Me and Mine.</p>		<p>By the end of this unit pupils should have acquired sufficient knowledge and understanding to know some of the key beliefs and practices about Buddhism and how these could be applied to their own live and the lives of others.</p>

Exemplar additional units for Early Years Foundation Two/Reception

- i) Why are some stories special?**
- ii) What happens in our church?**
- iii) What makes every person special, unique and important?**

EARLY YEARS FOUNDATION 2/RECEPTION

WHY ARE SOME STORIES SPECIAL?

A chance to share stories about Jesus and told by Jesus, introducing Him as an adult and explaining that we can learn from His example. There are also opportunities to share stories from other faiths, particularly Islam.

LEARNING OBJECTIVES Core knowledge	EXPLORE & RELATE Text, beliefs and context How do the actions of the believer relate to the beliefs?	APPLY How can I apply the belief to what I see of my life and the world around me?
<ul style="list-style-type: none"> • The Bible is a very special book and we can read stories about God and Jesus in it. • That stories can teach things to people • Jesus told stories to explain important truths to people. These stories are called parables and have a deep meaning • These parables are found in the Bible. • There are other faiths which also have lots of stories that have important meanings. 	<p>Show class some Bibles. Explain that this is a very special book for Christians because it tells them lots about God. It has lots of stories about people who were learning how to be God’s friend, and stories about Jesus. Who is Jesus? Revise work about Christmas and the importance of the baby born. Explain that Jesus grew up and became an important teacher. Share some stories about His life, and learn that He had special friends called the disciples. Look at pictures in the Bibles or watch animations such as ‘the Miracle Maker’. Try and avoid stereotyping – there are no photos of Jesus and people all over the world draw Him looking like their friends. Use multi-cultural pictures of Jesus. What was He like? The Bible tells us He wanted to be with children. (Luke 18:16) What do class think He looked like? Draw Jesus as their special friend. Add pictures to the class reflective area.</p> <p>Do class enjoy stories? Jesus told lots of stories and we can find them in the Bible. The Bible was written in other languages but translated into English so we can understand it. Children’s Bibles help children to understand it even better. Look at some and read together another of the stories Jesus told, eg the Sower. Why do class think Jesus told this story? Why do people use stories to teach about something?</p> <p>Share more parables such as the Lost Son, the Good Samaritan, the Wise and Foolish Man; The Merchant & the Pearl. There are many very good</p>	<p>Talk about how things we have learnt can change the way we do things e.g. learning sounds and letter shapes help us to write correctly. What else do we need to learn to help us lead a good life? Act out stories or scenarios of their own that help people to remember how people ought to behave. Discuss with a partner how the story might affect their or others’ behaviour.</p> <p>Which are classes favourite special stories? Each pupil write name and draw their face to make a picture graph. Which story wins? Why is it special? What does it teach us? Which faith does it come from</p> <p>Make a display of their favourite stories books in the classroom. Which have a special meaning? Put</p>
ENGAGE Opening activities		
Give groups cards showing familiar stories, eg ‘Goldilocks and the Three Bears’ to order. Ask groups to tell their story once ordered. Do they like stories? What are their favourites? Why? Make a class list		

<p>of why children think people like stories e.g. humour, pictures, imagination Have they ever learnt something from a story? Show pictures or film of the story of the Lost Coin, and tell story. Explain that this story was told by Jesus, but it was a special story – it has a meaning. Introduce the word ‘Parable’. Why do they think Jesus might have told the story? He wanted to explain that God cares about everyone and is sad when we are lost and don’t want to be Jesus’ friend.</p>	<p>animations on line, or use Godly Play techniques. In talking about the parables, encourage pupils to reflect on their special meaning and the value they have for Christians. Re-enact stories using drama and film/photograph freeze frames of children in action. Match story titles to their hidden meanings. Make a class book about the things Jesus taught through parables e.g. God loves individual people. Use clay or playdoh to make a model of one of the stories.</p> <p>All major religions have many stories to explain truths. The EYFS resources published by www.booksatpress.co.uk include three Islamic stories: - The Tiny Ants, the Baby Birds and the Seven New Kittens. Each encourages Muslims and others to look after God’s wonderful world, with associated puppets and activities. Pupils could also look at Islamic calligraphy and try to copy some of the shapes and designs used.</p> <p>Stories from other faiths may also be used, especially if class includes pupils from different faiths. Try and maintain the focus on the meaning and learning that makes the stories special – what they teach about God or what people learn from them about behaviour and relationships.</p>	<p>them together in the reflective area. In class worship ask God to help us learn the lessons of the stories.</p>
<p>KEY VOCABULARY</p>		<p>SUCCESS CRITERIA</p>
<p>Jesus parable meaning truth Mohammed Islam</p>		<p>Recognise that some stories have special meanings and are important to people</p> <p>Express how they think the story might affect someone’s behaviour</p>

EARLY YEARS FOUNDATION 2/RECEPTION

WHAT HAPPENS IN A CHURCH?

This unit explores what it means to be a Church school. It allows pupils to explore worship as an important part of the church school day, and what worship is. It also explores the links between the school and the parish church community. A visit to the parish church should be included.

LEARNING OBJECTIVES Core knowledge	EXPLORE & RELATE Text, beliefs and context How do the actions of the believer relate to the beliefs?	APPLY How can I apply the belief to what I see of my life and the world around me?
<ul style="list-style-type: none"> • Worship gives time to learn about God, ourselves and others • Worship can take place in different places including school and church. • Church is a special building for Christians to worship God • the church school is part of the parish church community • visitors from the church contribute to school life • prayer is an important part of worship 	<p>Ask who has been to a church. What did they do there? How did the building feel? What makes a church a special place? Have pupils been at other times for special events, or ordinary worship? Share knowledge. Why do Christians go to church? Why do the school go? Look at school logo. Identify letters CE and explain means Church (of England). The school has a special link with the church and is part of the church community. Which church is linked to your school? What is its name? Look at pictures, learn its name and discuss what might happen there. Does the school visit at any special times? Do any people from the church visit school? What are their names? Make a display of pictures and photos of visitors from the church community and what they do both at church and at our school.</p>	<p>What happens in celebration worship assembly? What sort of things do the school celebrate? What are pupils in the class' strengths? What does it feel like to be praised? In worship Christians are celebrating how special God is – people are celebrating Him!</p>
<p style="text-align: center;">ENGAGE</p> <p style="text-align: center;">Opening activities</p>	<p>What is Christian worship? A way of responding to God and learning more about how Christians believe that He can be our friend. All through the Bible people meet together to worship, including Jesus Himself. Share some stories of worship in the Bible. Jesus shared festivals and celebrations with His friends and He also prayed, sang hymns and songs, listened and was quiet and reflective. Christians still do all these in worship. What have pupils already experienced of worship with the school? Christians can worship anywhere. School worships in the hall, classroom, outside.... One special place for Christian worship is the church.</p> <p>There are many ways of worshipping. Christians worship in song, prayer, drama, ritual, liturgy, dance, art, giving, poetry and story. Worship can be quiet or very noisy. One part of worship is singing songs about God and Jesus. What school worship songs do class enjoy? Sing some and learn one to sing in church. Are there any musical instruments in</p>	<p>Talk about prayers as they occur. Why are we praying? Is it OK not to pray as well? How can we show respect for other people during prayers? Experience times of quiet reflection, meditation or thinking time, and how to behave during them.</p> <p>What communities do pupils belong to? Talk about how the school community is people not just a building.</p>

<p>some! How do we behave in school worship? How do we behave if we go to church? Can be quiet and reflective, can be noisy singing and praise. Set up 'church' role play and discuss different things that might happen in a church building.</p>	<p>church? Listen or sing to any that are there.</p> <p>Invite members of the church community to visit school and answer questions. What are their names, titles and roles? The vicar may show the robes and special coloured stoles used. Try and cover church life wider than worship, exploring its role in the community. What do the church community do in our school? How do they help? The term 'church' refers as much to the Christian people who meet in the building as the building itself.</p>	<p>Church is also a group of people, not just the building. Schools can develop sense of belonging and community, and share what's important within that school community.</p>																
<p>KEY VOCABULARY</p>																		
<table border="0"> <tr><td>Church</td><td>Worship</td></tr> <tr><td>God</td><td>Jesus</td></tr> <tr><td>Pray</td><td>Prayer</td></tr> <tr><td>Service</td><td>Parish</td></tr> <tr><td>Amen</td><td>Hymn</td></tr> <tr><td>Vicar/rector</td><td>Festival names</td></tr> <tr><td colspan="2">The name of your parish church</td></tr> <tr><td colspan="2">Names and roles of visitors from church</td></tr> </table>	Church	Worship	God	Jesus	Pray	Prayer	Service	Parish	Amen	Hymn	Vicar/rector	Festival names	The name of your parish church		Names and roles of visitors from church		<p>Explain going to visit church. Discuss what to look out for and behaviour. Visit. Allow time to explore, get familiar with space and identify key features. Link each with use and purpose within worship. Do they have questions? Conclude visit with short welcome worship. Church could invite parents and serve refreshments to build links. Some churches have special signs and symbols to help people remember God. Can pupils find any crosses in church? Are there different designs? Are there windows or pictures of Bible stories? There may be candles to remind people that Jesus was the light of the world. Pupils draw or make something that could help people to think about God. Share in class worship or class reflective area.</p> <p>Sometimes churches share a special greeting 'The peace of the Lord be with you' and shake hands. Who is 'the Lord'? People answer 'And also with you'. Practice sharing this peace with each other. Maybe learn the song 'Shalom' - Hebrew for this greeting.</p>	<p>Show a range of feelings in response to their experiences e.g. awe, wonder, joy, sadness etc. How might friends help support people experiencing these. Christians believe God wants to help us however we are feeling, but we can help each other too.</p>
Church	Worship																	
God	Jesus																	
Pray	Prayer																	
Service	Parish																	
Amen	Hymn																	
Vicar/rector	Festival names																	
The name of your parish church																		
Names and roles of visitors from church																		
<p>POINTS TO NOTE</p>																		
<p>No child should be required to pray unless happy to. Not everyone prays in the same way. Different expressions of prayer should be valued. Jews and Muslims also use Amen (amin) to confirm agreement with prayer.</p> <p>www.booksatpress.co.uk offer Rev Freddie Fisher and accompanying EYFS resources that would enrich this unit.</p> <p>All CE schools are linked to a specific parish church. There may also be other local churches with links to the school – if so adapt accordingly.</p>	<p>A special part of worship is talking to God - prayer. When do class pray? Introduce idea that we can talk to God any time. Allow pupils to share, write or think about their own prayers. Prayers can be about our worries, concerns, joys, thanks, praise, regrets, graces and blessings. Share. Look at some prayer books and start making class book to include copied, written, dictated prayers; pictures, poems and songs. Book could go home with volunteer pupils at weekends. Christians may pray with icons, rosaries or prayer books; they may use set words or their own. Prayer can be silent, sung, spoken out or in one's head. God hears them all! People say 'Amen' at the end of a prayer. It means 'We agree'. Do pupils agree with prayers of others in the class?</p> <p>Being a good friend involves talking and listening. Sometimes people need to listen to find out more about God. Maybe listening to a story or someone explaining things, or maybe thinking and trying to understand. This is called reflecting. Share a simple parable, eg wise and foolish builders (Matthew 7:24-27). Pupils sit quietly and think what it might mean. Explain story. What have they learnt about God from reflecting?</p>	<p style="text-align: center;">SUCCESS CRITERIA</p> <p>Can identify when and why the school visits the local church.</p> <p>Talk about their own visit or experience of the local church</p> <p>Participate in or observe sensitively school services at church</p>																

EARLY YEARS FOUNDATION STAGE 2/RECEPTION WHAT MAKES EVERY PERSON SPECIAL, UNIQUE AND IMPORTANT?

This unit helps pupils to explore and understand the Christian belief that all humans are made in the image of God. This means that, for Christians, all are special and are known and loved by Him.

LEARNING OBJECTIVES Core knowledge	EXPLORE Text, beliefs and context	RELATE How do the actions of the believer relate to the beliefs?	APPLY How can I apply the belief to what I see of my life and the world around me?
<ul style="list-style-type: none"> • That every person is special, precious and unique • The Christians believe every person is created by God in His image • That God wants a relationship with the people He has created. • That Christians and other people of faith try to help each other as everyone is important. • That the most special person is Jesus. • As we are all special we need to respect other people as valued and important. 	<p>Give pupils cotton wool balls, pipe cleaners and stickers to make sheep. Create a flock, count them and then ensure pupils leave area. On return pupils find a sheep is missing. Have sheep hunt and restore the missing sheep to its place in the class flock. Tell story of lost sheep (Luke 15:4-7) Why did Jesus tell this story? Share ideas of meaning then explain that Christians believe that God made us and He is sad when we don't want to be His friends or we spoil the plans He has for our lives. He wants to be our friend and help us.</p> <p>Have any pupils got baby siblings? How is the arrival of a baby celebrated? Share experiences – every major faith has ways of</p>	<p>Christians believe everyone is very precious and special and God wants to be their friends and show them that He loves them. It makes Him sad when people are unhappy or afraid or not looked after very well. Have any pupils ever been lost? Share experiences. Tell the story of when Jesus was lost in the Temple. (Luke 2:41-51) Use happy and sad faces paper plate faces to express emotions of people in story. What do children need to be safe and secure? When are they sad? UNICEF produces EYFS friendly resources about children's rights and responsibilities. Not all people have all the things given as rights. Jesus said we should 'Love one</p>	<p>Explore 'Who am I?' Use it to raise self esteem and awareness of diversity and value of all. Who are they important to?</p> <p>Children look in a mirror and talk about what they physically look like. Make different facial expressions connected with feelings and events. Compare themselves with others. We are all different!</p> <p>Write and draw about families and friends. All different!</p> <p>Taste different foods and share likes and dislikes. Make heart shaped biscuits, iced with children's initials.</p>
<p>ENGAGE Opening activities</p>			

<p>Ask what precious means. Show something really precious to teacher (could be in feely bag first if not breakable). Explain why. Ask pupils what is really precious to them. Draw their precious thing and share pictures. Establish what precious means and some reasons for things being precious to us.</p>	<p>thanking God for a new baby, and there are also non-religious ways. Many churches have dedication services or thanksgivings when a baby is born, or baptism (studied in depth in KS1). Why are people happy when a baby joins their family? Each baby is special and precious. Give out sets of cards of individuals at birth and each birthday to five or beyond. Can they order the cards correctly, and match with numbers on birthday cards? Are we still precious and special when we are older? Bible says every one special and different – unique and God loves us all. Look at pictures of identical twins. Still different – own thoughts and ideas. Explain unique. Read and act out Mark 10:13-16. Jesus thought every child was precious! Share ‘I am special’ http://www.youtube.com/watch?v=JfJLlfxY5E&index=73&list=PLp601pULCY0vY3NTJO1zXU6kkKV4iRDnY Read ‘Kipper’s birthday’. Birthdays are a way of showing and celebrating that we are special.</p> <p>The most special person who has ever lived, Christians believe, was Jesus. He showed us how we ought to live. God can help us to lead the best life we can, but sometimes we spoil things. Jesus wants to forgive us and help us to try again.</p>	<p>another as I have loved you’ (John 13 : 34-35). Christians try and follow Jesus command and so help people who need love and care. Explore what your school and church do to help others and obey what Jesus said. It maybe that the class could plan a simple activity to help or raise funds for others.</p> <p>Christians are happy that they can be friends with God. They often sing songs that remind them that God loves them and they are special. Do you sing any in school worship? (eg ‘He’s got the whole world in His hand’, ‘Jesus’ love is very wonderful’ ‘I’m a friend of God’) Try and learn some new ones.</p> <p>Christians believe we are all special and we can each know God and are special to God. If we are all precious we need to treat each other as special and important, listen and be kind to other people. This is called respect. It is very important.</p>	<p>Celebrate achievements in and outside school in an ‘I’m good at...’ display.</p> <p>Look at fingerprints through magnifying glasses. Describe them to show how special and unique they are. Make and decorate finger, hand and foot prints.</p> <p>Reflect on feelings. Respond to different types of music through movement, focus on how children responded with their body position/movement/speed and facial expressions, relate to feelings. Listen to stories of others’ feelings. Reflect on ‘What I am’. Christians believe everyone is body, mind and spirit. Children say/draw why they are special. Use these for a display.</p>
<p>KEY VOCABULARY</p>			
<p>Precious Unique Special Love Respect Thanksgiving</p>			
<p>POINTS TO NOTE</p>			
<p>Be very careful to avoid stereotyping ‘the poor and needy’. They live in all countries, cultures and ethnicities!</p> <p>(If there are pupils of other faiths spend time affirming that these also teach the importance of helping others.)</p> <p>Be very sensitive if using the fingerprint activity if any pupils have undergone chemotherapy.</p>			
			<p>SUCCESS CRITERIA</p>
			<p>Pupils talk confidently about who they are and begin to recognise differences in others. They are aware that not everyone is equally fortunate and that Christians (and those of other faiths) try to help those who need support.</p>

Exemplar additional units for Key Stage One

- i) What are festivals and why do we have them?**
- ii) How do Christians talk to God?**
- iii) How can I make a difference in the world?**
- iv) What is faith and what difference does it make?**

KEY STAGE ONE

WHAT ARE FESTIVALS AND WHY DO WE HAVE THEM?

Explore the worldwide theme of celebrating special events focussing on three festivals from different faiths.

LEARNING OBJECTIVES Core knowledge	EXPLORE Text, beliefs and context	RELATE How do the actions of the believer relate to the beliefs?	APPLY How can I apply the belief to what I see of my life and the world around me?
<ul style="list-style-type: none"> To learn what celebrations and festivals are. People celebrate for many reasons but most festivals are connected with stories. Diwali, Purim and Advent are festivals of different faiths, but all are joyful remembrance of stories from the sacred texts. How Diwali, Purim and Advent are celebrated by believers. The Hindu story linked with Diwali is the Ramayana. Purim is celebrated by Jews and remembers the story of Esther. Advent is a Christian period of preparation for Jesus' coming. Diwali is shared by Hindus & Sikhs. 	<p>Diwali is celebrated by people of different faiths particularly in India. Focus on one Hindu story, the ancient epic poem the Ramayana, about Prince Rama and his beautiful wife Sita. Attempts to bring Rama's half-brother to the throne force Rama and Sita to leave court and live in a forest. Here the evil Ravana, disguised as a deer, steals Sita away to his island kingdom of Lanka. Sita leaves a trail of jewellery so her husband can follow and find her. The monkey Hanuman helps, raising an army of animals to create a bridge so Rama can cross and rescue her. After a battle Rama and Sita return after 14 years to claim their rightful inheritance. Watch or tell the story and class act, reorder or retell with pictures.</p> <p>http://www.bbc.co.uk/cbeebies/watch/lets-celebrate-diwali?collection=lets-celebrate-celebrations</p>	<p>On their return lights were lit along the path to show Rama and Sita the way home. At Diwali Hindus make diya lights and decorate their homes. Lights are put along the path to show the way to the door. Make diya light holders and make into a 'pathway'. Where does the path lead? Diwali also involves making, giving and sharing sweets. Pupils make and wrap sweets. The diya path can lead people to the sweets, ready to share.</p> <p>Diwali is fun! Houses are cleaned to make them ready. Families wear smart clothes, share food, exchange presents and enjoy fireworks. They may visit the mandir and ask God to bless them in the year ahead. What could pupils tidy and sort to make things better for the future?</p>	<p>Festivals are about helping people to remember and celebrate important stories. Which stories would they like to remember? How could they celebrate. Are all festivals happy? Could there be sad festivals and celebrations? Talk about the emotions associated with celebrating, and draw some emoji to fit them.</p> <p>Each festival involves worship and thanks. What might the class be grateful for? Write some thank you prayers for the times the class has enjoyed sharing during this unit.</p> <p>Collect a number of artefacts associated with the festivals studied. Give one to each group and ask them to identify and explain its meaning and its importance to people who celebrate that festival.</p>
<p>ENGAGE</p> <p>Opening activities</p>			
<p>Show pupils a selection of party and celebration items, including from the festivals to be explored. Can they identify what is being celebrated? What is a festival? How do pupils celebrate their birthdays? What else</p>	<p>Purim is a Jewish celebration which takes place in the spring. It is a very joyful celebration of the story of Esther in the Tenakh/Bible. It commemorates the saving of the Jewish people by the influence of the Jewish Queen Esther</p>	<p>When the story of Esther is read in the synagogue children use rattles or shakers called graggers to make a noise every time Haman is mentioned to block out the sound of his name. Jews eat a celebratory meal and</p>	<p>Interview a partner about which of the three festivals studied they would most like to celebrate, and why. Compile a class graph showing which is most popular.</p>

<p>do they celebrate in their families? How? How does it feel to celebrate? Explain that a festival is a special celebration that remembers an event, often connected with religion. What festivals can they think of? You may need to include a brief discussion of Hallowe'en, Guy Fawkes and Remembrance. Give names of the three festivals to be explored, and link them to their related faith. Do they know anything about any of them? What would they like to find out?</p>	<p>from Haman, who was planning to kill all the Jews. The day of deliverance became a day of feasting and rejoicing. The scroll of Esther, the megillah, is less sacred than other Jewish scriptures as it does not include the word God. It is read at the festival amid much noise and fun. (If Purim falls on Shabbat it is celebrated the day before) http://www.bbc.co.uk/cbeebies/watch/lets-celebrate-purim?collection=lets-celebrate-celebrations</p>	<p>exchange gifts of food and drink, as well as giving gifts to the poor. They often wear bright costumes dressing as any character in the story, so the party has the feel of a carnival. They make and share Hamantaschen - three cornered pastries. Make Hamantaschen (recipes on line) and graggers. Plan your own Purim party using on line research of Jewish customs. Make invitations which explain what it is all about, decide who to invite and enjoy! They could even act out the story.</p>													
<p>KEY VOCABULARY</p>	<p>Advent means coming or arriving. Who is coming? Jesus. What do they already know about Him? Not just His birth, but life and death too. Advent starts four Sundays before Christmas, and is a time for getting ready and counting down, to His coming and His life. Practice counting down. It is the start of a new church year. How do we get ready for Jesus coming? Try to keep focus on Jesus, not material aspects of Christmas. Introduce a nativity style Advent calendar and explain how the story will build over festival. Explore how the church prepares in Advent and the use of purple as the liturgical colour. Throughout work focus on the real meaning of Christmas for Christians (link with Understanding Christianity units).</p>	<p>Many Christians and churches use Advent wreaths. Explore their imagery. It is a circle, with no start or finish, as God is endless. Evergreen leaves show He is everlasting. Holly symbolises the crown of thorns and blood. Many churches change to purple (or blue) the 'getting ready' colour, vestments for Advent. Model with Freddy Fisher or in school worship if possible. Each week of Advent is linked to a value brought by Jesus. These are: hope (week 1), peace (2), joy (3) and love (4). Discuss how Jesus brought each. There are four candles in the circle. Traditionally three are purple and the third is pink for joy. The white central one is lit when Jesus comes. Make an advent wreath for the class or school, and use, exploring and remembering the related values.</p>	<p>SUCCESS CRITERIA</p>												
<table border="1"> <tr> <td>Festival</td> <td>Celebration</td> </tr> <tr> <td>Diwali</td> <td>Ramayana</td> </tr> <tr> <td>Rama</td> <td>Sita</td> </tr> <tr> <td>Purim</td> <td>Haman</td> </tr> <tr> <td>Diva</td> <td>Gragger</td> </tr> <tr> <td>Advent</td> <td>Wreath</td> </tr> </table>			Festival	Celebration	Diwali	Ramayana	Rama	Sita	Purim	Haman	Diva	Gragger	Advent	Wreath	<p>Know that important religious stories are often connected to festivals, which are a way of remembering. Be able to link the stories behind the festivals studied with some of the celebrations.</p>
Festival			Celebration												
Diwali	Ramayana														
Rama	Sita														
Purim	Haman														
Diva	Gragger														
Advent	Wreath														
<p>POINTS TO NOTE</p> <p>Each major world faith (and Chinese traditions), other than Christian, has its own calendar, many of them lunar. As a result most festivals move according to the Gregorian calendar.</p> <p>Diwali is celebrated by both Hindus and Sikhs and is revisited in KS2. The Sikh Diwali story found in the LKS2 Sikh unit .may be used if appropriate. Advent is also revisited in KS2</p>															

KEY STAGE ONE

HOW DO CHRISTIANS TALK TO GOD?

An exploration of how Christians connect with God through prayer and to develop an understanding of the different reasons for prayer, both personal and corporate, including the Lord's Prayer.

LEARNING OBJECTIVES Core knowledge	EXPLORE & RELATE Text, beliefs and context How do the actions of the believer relate to the beliefs?	APPLY How can I apply the belief to what I see of my life and the world around me?
That for Christians: <ul style="list-style-type: none"> • prayer is a way of connecting with God at any time and in any place • prayer is about listening to God as well as talking to him • that Christians pray in different ways and for different reasons e.g. to say thank you, sorry or please • the Bible has prayers and songs of worship that Christians often use • that the Bible contains a special prayer that Jesus taught his disciples called the 'Lord's Prayer' 	<p>Gather children's ideas and questions about prayer. Talk about prayer in your school – when it happens and how children feel about it. Look at a selection of pictures of Christians praying in different ways – cultures, places, ages, churches, styles and stances, Children look at the pictures with a talking partner and ask questions about the pictures – Who? What? Why? Where? How? Record ideas on post-it notes and stick to pictures.</p> <p>Begin a prayer wall for words to God. What might Christians say thank you for apart from food? Why? They believe God provides good things for them and loves them, even when times are hard, or they need something. Read some extracts of Bible prayer poems (psalms) written by King David, in a modern version, eg Psalm 8;1, 3-4; 9:1-2; 19:1-2; 47:1-2; 120:1; 130:1-4; How is David feeling? What is he saying to God? Make sock puppets. Give pairs cards with words to do with praying: <i>sorry, thank you, help, please, well done, ask, prayer, worship, God</i>. Invent sentences for their puppets to say using each word. Pupils choose one short prayer to record and add to wall. In pairs, talk about what difference they think it might make to be able to say 'Thank you' 'Sorry' or 'Please' to God as part of a prayer.</p>	<p>Some children may choose not to express a personal response to the idea of prayer. Allow pupils to record what is important to them and helps them to reflect without writing in prayer form. Ensure these are included in displays too. Create giant thank you cubes with children's words, pictures or prayers stuck on boxes or giant dice.</p> <p>Discuss how much learning in school is about listening and doing: you could make two lists as a class showing which parts of the school day are to do with listening, and which with doing, Christian prayer is both about talking / doing and listening to God.</p>
<p style="text-align: center;">ENGAGE</p> Opening activities	<p>Look at the words of different types of prayer in order to try to find why Christians might use that prayer e.g. from a book of children's prayers. What is being said to God in these different prayers? Role-play scenarios to introduce the reasons for prayer (Thank you; Sorry; Please) Freeze-frame to question children.</p>	
Prepare carpet or outdoor area for a picnic. Sit class down and open hamper containing fruit etc. Going to have feast! Before pupils eat we need to say thank you: Who do we		

<p>say thank you to? Why say thank you? Bring out Grace cube, prayer book or words of a sung grace. Explain that lots of people from different religions say thank you to God before they eat food. Christians often say thank you in a special prayer called a grace. Read or sing a grace. When everyone happily eating tell story of feeding of 5000. Jesus loved eating with his friends and always said thank you to God first. (eg Mark 6:41). Jesus often prayed to God. This unit explores how Christians talk to God today. What already known about prayer? What would they like to find out?</p>	<p>Look at words of school prayer if one. Talk about what is being said. Reflect on when prayer used and how it feels when said. Draw pictures in response.</p> <p>The Lord’s Prayer is central for Christians; Jesus taught it to his followers. It is seen as a model for praying as well as a prayer to use together in worship. Use ‘The Lord’s Prayer CD’ (http://www.cofesuffolk.org/uploads/schools/Lords_Prayer_CD_order_form.pdf) to unpack its meaning. Do class know words? (use same version as church and school worship) As suggested on CD use artefacts, eg superdad badge, name stickers including God, paper crown, bread, cancelled bill, chocolate, endless circle of gold ribbon and speech bubble of ‘here, here. I agree!’ Order the artefacts and link with the words and their meaning. Explore. Ask ‘I wonder’ questions: I wonder why Jesus’ friends wanted to pray like Jesus? I wonder why Christians still use this prayer? I wonder why Jesus chose these themes? I wonder which part is the most important? And why?</p>	<p>Who else should we thank? We are very good at asking God and other people for things but do we remember to say thank you, or sorry? Make thank you cards to our parents or carers. Do we need to make sorry cards too?</p>								
KEY VOCABULARY										
<table border="0"> <tr><td>Wonder</td><td>Reflect</td></tr> <tr><td>Lord’s Prayer</td><td>Grace</td></tr> <tr><td>Celebrate</td><td>Meditate</td></tr> <tr><td>Praise</td><td>Repent</td></tr> </table>	Wonder	Reflect	Lord’s Prayer	Grace	Celebrate	Meditate	Praise	Repent	<p>Invite people from your parish Church community to talk to children about why they pray and the difference that it makes to them. Allow class to prepare questions to ask.</p> <p>People pray in many different ways. Some like to use special words that they know and understand regularly, others like to use different words as they talk to God and some like to be quiet. Do class know other liturgical words such as the Grace, the Peace or any responses? Discuss and explore.</p>	
Wonder	Reflect									
Lord’s Prayer	Grace									
Celebrate	Meditate									
Praise	Repent									
POINTS TO NOTE										
<p>Learning about worship should not require pupils to participate. Prayer is a personal response to God.</p> <p>Explore how other faith communities pray if you have children from different faiths in your class.</p> <p>Differentiate between grace before meals, and the Grace (2 Cor. 13:14)</p>	<p>Sit round special material with candle and pictures of nature. Put on quiet music. Light candle and be still and silent for a whole minute. Some Christians like to be still and pray inside their head. How does it feel? A special verse from the Bible says: ‘Be still and know that I am God’ (Psalm 46:10). Being still can be another way of praying. Christians believe God knows what we want to say and loves to hear our words, but also understands our thoughts. Some Christians practise silent prayer (contemplation / meditation), filling their mind with thoughts of God’s great love (not ‘emptying’ it as in some other faiths).</p>	<p style="text-align: center;">SUCCESS CRITERIA</p> <p>Explain why prayer might make a difference to a Christian’s life.</p> <p>Compare their thoughts and feelings about worship with others, giving possible reasons for the differences</p>								

KEY STAGE ONE

HOW CAN I MAKE A DIFFERENCE IN THE WORLD?

This unit explores learning about God’s wonderful world and our responsibility for looking after it. It also reinforces idea of service and generosity. Care should be taken to keep an RE focus linked with faith narratives. It is also an opportunity to engage class in any inter-school partnerships.

LEARNING OBJECTIVES Core knowledge	EXPLORE Text, beliefs and context	RELATE How do the actions of the believer relate to the beliefs?	APPLY How can I apply the belief to what I see of my life and the world around me?
<ul style="list-style-type: none"> To look at and respond to our world and learn about caring for it To identify and respond to values about caring, expressed through faith stories That we are part of a wider global community That their class is a community made up of different individuals To consider who cares for them, and how they respond to that care That they can give and care for others, and how they may do this Describe other communities, and how people in religious communities show care 	<p>One of the commandments that God gave His people near the start of the Bible was to love God and to love our neighbours as much as we love ourselves. One day a man asked Jesus ‘Who is my neighbour?’ Revise/tell the story of the Good Samaritan. Luke 10:30-35) Why do class think Jesus told this special story? Who is our neighbour? Everyone in our community, whether we like them or not; and people beyond too. In another place Jesus said ‘Love one another as I have loved you’ (John 13:34). Because of this teaching Christians try to help anyone, particularly those in need. Can class think of any ways the school helps people? An old word for love was ‘charity’ and often groups that help are called charities. Do they know name of any charities? Try and find out who school or church support. What do they do?</p>	<p>Can we really make a difference to the world we live in when there are so many problems? What can we do to make things different for even one person in your community? Even small things count!</p> <p>Invite someone from your parish church to explain what happens to money given in the weekly collection. How does it help other people? Why do they think it is important to give? Are there charities or individuals supported by both church and school? Research and make posters advertising the work that is being supported to inform people about it.</p> <p>Both Christian Aid and Tearfund produce many suitable resources to explore the need for giving and helping others to reach the standard of lifestyle pupils may see as ‘normal’. However not all charities</p>	<p>There is an old saying ‘charity begins at home’. Being kind and showing people care and love can be something we do every day. Have an ‘act of kindness’ board or box where pupils can note anyone who seems to be showing particular kindness.</p> <p>Ask pupils what it is like to receive a present. Share some special presents they have really enjoyed receiving. Who were they from? Did the giver know them and understand that they would really like that gift? When we know someone well we know what they need. It is best to find out about people who might need help before we give. This is an important strategy for school partnerships with overseas schools. Pupils must not assume pupils will be poor. What could they receive from their partners – they might want to give too? Maybe the best gift is sharing good work and friendship, not money. Draw something they would like to receive and something they could give</p>
<p style="text-align: center;">ENGAGE</p> <p style="text-align: center;">Opening activities</p>			
<p>Do pupils have anything at home made of gold? Look at real items or pictures of things made of gold. Discuss how they are special. The Queen has a golden crown to show she is very important. People exchange gold rings</p>			

<p>because they are the best they can give, and they last a long time. Gold is both valuable and strong. Gold is associated with very special things. Jesus gave His disciples one rule that is called the Golden Rule as it is so important. It is shared by most other faiths. It is 'Do to others what you want them to do to you' (Matt 7:12). What do class think it means? How would they like to be treated? How do they feel when people treat them unkindly or are selfish? Class going to explore more about how Christians and others try to obey this rule. Create and display a class charter based on the Golden Rule.</p>	<p>Use play money and ask relative value of different coins. Which is worth least? Would a charity be pleased if they received two pence? Tell the story of the widow's mite (Luke 21:1-4). What was Jesus saying? Not the value of what we give, it is whether we really care. Pupils may not have lots of money, but can do acts of kindness. Put all pupils' names in bag and pass round. Each child takes one, but keeps it a secret. Remind them that everyone is our neighbour – we can show Jesus' love to everyone. Read name, but keep secret (give reading support). Pass bag again and return names. Challenge class to do a secret act of kindness for their person during week. Could share pencil, include in game, etc. Maybe also do acts for teachers, parents... Next week see if people can guess who their secret benefactor was.</p>	<p>are for 'the poor'. Many are responses to caring for the wonderful world that God has entrusted us with, or they support people who face particular challenges. Explore the story of St Francis of Assisi and his belief that all God's creatures were special and should be loved and cared for.</p> <p>The Bible says 'God loves a cheerful giver' (2 Corinthians 9:7). How do class feel about helping others. Is it hard or fun? Even when they don't want to help someone they don't like, they can try and remember that God wants us to follow His example and help and love everyone, whatever they are like. It is hard, but God promised to help us. Maybe the class could say a special prayer asking God to help us be kind and loving to each other and those in our community.</p>	<p>that would be appreciated.</p> <p>There are many, many charities. Discuss the sort of love and care it might be good to support. Ask groups to investigate charities they know about, and share their finding with the class. Class discuss and vote on which they would like to help and plan a simple support event – eg sponsored 'I can', mufti day or cake bake and sale. Remember it is about caring, not amount.</p> <p>Christians often give regularly to help others, in money, time and prayer. Other faiths help too – charity is very important to Muslims, Jews, Sikhs and Hindus. Some charities are linked with one faith, others work together across different faiths or none. Explore whether the charity the class is supporting has any specific faith involvement. Keep reiterating the link between Jesus' teaching and the need to help others.</p>												
<p>KEY VOCABULARY</p>															
<table border="0"> <tr><td>Golden rule</td><td>Neighbour</td></tr> <tr><td>Generosity</td><td>Charity</td></tr> <tr><td>Waste</td><td>Litter</td></tr> <tr><td>Recycle</td><td>Christian Aid</td></tr> <tr><td>Love</td><td>Fundraising</td></tr> <tr><td>Unselfishness</td><td>Tearfund</td></tr> </table>	Golden rule	Neighbour	Generosity	Charity	Waste	Litter	Recycle	Christian Aid	Love	Fundraising	Unselfishness	Tearfund			
Golden rule	Neighbour														
Generosity	Charity														
Waste	Litter														
Recycle	Christian Aid														
Love	Fundraising														
Unselfishness	Tearfund														
<p>POINTS TO NOTE</p>															
<p>Check that the way you portray the lives of children round the world is not stereotypical but presents them in a real way giving positive as well as negative images.</p>	<p>Jesus said He was the light of the world, but He also told His friends to shine like lights in the world. Allow pupils to light tea lights if they can share one way that they are going to bring light into the world by trying to do something that will make a difference to someone.</p>		<p>SUCCESS CRITERIA</p> <p>Talk about how they feel when they give to others. Make link with golden rule and need to share love and generosity.</p> <p>Identify a situation, local or worldwide, in which they have a role in making a difference, and relate to Jesus' teaching.</p>												

KEY STAGE ONE

WHAT IS FAITH AND WHAT DIFFERENCE DOES IT MAKE?

This unit provides a chance for the school or academy to develop strands and stories such as those suggested below in ways that best fits their own situation, pupils and curriculum:

- People of faith in the Bible, especially the Old Testament, who are not explored in other units. Choose stories where the impact of personal faith is clear (eg David and Goliath), but many others exist.
- People of faith in history and more recently, who can help pupils understand how faith makes a difference.
- The meaning of the word Saint for Christians and its link to the faith in the life of the individual person. When appropriate link to story and name of church and/or school.
- People of faith in the local community – a chance to share with visitors, eg from local churches, and explore why their faith makes a difference to them, and to their actions.
- Sometimes faith makes a difference to daily life. Explore story of Daniel and his friends not wanting to eat rich food (Daniel 1:3-16). Today people’s beliefs can still affect what they eat (eg kosher, halal, vegetarian); what they wear (eg hijab, kippah, turban) and how they live each day. Link with previous learning and children’s experience.
- An exploration of how individuals have talked about their faith and so spread it. Where schools have international partnerships something of the worldwide dimensions of faith could also be explored.

All strands should be linked, as with all other units, to the ERA approach: [Explore](#) the texts, beliefs and context of the religions studied; [Relate](#) to the actions of the believers of the faith and [Apply](#) learning to the pupils in a relevant way.

Exemplar additional units for Lower Key Stage Two

- i) What are festivals of light?**
- ii) How do Christians remember Jesus' last supper?**
- iii) Is life like a journey?**

LOWER KEY STAGE TWO

WHAT ARE FESTIVALS OF LIGHT?

An exploration of autumn festivals which use the symbolism of light to celebrate the triumph of good over evil.

LEARNING OBJECTIVES Core knowledge	EXPLORE , RELATE and APPLY
<ul style="list-style-type: none"> • To deepen understand of festivals as celebrations of religious stories. • To explore how light and dark are symbols of good and evil in many faiths. • To link Jesus as the light of the world, and His command that His followers also shine as lights. • To understand that All Saints celebrates goodness, hope and light, while its eve is associated with the forces of darkness, and that Hallowe'en is not celebrated by Christians.. • To explore the symbolism of the Christingle. • To deepen understanding of Advent and Diwali. • To explore the story and celebration of the Jewish festival of Hanukkah. 	<p>Christian Why do you light a candle in worship? Jesus said 'I am the light of the world' (John 8:12). What do you think He meant? He was shining the light of good into the world. He also said 'You are the light of the world' (Matthew 5:14). How can we be? With the help of the Holy Spirit, Christians believe that they can go on making a difference and changing the world to be better. The Bible calls Christian believers 'saints' (67 times). Is your school or church named after a saint? If so find out about them. What is a saint? Someone holy or set apart. Although some saints are well known, all Christian believers are saints, bringing light into the world with God's help. All Saints Day is a chance to remember all of them. Before Christianity reached England there used to be a festival marking the return of dark days and hard winter called Samhain. The church replaced this with All Saints, a festival of good and light. The bad, dark things couldn't face the light of Jesus, so were beaten by the light of the good saints on 1st November. The day before was called All Hallows' Eve, or Halloween. Christians don't celebrate this – they remember the good things done with God's help; not the evil, dark things of life without Him. Most saints are ordinary people doing individual acts of kindness with God's help. Can you think of some 'saints' working for good in your community. How can you thank them? Maybe make some cards. Can you plan some acts of kindness you could do?</p>
<p>ENGAGE Opening activities</p>	<p>Hindu & Sikh What do pupils remember about KS1 work on Diwali? Can they retell the story of Rama and Sita? Remind class that there are many stories and celebrations linked with Diwali, especially in India (maybe share the Sikh story of Guru Hargobind from LKS2 Sikh unit, but all are connected with the victory of light over darkness, good over evil, knowledge over ignorance, and hope over despair. At Diwali Hindus welcome Lakshmi, the beautiful goddess of wealth and prosperity, into their homes for the year ahead. Diwali starts the new business year in India. Before Diwali people clean and decorate their homes and offices. On Diwali night people dress up in new clothes, light divas inside and outside their home, join family puja (prayers) to Lakshmi asking for a successful year, let off fireworks, eat and exchange gifts. The festival lasts for five days , but the main night of Diwali is the darkest, new moon night. Diwali falls in October or November. Lamps are lit to help Lakshmi find her way into people's homes. Rangoli patterns are painted outside the door as a sign of welcome. Most include a lotus flower, a symbol of Lakshmi. Look at Rangoli patterns and design own. https://uk.pinterest.com/explore/rangoli-patterns/ Explain the meaning of the imagery. What would pupils pray for the coming year if welcoming good things into the home, school or community?</p>
<p>Set up a simple experiment using light. eg hide some objects behind books. Pupil sits with back to them, shining torch and directs pupils with mirrors to move them until they can identify the hidden items from reflections. Discuss how light always overcomes darkness – it cannot be totally dark when light is present. In winter the days are short and it is good to have ceremonies lighting the darkness and promising better times. People often use light as a symbol of goodness. Can they give any examples? Think of traditional stories where danger</p>	

<p>lurked in dark woods, and escape brought light. In many religious stories light comes through people having faith and doing good with God’s help. We are going to explore some religious festivals of light. Can they name any?</p>	<p>Jewish Hanukkah (rededication) is the Jewish festival of light, remembering the story of a time two centuries before Jesus when Syrians and Greeks were ruling Israel. King Antiochus tried to force the Jewish people to worship Greek gods. A statue of Antiochus was erected in the Jewish temple and the Jews were ordered to bow down before him. The Ten Commandments forbid Jews to worship statues or idols and so they refused. A small group of Jews called Maccabees rebelled, and after a war they recaptured Jerusalem from the Syrians. The temple was nearly destroyed so the Jews had to repair it. When they were finished they rededicated it to God. They did this by lighting the lamp (Menorah) - which was a symbol of God's presence. They only had one small jar of the sacred oil need, enough for one day, but miraculously the lamp stayed alight for the eight days it took to make more. (The story is in the Apocryphal book Maccabees). At Hanukkah one candle is lit each day on the Hanukiah, an eight-stemmed menorah. The Hanukiah symbolises how God looked after the Jewish people at this difficult time. It is put in a window as God’s light shines out to everyone. Hanukkah is celebrated in November or December. Games are often played. The most common uses a dreidel and is a popular way of helping children to remember the great miracle. Make simple dreidels and play the game in groups. http://www.myjewishlearning.com/article/how-to-play-dreidel/ Hanukkah is about people, the Maccabees, who were not afraid to stand up for what was right, and to act upon it. Can pupils suggest something unfair in society that they would like to change, and prepare an election manifesto suggesting why it should be changed? Remember it is an act of faith – Jews believe God will help them change, as His light gets stronger, like the increasing numbers of candles.</p>													
<p>KEY VOCABULARY</p>														
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<p>Christian Give pupils an image of Mary from a picture of the annunciation, without name or story. Look at her expression. Ask them to draw what she is looking at. Show the original and discuss the story. How did Mary know who this baby from God would be? The Old Testament (Tenakh) contains many promises of a Messiah (chosen one) who would one day be sent by God. Read some of them. https://jewsforjesus.org/answers/prophecy/top-40-most-helpful-messianic-prophecies/ The Jews were waiting for the Messiah (Christ in Greek). Revise Advent as a time of preparing for Jesus’ coming. God’s light was coming into the world. In Lichfield Cathedral (and many other places), at the beginning of Advent, there is a special service. The cathedral is in darkness and then one candle is lit at the back. More and more candles are lit from this one, until the whole building is in light. Songs are sung and promises about the Messiah are read. Christians believe that Jesus was the Messiah, and Jesus said He was the light of the world. One way people remember this, often in Advent, is through the Christingle. This festival started in Germany and was only brought to England in the 1960s. Make Christingles using an orange which represents the world. A candle or glostick pushed into the centre, represents Jesus, the Light of the World. A red ribbon wrapped around the orange represents His blood as He came to die. Dried fruits and/or sweets skewered on cocktail sticks pushed into the orange, represent the fruits and people of the earth and the four seasons. If possible take part in a Christingle service at church or in school. Prepare the worship together and make invitations for your parents, explaining what the service will be about.</p>														
<p>APPLY</p>	<p>SUCCESS CRITERIA</p>													
<p>Festivals are times for sharing, enjoying faith together, remembering and being grateful. What helps pupils remember? What about people who are alone or missing people for festivals such as Christmas? Christmas is the biggest festival of lights for most people in England, when Jesus, the Light of the world, came. Individuals write how they could be a light in the world, and display in a light picture.</p>	<p>Explain the symbolism of light as representing goodness, and darkness evil, across several religions and give an example of a festival that celebrates this, linking it to the religious story behind it where possible.</p>													

LOWER KEY STAGE TWO

HOW DO CHRISTIANS REMEMBER JESUS' LAST SUPPER?

This unit helps pupils understand that communion is an act of remembrance, sharing and reflection for Christians focusing on the belief that Jesus died so that there could be a new relationship between God and His people.

It may be adapted for use in preparing pupils to share in the communion, and should involve as much input from the local clergy as possible. The practices and beliefs relating to the Eucharist vary across the Church of England and teaching should reflect the position of the local church.

LEARNING OBJECTIVES Core knowledge	EXPLORE Text, beliefs and context	RELATE How do the actions of the believer relate to the beliefs?	APPLY How can I apply the belief to what I see of my life and the world around me?
<ul style="list-style-type: none"> • that communion is linked to the Seder Passover meal • the story of the Last Supper and what Jesus said to the disciples • that the symbols of communion are a way of remembering Jesus and the new agreement of love and forgiveness • to reflect on the meaning of some actions and words involved for Christians. • that by sharing communion as a group Christians are showing unity • to allow for personal response to the service 	<p>Revisit story of Moses, escape from Egypt and how this is remembered through the Seder meal at Pesach (Passover) (LKS2 Jewish unit).</p> <p>Explain that Jesus, as a Jew, planned to celebrate Pesach in Jerusalem with His disciples. Look at Biblical account of this meal . (eg Luke 22:7-20)</p> <p>Focus on Jesus' words and actions. Discuss why Jesus said 'Do this in remembrance of me.' What did Jesus want the disciples to remember when they shared bread and wine in the future? Discuss how the disciples must have felt. He was there with them, not dead! What would they think He meant? After His death and resurrection, how would they understand? What are Christians remembering and why might it be important for Christians to</p>	<p>All over the world Christians share bread and wine together as Jesus commanded. It is sometimes called Eucharist (thanksgiving for the consecrated bread and wine); sometimes Mass (being blessed and sent out) and sometimes communion (sharing together) as well as 'the Lord's Supper'. What does your church call the service? Can you think how all the names help remember important parts of the service? It is also a sacrament – something Jesus did and told His followers to do.</p>	<p>Bread gives us strength. Jesus said 'I am the bread of life' (John 6:35). Share bread in class. As pass bread to the next person , share with them a strength that you feel they have.</p> <p>What makes a good invitation? Who might the class invite to a special meal? Jesus gave an invitation to everyone to share this special meal. Make some invitations to communion service at your church. What will people expect to see and hear?</p>
<p style="text-align: center;">ENGAGE</p> <p>Attach a piece of paper to each child's back. Move around the classroom others writing one thing that they think is particular and special about each person as they pass. Focus and allow individuals to read their paper. What surprises them? What do they feel is</p>		<p>What does communion mean for a Christian? Slowly reveal a photo of altar laid for communion, talking about what seen. Annotate whole photo explaining. Add think bubbles' capturing what Christians might think about during the service.</p>	<p>Privately consider whether there is anyone who they might need to "put things right with" in the way Christians do during the Peace. What could they do about it?</p> <p>Design a wall hanging, banner or stained glass window to help your local church community focus on the important parts of communion, or</p>

<p>the most special? How would they most like to be remembered? How might people celebrate this in the future? How do we remember special events and people? How do Christians remember Jesus? What is the most important thing about Him? One very important celebration is Communion /Eucharist/Mass. Explore knowledge of this and what they hope to find out.</p>	<p>'remember' Jesus' sacrifice? Why did Jesus choose such simple things as symbols to help people remember?</p> <p>Look at John 13. Why did Jesus wash the disciples' feet? It was not His job, but the servants. What was He modelling for His followers? Jesus also said 'I give you a new commandment: Love one another. As I have loved you, so you must love one another.' (John 13:34) What is the 'new commandment'? How did Jesus demonstrate this new commandment, especially in the events of Holy Week ?</p> <p>Maundy Thursday is the day in Holy Week when Jesus shared the last supper. The word Maundy comes from the same word as mandate – an order. What orders did Jesus give on that day? Christians remember how Jesus washed the disciples' feet to show we should serve one another. Lichfield is the only British cathedral that still has a 'pedalavium' where pilgrims' feet were washed. In history on Maundy Thursday the monarch used to wash beggars' feet, but this gradually changed to giving them coins. The queen still gives Maundy money. Find out about this custom, and also ways in which local churches serve others who are less fortunate, to follow Jesus' mandate.</p>	<p>Anglican communion usually has seven parts:</p> <ol style="list-style-type: none"> 1. The Invitation 2. The Preparation 3. The Word – sharing Bible teaching 4. The Intercessions – pray for others 5. The Peace and Offertory 6. The Eucharistic Prayers 7. Blessing and Dismissal <p>Investigate the words and actions used and their meanings .</p> <p>Ask your vicar questions about what communion means and what makes the sacrament special. Visit and watch or participate in a communion at your parish church. Discuss the service and pupils' reactions.</p> <p>Gather the verbs that Christians do during communion e.g. eat, drink, confess, think, pray, remember, sing, share, receive. Why do Christians talk about <i>celebrating</i> communion? Is it a celebration? Can an action change you inside? How? Discuss impact the actions of communion might have on Christians?</p>	<p>illustrate some of the words used during the service e.g. 'we are one body'. Write a caption that explains any symbolism you have used.</p> <p>Write a prayer, poem or reflection on the theme 'remember me' or 'we are one body' that could be said at the end of a communion service,</p> <p>Why do Christians talk about fellowship and 'being one body'? Why is sharing important? Discuss the need for reconciliation. Why does communion include the ritual of shaking hands when sharing the peace? Why is it important?</p> <p>Reflect on the value of having symbols and actions to remember a key belief. Create a reflection area for classroom based on elements of communion, using objects/words/creative prayer.</p>																										
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<p>The Anglican version of the service should be used primarily although diversity can be explored. Where schools have their own Eucharist service, it is appropriate that this is the focus of study</p>			<p style="text-align: center;">SUCCESS CRITERIA</p> <p>Make links between the events of the Last Supper and the symbols and beliefs expressed in Christian worship</p> <p>Explain how 'new commandment' makes a difference to the lives of individuals and communities .</p> <p>Describe how taking communion is an act of remembrance and an opportunity to reflect on God's love and Jesus' sacrifice</p>																										

LOWER KEY STAGE TWO

IS LIFE LIKE A JOURNEY?

This unit provides a chance for the school or academy to develop strands such as those suggested below in ways that best fits their own situation:

- Steps on the individual life journey – rites of passage – birth, adulthood, marriage and death, linked to the faiths studied.
- Special journeys in religious narrative. Journeys in the Bible and within other faith stories.
- Pilgrimage and examples of its place within various faiths, especially Islam and Hinduism, but also Christianity and Judaism.
- The personal journey. Highs, lows and helps.

All strands should be linked, as with all other units, to the ERA approach: **Explore** the texts, beliefs and context of the religions studied; **Relate** to the actions of the believers of the faith and **Apply** learning to the pupils in a relevant way.

Exemplar additional units for Upper Key Stage Two

- i) How do people express their faith through the arts?**
- ii) What is the worldwide church?**

UPPER KEY STAGE TWO

HOW DO PEOPLE EXPRESS THEIR FAITH THROUGH THE ARTS?

This unit has huge potential for cross curricular links and for individual or group development. Suggestions should be seen as starting points only. Link work primarily with the faiths studied by pupils, and use to develop understanding.

LEARNING OBJECTIVES Core knowledge	EXPLORE Text, beliefs and context	RELATE & APPLY
<ul style="list-style-type: none"> Art forms can be used to express deep feelings and emotions People can express their religious faith through the arts: <ul style="list-style-type: none"> Art, sculpture and design drama music dance literature/poetry Some religious ideas/beliefs are easier to express through the arts Not all religions express themselves through arts in the same way 	<p>Exodus 31:1-6. Bezalel is the first person in the Bible to be filled with God's Spirit. What does this teach about God and art? Christians believe God is a wonderful creator, and people are made like Him, so they are also creative. No-one knows what God looks like, but we do know that Jesus, God incarnate, was an ordinary human being. He had feelings like us, and the arts are a way we express feeling. When Jesus lived there were no cameras, and no contemporary pictures of Him survive. Groups respond to a selection of pictures of Jesus from around the world, and through history. Which do they like? What emotions are provoked? How are colour and symbols used? What do pictures tell about Jesus? Explain that some churches use pictures of Jesus to remind them and focus on Jesus. These are sometimes called icons. They are reminders, not the focus of the worship. Individuals choose one art form and produce a picture portraying the Christian truth of the Christmas story (or suitable to season). These could be reproduced as Christmas cards.</p> <p>Much Bible poetry, especially the psalms, uses parallelism – different words expressing the same truths in two or three different ways. Exploring this genre fits well with the use of the Thesaurus.</p>	<p>Before people could read various art forms were used to tell story. Some, for Christians, were stained glass; drama; sculpture and music. Look at historic examples, including Mediaeval mystery plays. Which appeal to particular pupils? Understand that symbols can convey meaning in religion, and develop their own means of retelling a Bible story through art and/or drama.</p> <p>Look at examples of Islamic art. Explain significance of design of a prayer mat. Design own prayer mat using tessellating patterns (ICT could be used, or could provide opportunity for maths link learning use of pair of compasses and other geometric aids.)</p> <p>Calligraphy also a very important aspect of Islamic art. Copying and embellishing passages from the Qur'an or the names of Allah is seen as an honoured skill. Look at Islamic calligraphy and then examples of calligrams using English. Choose one beautiful plant or animal and compose a simple poem or word bank describing it. Present work as a calligram.</p> <p>Listen to some traditional Jewish and/or Sikh music and discuss pupils' response. Discuss what makes music and art religious? The content, the faith of the artist or its use? In both these faiths the words being sung are key to the music. Write a poem expressing fear, pleasure, joy etc and compose own music to express feelings and emotions.</p> <p>Listen to a joyful piece of music. What feelings might people of</p>
<p style="text-align: center;">ENGAGE</p> <p style="text-align: center;">Opening activities</p> <p>Can meaning be conveyed without using words? Print pictures of the Derry Reconciliation Sculpture. Children work in groups, two not seeing the picture. Others arrange these two in the pose of the sculpture by verbal description only. Show the image and discuss what the sculpture is trying to portray. Suggest why the two figures are reaching out to</p>		

UPPER KEY STAGE TWO

WHAT IS THE WORLDWIDE CHURCH?

Pupils explore a variety of current Christian worship styles and formats drawn from differing denominational and cultural contexts, enabling them to find the common beliefs and stories expressed in the diverse rituals, music, images and artefacts discovered.

Many Lichfield Diocese schools have partnerships with schools in Kenya, so this is used as an exemplar, but the focus may be any overseas location.

LEARNING OBJECTIVES Core knowledge	EXPLORE Text, beliefs and context	RELATE How do the actions of the believer relate to the beliefs?	APPLY How can I apply the belief to what I see of my life and the world around me?
<ul style="list-style-type: none"> Christianity is an international religion, its followers form a worldwide family of believers. Christians share a set of core beliefs expressed within a cultural context The diversity and variety within the British church Christian festivals are celebrated around the world, through different cultural traditions. The art, music and language of worship vary worldwide, but the same features lie at its heart. awareness of the spread, diversity and impact of the Church worldwide 	<p>Read 1 Corinthians 12:12-27 in a modern translation. Discuss its meaning. Christians believe that each part of the body is needed, and God has created us all different but all important. Draw some 'one organ' bodies. Does it work? 1 Peter says we are all living stones. Just as every pupil is important to a school, every Christian is important to their church and to God. How do we know we are important?</p> <p>Believers in some faiths read their sacred texts in the language in which they were written, but Christianity allows and encourages translation, believing God can speak through any language. Visit www.biblegateway.com and explore the many different versions and translations found there. Share findings. Emphasise that some Christian beliefs are the same in any culture, (core beliefs) but the way people live out their faith is different. Discuss whether same true of other faiths.</p>	<p>Tell pupils they are about to watch a film clip of church worship. Ask what expect to see. Write ideas to make class list of expected features. Show film clip eg http://www.barnabasinschools.org.uk/whereintheworld Write what surprised, was as expected, positives and negatives. List similarities and differences. Most of content likely the same:- prayer, singing, Bible reading, teaching. Explain many of these features also found in English services because beliefs about Jesus, God and the Bible are the same for all Christians. Cultural things can change, but the teaching stays the same. Do they agree? Look at pictures of churches. Are the buildings important? What are they for? Some people tried to take British culture with the beliefs. Was this good? Kenyan church now Kenyan led. Finish by watching lively English worship.</p> <p>How did the church spread round world? Link with history and geography. Explain the idea of missionaries sent to tell</p>	<p>Ask pupils 'Who are you?'. When several replied ask what sort of responses are possible and discuss which ones most appropriate. Discuss how each of us have many different roles and identities. Pupils list their roles and identify. Add the duties or expectations that go with each. Ask which role is the real them. Which are they happiest fulfilling, which are difficult? One role we share is that of human beings, citizens of Planet Earth. What responsibilities go with that? Do all citizens have the same roles or are there many different ones? Are all citizens equal? Introduce the word Global and explain its meaning. One of the things common to all humans is that they ask questions about life and its meaning. Each has our own views about things, but many people in the world have come to the same answers about some of life's big questions like why we are here, who God is, etc. People who share the same views are said to share</p>
<p>ENGAGE Opening activities</p>			
<p>Ask how many nationalities found in local restaurants. Why? Discuss how modern communications have made world seem smaller. How many countries have class visited? Think of multinational companies – McDonalds, Coco Cola, Nike, etc. Are products same</p>			

<p>in every country? What good/bad about globalisation? One thing found in many countries is Christianity. Share ideas of a typical Christian. Then read: 'The typical Christian of the twenty-first century would be between 20 and 30 years old, brown skinned, poor, living in the Third world and very enthusiastic about their faith. They could be either male or female.' Although Christians all over world, some things about how they live out their Christianity differ. Going to explore what means to be a Christian around the world. Introduce idea of stereotyping and need to make sure research is fair and open minded. What questions would they like to explore?</p>	<p>Jesus told His followers to pray using the prayer beginning 'Our Father'. People all over the world use this and speak it in their own language. Look at the Lord's Prayer in the language taught at school, any spoken by class members and the language of any church or school partners. Discuss whether the meaning is the same. Create a calagram showing the prayer in English and one other language. Use the Lord's Prayer Project (www.cofesuffolk.org/resources#/)</p> <p>Explore how the Biblical narrative is shown through art and music in British churches. Compare styles and denominations, of possible through visits. Learn that some churches are very plain, others very ornate. Widen research to churches and traditions of other countries. Choose a well known Bible story and create a class gallery of it using a wide variety of historic and cultural styles. Stress that the story is the same. ('useful resources – 'Picturing Christianity' and 'the Christ we share')</p>	<p>others about Jesus. How and what did they share? What is good news for pupils? How could they share the Christian message in today's world? How does communication differ now from the past? Is it easier or harder to share? Create a modern presentation explaining what Christianity is about.</p> <p>Consider similarities and differences with school in other country. Gather questions and comments about things that might change 'church' according to cultural context, e.g. style of building, language, music, celebration of festivals. Investigate the challenges that worshipping together might present for Christians in different parts of the world. Create a collage or ICT presentation 'Around the world.'</p>	<p>the same faith or religion. How many religions can they name? All these religions are found in many parts of the world – they are global. Discuss whether what people believe might affect their views of their responsibilities in the different roles.</p> <p>Review findings so far. Emphasis that all beliefs lived out by individuals within own culture, and members form part of community. Discuss how communities support and encourage each other. Explain that one area of community results from richer believers giving resources to poorer members of the same faith body. Ask which charities they can name. Decide which work internationally and which are explicitly Christian. Discuss whether giving just from West to poorer nations, or whether giving in both directions. Link with penfriends. Do pupils here benefit from the letters and relationship? Explain that for Christians (and most other religions) giving and sharing very important ways of living out faith in practice. How can school both give and receive from partners? Plan an 'event' together.</p>																
<p>KEY VOCABULARY</p>																			
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<p>POINTS TO NOTE</p>																			
<p>Very important to avoid stereotyping! All cultures and faiths are diverse. There are as many manifestations of any belief and society as there are members! If parish has overseas links, use them!</p>		<p>SUCCESS CRITERIA</p> <p>Pupils explain something of the diversity within the church, and how the core beliefs at its heart are shared.</p>																	

Exemplar additional units for Key Stage Three

- i) What do Christians believe about Jesus?**
 - ii) Is life a moral maze?**
 - iii) Is there a God?**

KEY STAGE THREE

WHAT DO CHRISTIANS BELIEVE ABOUT JESUS?

An exploration of the big ideas and concepts that lie behind the birth of Jesus – the incarnation.

Many of the themes introduced will have been encountered by pupils using UC in KS2. However they may be now to those joining KS3, and so teachers must adapt this unit to meet the needs of pupils, building in differentiation. It is best to use this unit before the UC KS3 unit on incarnation.

LEARNING OBJECTIVES Core knowledge	EXPLORE Text, beliefs and context	RELATE How do the actions of the believer relate to the beliefs?	APPLY How can I apply the belief to what I see of my life and the world around me?
<ul style="list-style-type: none"> • The New Testament (NT) contains the ‘Good News’ of Jesus. • The four gospels (good news) are Matthew, Mark, Luke and John. These contain the life and teachings of Jesus. • Only Matthew and Luke contain birth narratives – both are very different. • Advent is the prelude to the birth of Jesus: the incarnation. • Baptism, John the Baptist: link to the Trinity. Links to the importance of baptism to become members of the Christian faith. • Wilderness experience: trust, faith, resilience, temptation • The last week of Jesus follows the same pattern in all four gospels. • The parables are the teachings of Jesus contained in stories which relate to the everyday circumstances of the Jewish audience. • The focus of many of the parables is 	<p>Explore birth narratives of Matthew and Luke. Pupils work out differences between the two. Introduce form criticism of the text, noting the following:</p> <p>Matthew: This narrative is aimed at a Jewish audience, so there are many concepts that Jews would understand. Eg: It is written from male point of view (Joseph). Jesus’ heritage (genealogy) is linked to Abraham, the father of Judaism. Jesus is called ‘Immanuel’=God with us. He is visited by wise men (magi) with gifts of gold, frankincense and myrrh; gold=kingship; frankincense =worship and myrrh=death. These link to Jesus as a king (Messiah), God on earth (worship) and looking towards his death (myrrh). The magi are often depicted as representatives of three continents suggesting that Jesus was born for all. There is a sense of Jesus’ royalty being emphasised with Jesus being born in Bethlehem as Jewish tradition believed</p>	<p>Revise Advent – preparation to the birth of Jesus. Advent was time for self-reflection. Christians traditionally think about their life and how it had fallen short. This reminds them of their need for forgiveness of sins, redemption and reconciliation with God. This linked to their need for Jesus – Immanuel, ‘God with us’ (Matthew) and ‘The word became flesh and dwelt among us’ (John). Link the idea of Jesus being the ‘light of the world’ (John) to the Advent Wreath/Candles – made from evergreen branches symbolising eternal life. Lighting four candle represents the four weeks up to Christmas day. The fifth candle represents Jesus – the ‘light of the world.’ The emphasis is on the birth of Jesus, the incarnation of God is almost upon us, the light of Jesus is getting closer.</p> <p>Some Christians today try to make their Christmas trees relate to the birth story</p>	<p>The incarnation (God in human form) is important because:</p> <ul style="list-style-type: none"> • Humanity has access to God through Jesus. God understands what it is like to be human, to be tempted and yet not sin (because of Jesus) . Explore with pupils this theological idea of God with us – Immanuel. How could this affect the way they live their lives currently and in the future? • Christians believe that through Jesus they can pray to God and he will listen. This doesn’t mean God will answer our prayer in the way we expect. What sort of things would pupils pray for? For themselves, for others, for the world? • If Jesus was born today, where would this happen? What people might visit him? Who would want to kill him (the modern day Herod)? What gifts would people bring him and what would they symbolise? • Create your own piece of art that

<p>the coming of the Kingdom of God / Heaven.</p> <ul style="list-style-type: none"> • Miracles are varied: nature, healing, exorcisms, resuscitations, resurrection. • Holy Week: this is the last week of Jesus' life leading up to Easter. Key ideas here are: sacrifice, salvation, redemption, reconciliation, atonement, forgiveness, crucifixion, betrayal, prayer, abandonment, resurrection, ascension 	<p>that the Messiah would be born here. The star only appears in Matthew's account. At the time such stars symbolised the birth of a great king. Matthew is saying that Jesus is that King – the Messiah. Herod the Great is mentioned in Matthew's account. This contrasts the false king and the true king (Jesus). The escape to Egypt is linked to Old Testament (OT) prophecy suggesting that a saviour would come out of Egypt. It also suggests that Jesus is the new Moses who led his people out of the slavery of sin. Jesus could also be linked to Joshua (Jesus= Joshua). Joshua led the Israelites into the Promised Land. In the case of Jesus, He will lead his followers into the Kingdom of God/Heaven – the new Promised Land. The early Christians would link this to the Church.</p>	<p>and the life of Jesus, rather than the secularisation of Christmas. For example the Christmas tree is evergreen – representing the continual love of Jesus and his eternal life. It points to Heaven and the star or angel links to the birth accounts. Gifts link to those of the magi. Decorating the tree with red, gold and white symbolises red=the blood of Jesus that is to be shed, atonement, reconciliation, sacrifice; gold=kingship /worship/Messiah and white=purity, Jesus 'light of the world'</p>	<p>represents a modern version of the birth of Jesus. Write an explanation of your piece of art.</p> <ul style="list-style-type: none"> • Write an acrostic poem using each of the letters in the word INCARNATION. Make sure this relates to why Jesus came to be born. • Write an essay that answers the following question, 'What are the meaning of the symbols found in both Matthew and Luke's birth accounts'. This essay should differentiate between these two accounts; identify the symbols in each and how they relate to the person of Jesus.
<p>ENGAGE</p> <p>Opening activities</p>			
<p>Mind-map, circle RANT on what pupils know about the birth of Jesus so far. What would they like to know? Get to know the New Testament (NT) activities. Devise group activity that allows pupils to explore the NT – focussing on the Gospels. Looking up passages about the life of Jesus. Feedback. Each group then puts together a presentation to give to the rest of the class. In pairs or groups compare the birth narratives of Matthew and Luke. How are they similar? How are they different? Match symbols of the birth narratives with their symbolic meaning. Explain that there is no birth account in the gospel of Mark. He starts his account of Jesus' life at His baptism. Read the Prologue in John 1. What can pupils find out about Jesus? Give clues here eg Word=Jesus.</p>	<p>Luke is aimed at a Gentile (non-Jewish audience). It is told from the point of view of Mary. The genealogy of Jesus is taken back to the first man, Adam. This suggests that Jesus has been born for all. This is emphasised by the shepherds, in Jewish culture outcasts of society and spiritually unclean. The fact that they visit Jesus suggests that Jesus was born for all. The term is universalism. Prior to Jesus' birth Mary visits her cousin Elizabeth. At this point she sings the magnificat, the Song of Mary (Luke 1:46-55). This prayer song emphasises that Jesus is born for all.</p>	<p>Explore traditional Christmas hymns and what they teach about the birth of Jesus. Explore the symbolism and true meaning of Christmas.</p> <p>Use saved old Christmas cards to identify the secular and religious aspects of Christmas. Explore the birth of Jesus through art and the symbolism of the birth of Jesus in a visual way. For example explore the birth of Jesus using the art of Franz von Rohden: http://www.artrenewal.org/pages/artist.php?artistid=1396 Symbols to explore in this painting are: the star, the gifts of the magi, colours worn by Mary (blue=humanity), the broken building in the background=the need for humanities brokenness/sinfulness and the need for reconciliation/forgiveness, tied up lamb=Passover lamb. Jesus will</p>	<ul style="list-style-type: none"> • Once the main ideas behind the birth accounts have been taught split the pupils into small groups to look at different pieces of art on the theme. Pupils have to analyse this art and then give a report/presentation back to the rest of the class about their findings. Did they find anything different in the art? • Create your own piece of art on the Trinity, or the annunciation. • Create a collage using magazines and newspapers to convey the sins of the world today. Link this into the idea that Jesus is the 'light of the world' come to save humanity from sin. The centre of this collage could be light.

KEY VOCABULARY			SUCCESS CRITERIA																																										
<table border="0"> <tr><td>Advent</td><td>Birth</td></tr> <tr><td>Nativity</td><td>Incarnation</td></tr> <tr><td>Annunciation</td><td>Mary</td></tr> <tr><td>Gabriel</td><td>Holy Spirit</td></tr> <tr><td>Joseph</td><td>Bethlehem</td></tr> <tr><td>Trinity</td><td>Messiah (Christ)</td></tr> <tr><td>Immanuel=God with us</td><td></td></tr> <tr><td>Baptism</td><td>John the Baptist</td></tr> <tr><td>River Jordan</td><td>Wilderness</td></tr> <tr><td>Temptation</td><td>Faith</td></tr> <tr><td>Trust</td><td>Test</td></tr> <tr><td>Resilience</td><td>Parables</td></tr> <tr><td>Miracles</td><td>Lent</td></tr> <tr><td>Kingdom of God/Heaven</td><td></td></tr> <tr><td>Easter</td><td>Holy Week</td></tr> <tr><td>Betrayal</td><td>Evergreen</td></tr> <tr><td>Cross</td><td>Sacrifice</td></tr> <tr><td>Atonement</td><td>Reconciliation</td></tr> <tr><td>Passover lamb</td><td>Forgiveness</td></tr> <tr><td>Wrath of God (propitiation)</td><td></td></tr> <tr><td>Universalism</td><td>Eternal life</td></tr> </table>	Advent	Birth	Nativity	Incarnation	Annunciation	Mary	Gabriel	Holy Spirit	Joseph	Bethlehem	Trinity	Messiah (Christ)	Immanuel=God with us		Baptism	John the Baptist	River Jordan	Wilderness	Temptation	Faith	Trust	Test	Resilience	Parables	Miracles	Lent	Kingdom of God/Heaven		Easter	Holy Week	Betrayal	Evergreen	Cross	Sacrifice	Atonement	Reconciliation	Passover lamb	Forgiveness	Wrath of God (propitiation)		Universalism	Eternal life	<p>Hypothesise why Matthew and Luke are different. Introduce idea of redaction. Each account was written to teach the reader something that they could relate to from their own experience.</p> <p>John's gospel contrasts with Matthew and Luke's. John takes Jesus' existence back to the beginning of time. Jesus was with God at the very beginning. It is through Jesus that all is created. The emphasis here is that Jesus is divine. Jesus is seen as the 'Word' (Logos in Greek). This ancient term was used by Greek philosophers and attributed to the divine. John applies it to Jesus: John 1:1, "In the beginning was the Word, and the Word was with God, and the Word was God..." The opening of John's gospel is called the 'Prologue'. In it the main ideas about Jesus and explored in the rest of his gospel are introduced. Explore the Prologue with pupils noting that it makes clear that God chose to come to earth as a human being – "The Word became flesh and dwelt among us" The Word=God became flesh=human. This can clearly be linked to the key Christian belief in the incarnation. Also in John's gospel the idea of Jesus being 'light of the world' is introduced linking with Advent</p>	<p>be the replacement of the Passover lamb, link to his sacrifice, halo=divinity of Jesus, wise men and shepherds=universalism etc. There are other symbols in this painting, or others, to explore with pupils.</p> <p>Explore the Annunciation through the art of Bradi Barth: https://unbornwordoftheday.com/2013/04/07/mercy-incarnate-the-annunciation-of-the-lord-to-mary/ This piece of art is very good to explore the idea of incarnation – how Jesus is both human and divine. It is also good for exploring the Trinity as the art clearly shows the three aspects: God=Father, Son=Jesus and Dove=Holy Spirit.</p> <p>Explore the idea of difference between the birth accounts. Does this mean that the gospel writers were lying? Why aren't they the same?</p> <p>Explore the idea of the virgin birth and why it is important for Christians. .Would it make any difference if Jesus had been Joseph's son?</p>	<p>Pupils should be able to develop a deeper understanding of the birth narratives. They should be able to explain clear the theological concept of the incarnation and why Christians think this is a central belief to their religion. Pupils should be able to relate the importance of the incarnation for the world around them e.g. if the incarnation happened today why would Jesus need to be born into it?</p>
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<p>This is a really good topic to explore through art. There are many paintings that explore this theme.</p> <p>This topic could also be used to spring board into other areas of Jesus' life, particularly the crucifixion – this sometimes depends on the piece of art being explored.</p>																																													

KEY STAGE THREE

IS LIFE A MORAL MAZE?

This unit allows exploration of the impact of beliefs on behaviour and the consequences for individuals and communities. Pupils explore the nature of moral decisions and choosing between right and wrong.

LEARNING OBJECTIVES Core knowledge	EXPLORE & RELATE Text, beliefs and context How do the actions of the believer relate to the beliefs?	APPLY How can I apply the belief to what I see of my life and the world around me?
<ul style="list-style-type: none"> • What do we mean by right and wrong? • Are there any universal rules or absolutes? • How do beliefs and values affect the way people live their lives? • Which are better – rules or guidelines? • Explain how believers apply key teachings from religious texts to ethical issues • How can we work out a moral dilemma? • What is a moral signpost? 	<p>Attempt to write definitions of ‘right’ and ‘wrong’ and compare these with the dictionary definitions. Use magazine and news articles and clips to highlight modern social debates, eg image and photo manipulation. Survey the class’ views on selected ethical issues as to whether they think certain actions are right or wrong. Is there a ‘natural law’ which is universally agreed to decide right and wrong?</p> <p>Use question playing cards from www.schoolswork.co.uk to enable debate about many current issues faced by young people. Allow pupils to discuss their cards and move on. At end of game discuss how they can know what is right or wrong and to pick the card they found most difficult to agree on. Why? Which subjects have definite right and wrong and which are just opinion (situation ethics)? Were the belief cards helpful or more difficult? Why? Are all opinions valid? Should they all be respected or are some ideas just wrong? How do we decide? Do the things learnt about faith in RE help or hinder making decisions for believers? Individually decide five most important factors in making decisions and record.</p>	<p>Write a moral code that they think would be valid for and agreed by all mankind. How did they arrive at their decision? What were the difficulties of agreeing what is right and wrong? How far this would work for all cultures and religions?</p> <p>Rank methods of deciding what is right and wrong</p>
<p style="text-align: center;">ENGAGE</p> <p style="text-align: center;">Opening activities</p>	<p>Allow pupils to discuss their cards and move on. At end of game discuss how they can know what is right or wrong and to pick the card they found most difficult to agree on. Why? Which subjects have definite right and wrong and which are just opinion (situation ethics)? Were the belief cards helpful or more difficult? Why? Are all opinions valid? Should they all be respected or are some ideas just wrong? How do we decide? Do the things learnt about faith in RE help or hinder making decisions for believers? Individually decide five most important factors in making decisions and record.</p>	<p>Evaluate the command ‘Love your neighbour as yourself’ and apply this to hypothetical situations</p>
<p>Ask pupils to complete maze worksheet individually. Discuss what is it like not knowing which way to go? Ask what would help to ensure you go the right way? Suggest signposts might be helpful .Discuss the phrase ‘moral maze’: What is a maze a good metaphor for ? What are moral decisions? Consider such ideas as ‘learning through mistakes’, ‘false starts’, and ‘lack of clear signposts’. Ask pupils if they have ever had to make a difficult decision. How did they decide what to do? Unit about ways people make these difficult types of decision.</p>	<p>Take one topical subject from current soap opera or news item. Draw spider diagram showing different ways of arriving at an ethical decision of what could be right or wrong. Discuss different answers and discuss and name different ethical strategies, e.g. natural law, utilitarianism (deciding by likely consequences for others), hedonism (self indulgence) and relativism (limited by understanding) to an ethical scenario. Are any of the ‘answers’ based on religious ideas?</p>	<p>Record a news bulletin and assess the relevance of the 10 Commandments to the items in the news broadcast</p> <p>In groups debate and solve a problem according to different ethical belief systems</p> <p>Produce a game that looks at the consequences of ethical decisions</p> <p>Design a leaflet that campaigns for a particular cause – with examples of ways of protest with reasons.</p>

KEY VOCABULARY	<p>Show their understanding of some key teachings that guide ethical decisions by creating a collage of key phrases linked to pictures of current ethical / moral dilemmas and situations. Discuss ideas. Use understandinghumanism.org.uk to explore a totally non-religious approach to right and wrong. Are there still absolutes? What are they based on? Do pupils find this approach helpful?</p> <p>Examine a number of moral dilemmas and use the Golden Rule to solve them. What do different religious or non-religious groups think about each dilemma? Eg assisted dying. How might members of the different faiths studied contribute to the debate? Would views about life after death make a difference? What about humanists?</p>	<p>Does the end always justify the means? Is this true? Why? Discuss</p>
<p>Belief values Actions signposts Maze conscience role models karma moral absolutism sin peer pressure behaviour commandment decision natural law universal situation ethics relativism morality utilitarianism hedonism consequences Golden Rule</p>	<p>Where do the school's Christian values come from? Did Jesus teach values? What are they? What are the values of other faiths? Are there universal values?</p> <p>Write and act out a role-play discussing an ethical issue from two or three different viewpoints (eg Christian, Hindu and humanist) – e.g. a script for 'Question Time' based on current affairs. Show an ability to synthesise (bring together) a variety of views, teachings and ethical traditions. Pupils attempt to identify which ethical theory has been used</p> <p>Choose one person known for strength in standing up for their personal beliefs and ideas, eg Gandhi, Huddleston, Tutu, Bonhoeffer. Explore what they did and why. Report back to class. Did they have to make personal sacrifices in order to stand up for what they believed was right? Evaluate the effects, positive and negative, that the selected hero has had on the world. Ask 'Would you make a similar stand if you were in your hero's place? Why / Why not?' Was faith a factor in their actions?</p> <p>Examine key passages of scripture from the life of Christ. How did He face dilemmas, especially preparing for arrest, trial and death?</p>	<p>SUCCESS CRITERIA</p> <p>Articulate personal opinions on the relevance and value of religious teachings within a discussion of global ethical issues</p> <p>Identify a variety of ethical theories that people employ to solve ethical questions and to calculate the varied ways in which these theories impact upon society. Measure the influence of religious beliefs upon responses to global ethical issues</p> <p>Extend their understanding of ethical theories to distinguish between systems based on rules and those based upon guidelines using a variety of sources and evidence Identify and judge the factors that influence and inspire their personal approach to morality</p>
POINTS TO NOTE	<p>Key biblical teachings:</p> <ul style="list-style-type: none"> • Genesis 1-3 • Exodus 20 • The Golden Rule (also found in other religions) Matthew 7:12 • 1 Corinthians 8 and 10: 23-33 • Romans 13 • Matthew 22: 34-40 – The Great Commandment 	
RESOURCES		
<ul style="list-style-type: none"> • 'Exploring Ethics' A level resource book of ethical games and quizzes that can be adapted for KS3 • Contemporary Moral Issues – J. Jenkins • Christianity in Today's world – Hodder • http://understandinghumanism.org.uk/ https://www.youtube.com/watch?v=duZm6OytAns and https://www.youtube.com/watch?v=SNmJqRV7LOA 		

Humanity has wrestled with questions of morality for thousands of years: for example, the notion that it can be dangerous for humans to take on the task of judging good from evil is central to the Garden of Eden story.

Moral absolutism is the belief that there are absolute standards against which moral questions can be judged, and that certain actions are right or wrong, regardless of the context of the act. This position is often contrasted with moral ‘relativism’ (i.e. the belief that moral truths are relative to social, cultural, historical or personal references) and ‘situational ethics’ (which holds that the morality of an act depends on the context of said act).

According to moral absolutists, morals are inherent in the laws of the universe, the nature of humanity, the will or character of God, or some other fundamental source. Moral absolutists regard actions as inherently moral or immoral; they might, for example, judge slavery, war, dictatorship, the death penalty, or childhood abuse to be absolutely and inarguably immoral, regardless of the beliefs and goals of any culture that engages in these practices.

Many religions have morally absolutist positions, believing that their system of morality has been established by a deity or deities, and regarding such systems of morality as absolute, (usually) perfect, and unchangeable. There are also many philosophies that take a morally absolutist stance, arguing that the laws of morality are inherent in the nature of human beings, the nature of life in general, or the universe itself. (For example, someone who believes absolutely in nonviolence considers it wrong to use violence even in self-defence. For another example, under some religious moral absolutist beliefs, homosexual behavior is considered fundamentally wrong, even in a committed monogamous relationship.) Many who make such claims often disregard evolving norms within their own communities.

Moral relativism is the position that moral or ethical propositions do not reflect objective and/or universal moral truths, but instead make claims relative to social, cultural, historical or personal circumstances. Some moral relativists hold that a personal and subjective moral core lies—or ought to lie—at the base of an individual’s moral acts: in this view public morality reflects social convention, and only personal, subjective morality is truly authentic.

The Greek historian Herodotus (c. 484 – 420 BCE) observed that each society regards its own belief system and way of doing things as the best, in contrast to that of others, and the assertion by Protagoras (c. 481 – 420 BCE) that ‘of all things, the measure is man’ provides another early precursor to modern moral relativism.

The 18th-century Enlightenment philosopher David Hume (1711 – 1776) distinguished between matters of fact and matters of value, and suggested that moral judgments consist of the latter, for they do not deal with verifiable facts obtained in the world, but only with our sentiments and passions. But Hume regarded some of our sentiments as universal. He denied that morality has any objective standard, and suggested that the universe remains indifferent to our preferences and our troubles.

KEY STAGE THREE

IS THERE A GOD?

In this unit pupils consider some of the arguments for the existence of God and begin to analyse and compare some of the approaches used in the exploration of the nature of truth.

LEARNING OBJECTIVES Core knowledge	EXPLORE & RELATE Text, beliefs and context How do the actions of the believer relate to the beliefs?	APPLY How can I apply the belief to what I see of my life and the world around me?
<ul style="list-style-type: none"> Who or what is God? Does God exist? How do we know? How do people decide what is true? What arguments do faith communities use to support belief in God? What do sources and teachings say about the nature of God and what implications does this have for believers? What's the point of believing in God? Would the world be a better place without religion? Who or what is God? Use religious and philosophical vocabulary to argue the nature of proof 	<p>Set up experiments to test each sense, eg using optical illusions, Möbius strips, feely bags, historical events and a mix-and-match crisp exercise. Ask which sense pupils can trust the most and why Reflect on the use and worth of sensory perception in everyday life. Is memory important too? Read John 18:37-8. What did Jesus mean by saying He came to 'testify to the truth'? Why does Pilate ask 'What is truth'? What do pupils think it is? What evidence might Christians use for proving that there is a God? Is it really proof, or is it subjective – answered prayers, circumstances, the beauty of nature, feeling God with them???. Invite in the vicar or other confident Christian to answer questions about how they can be sure of their faith. Afterwards discuss whether pupils found the arguments convincing. Are they experience or proof? Design a wanted poster for God .</p> <p>People who believe that God exists are called theists, those who are sure he does not are atheists and agnostice think it is impossible to know. Explore Understanding Humanism and discuss these differing standpoints.</p>	<p>How do we make up our minds about other people and their ideas? Is the media fair in the way it presents religions. Does it sometimes manipulate our ideas?</p> <p>What would the world be like if we all shared the same beliefs? Illustrate how different perceptions of what is meant by 'truth' and the nature of reality shape beliefs and values amongst individuals and communities.</p> <p>Christians wrote what they believe about God in the Creed. The word creed comes from the Latin credo – I believe. Can pupils express or write down what they believe are true about God and life, and things that they are not sure about.</p>
<p style="text-align: center;">ENGAGE</p> <p style="text-align: center;">Opening activities</p>	<p>Ask pupils what people of different faiths think God is like. What have they learned from their study of different faiths? In groups compile a table of what different faiths believe about Him. Explore possible definitions for 'God' Could they all be true? How do they conflict? Demonstrate knowledge of major arguments for and against the existence of God by organising a table to show both sides of the debate</p> <p>What is the relationship between knowledge and religious belief? The study of the fundamental nature of knowledge, reality, and existence is called</p>	<p>Can the whole class agree on their beliefs. May they change if the evidence seems to change. People often alter their ideas through life. Maybe when circumstaces are</p>
<p>Pupils write five facts about themselves. Partners ask them to prove them. Can they? What can be used for proof – certificates, pictures, people there..... How do courts of law prove guilt? Are there facts about themselves that they</p>		

<p>know are true and yet cannot prove? Give examples. What else can't be proved? How do they know that they are in school today? Can anyone prove that God exists? That is the subject of this unit. What do they think? Offer possible proof ideas.</p>	<p>philosophy. In the Middle Ages, pre-modern thinking was that people were told what was true and were expected to believe without question. Then, with discoveries such as Galileo's of a round world, which the church discounted as non-Biblical, people began to question. People began suggesting that only what could be proved or demonstrated could be true. For some people this means science is true, religion not. Explore the key philosophies of Descartes and Kant. What does 'I think, therefore I am' mean? . A philosophy is also a theory or attitude that guides the way people behave. A lot of philosophies are based on reason. Is reason proof? Assess and decide upon how far religious belief is of value within philosophical discussion and analysis of the nature of reality</p>	<p>particularly hard, or prayers are answered. Life is a bit like being a detective looking for clues to answers to ultimate questions. Pupils need to be open minded. Create a piece of art work which depicts being open minded in the face of all these questions.</p>																						
<p style="text-align: center;">KEY VOCABULARY</p>		<p style="text-align: center;">SUCCESS CRITERIA</p>																						
<table border="0"> <tr><td>Proof</td><td>fact</td></tr> <tr><td>Evidence</td><td>belief</td></tr> <tr><td>Empirical</td><td>senses</td></tr> <tr><td>Experience</td><td>faith</td></tr> <tr><td>fundamentalism</td><td>doubt</td></tr> <tr><td>allegory</td><td>ultimate</td></tr> <tr><td>question</td><td>philosopher</td></tr> <tr><td>experience</td><td>illusion</td></tr> <tr><td>truth</td><td>reason</td></tr> <tr><td>Kant</td><td>Descartes</td></tr> <tr><td>Modern</td><td>post-modern</td></tr> </table>	Proof	fact	Evidence	belief	Empirical	senses	Experience	faith	fundamentalism	doubt	allegory	ultimate	question	philosopher	experience	illusion	truth	reason	Kant	Descartes	Modern	post-modern	<p>What 'The Matrix' clip from where Morpheus offers Neo a choice of pills until Neo wakes up in the real world. Is the world real or an illusion? In Harry Potter what is real and what is magic? People have always tried to answer ultimate questions such as 'why do people suffer?' and 'Does life have any meaning?'. Discuss and then evaluate in writing 'The World is just a Dream, - Do you agree? The desire to prove everything is called modernism. Identify religious and non-religious answers to the question of the nature of reality</p> <p>Could all faiths be correct about God? Explore beliefs of the Baha'I faith. The idea that all faiths lead to the same God is called religious pluralism. Do they feel that these ideas conflict or contrast with the Christian belief that Jesus was God incarnate? Can they all be true? Is there any point in believing if it doesn't matter what you believe? If you believe something is it true for you?</p>	<p>Evaluate the arguments and evidence provided in support of the existence of God providing reasons and examples</p> <p>Rank and evaluate arguments for the existence of God and assess these against atheist views</p>
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Modern	post-modern																							
<p style="text-align: center;">POINTS TO NOTE</p>		<p style="text-align: center;">RESOURCES</p>																						
<p>This is a challenging unit which seeks to lay some of the foundations for GCSE work. Class teachers will need to establish parameters for discussion. Awareness of who could be offended and why is crucial to a discussion of religion's value within society</p>	<p>There is a lot of evidence, Christian, Jewish and Roman, that a man called Jesus lived and caused unrest in first century Israel. Jesus existed, but who was he? Can Christians prove the resurrection? Can they disprove it? What about the miracles? Was He God incarnate?</p> <p>Post-modernism says that not everything can be proved. There may be many truths and truth is personal not absolute. Tolerance and respect are very important. Even within faiths there is a huge range of diversity. There are lots of different 'families' of Christians – denominations. In what ways do Churches agree and disagree? Maybe there are as many beliefs and views as there are people. Is diversity a good or bad thing?</p>	<p>RE Today - Developing Secondary RE: Questions about God p20</p> <p>http://understandinghumanism.org.uk/</p>																						

Assessment criteria for exemplar units.

The following assessment sheets provide suggestions for end of unit expectations.

Similar sheets for all of the Understanding Christianity units can be found on <http://www.salisbury.anglican.org/resources-library/schools1/re-support/assessment/understanding-christianity>

Contents

Islam

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- ii) What can we learn from a mosque? – LKS2
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Judaism

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- iii) What does it mean to be a Jew? – UKS2
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Hinduism

- i) What do Hindus believe? – KS1
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- iii) What does it mean to live as a Hindu today?

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Sikhism

- i) What do Sikhs believe? – KS1
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Buddhism

- i) What is the Buddhist way of life?- KS2
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Early Years units

- i) Why are some stories special?
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Key Stage One generic units

- i) What are festivals and why do we have them?
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- iii) How can I make a difference in the world?
- iv) What is faith and what difference does it make?

Lower Key Stage Two generic units

- i) What are festivals of light?
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- iv) Is life like a journey?

Upper Key Stage Two generic units

- i) How do people express their faith through the arts?
- ii) What is the worldwide church?
- iii) Why is it important to remember?

Key Stage Three unit

- i) What do Christians believe about Jesus?
- ii) Is life a moral maze?
- iii) Is there a God?

Key Stage One	What do Muslims believe? Concept: Introducing the big ideas and concepts that lie at the heart of the Muslim faith.	
Knowledge and understanding is	Secure /Expected  <ul style="list-style-type: none"> • Know that Islam is a faith that is shared and lived out by many people today, and those who follow its teachings are called Muslims. • Know that Muslims believe in one God, the creator. The Arabic name for God is Allah. • Allah has ninety-nine beautiful names that reflect aspects of his character. Share several of these and explain what they tell Muslims about Allah. • Explain that, in Islam, Muhammad is a prophet and the last messenger of Allah. • The Qur'an is the special book for Muslims and is written in Arabic. It contains the holy words of Allah given to Muhammad. Share the story of how it was revealed to Muhammad on the Night of Power, and explain how a Muslim would treat a copy of the Qur'an. 	
Pupils initials who achieve this		
Knowledge and understanding is	Developing/Emerging  <ul style="list-style-type: none"> • Share how Muslims believe there is one God and his name is Allah in Arabic. • Explain that Muhammad is a special prophet for Muslims. • Know that the Quran is the Muslim holy book. 	Excelling  <ul style="list-style-type: none"> • Explain the place of Allah, Muhammed and the Qur'an in the lives of a Muslim child. • Share and explain the Shahadah and what this might mean to a Muslim child.
Pupils initials who achieve this		
	Pupils with additional needs have made the following response/s	

<p>Lower Key Stage Two</p>	<p>What can we learn from a mosque?</p> <p>Concept: Key features of a mosque and what they reveal about Muslim beliefs, especially beliefs about prayer (salah/salat).</p>	
<p>Knowledge and understanding is</p>	<p>Secure /Expected</p>  <ul style="list-style-type: none"> • Explain that Muslims believe there is no God but Allah and that he is without equal. The Qur'an is Allah's final revelation to humanity, and was revealed to the Prophet Muhammad in Arabic. • Know the key features, artefacts and symbols found in a Mosque and how they aid Muslims in their worship. How do Muslims prepare to enter? • Know that the Mosque is a place of worship and learning and Salat is usually led by an Imam • Explain that Salat (prayer) is offered five times a day at set times. In prayer, Muslims submit to the will of Allah. • Show the types of artwork that are allowed in a Mosque and those that are not. Explain some of the ways in which the art and surroundings might remind Muslims of their faith. 	
<p>Pupils initials who achieve this</p>		
<p>Knowledge and understanding is</p>	<p>Developing/Emerging</p>  <ul style="list-style-type: none"> • Know that Allah is the Arabic name for God; Muhammad is the most important Muslim prophet and that the Muslim holy book is called the Qu'ran. • Identify key features of the Mosque and explain their purpose. • Know that Muslims try to pray five times a day. • Illustrate the sort of art that might be seen inside a Mosque. 	<p>Excelling</p>  <ul style="list-style-type: none"> • Explain how salat is important to Muslims as it helps them submit to the will of Allah. Explain how the features and rituals of the Mosque aid salat. • Pupils compare salat and the mosque to prayer and places of worship within Christianity or another faith. • Explain what else may happen in a Mosque, other than formal prayers.
<p>Pupils initials who achieve this</p>		<ul style="list-style-type: none"> •
	<p>Pupils with additional needs have made the following response/s</p>	

Upper Key Stage Two	What are the five pillars of Islam? Concept: The key beliefs and practices of Islam found in the five ‘pillars’ and of how these affect the way that Muslims live their lives.	
Knowledge and understanding is	Secure /Expected  <ul style="list-style-type: none"> • Clearly explain what the five pillars or duties are for Muslims. • Describe what Muslims do to practise the pillars and connect them to some key Muslim beliefs. • Explain how Id-ul-Fitr and Id-ul-Adha is each celebrated and the significance of each as festival within the duties of Muslim life. • Understand that Zakah is an important part of Muslim life and give examples of Islamic relief and charity in action. 	
Pupils initials who achieve this		
Knowledge and understanding is	Developing/Emerging <ul style="list-style-type: none"> • Discuss the five pillars and know something of what each involves for a Muslim believer. • Explain what happens at the Id festivals and why. 	Excelling  <ul style="list-style-type: none"> • Describe how the pillars of Islam give strength and shape to life for Muslims. Clearly link to Muslim teaching and belief. • Discuss how following the Pillars can be an obligation and a choice. • Discuss how living by the five duties might enhance life or make it more challenging. • Compare the five pillars with the obligations and practices of other faiths studied. Are there similarities as well as differences.?
Pupils initials who achieve this		•
Pupils with additional needs have made the following response/s		

<p>Key Stage Three</p>	<p>What do Muslims believe?</p> <p>Concept: Muslim belief and practices</p>	
<p>Knowledge and understanding is</p>	<p>Secure /Expected</p> <ul style="list-style-type: none"> • Pupils understand that a belief in one God is at the heart of Islam, as is submission to that God. • Pupils understand the importance to Muslims of declaring their faith as seen in the first of the Five Pillars (the Shahadah) • Pupils recognise the significance for Muslims of God being the creator and sustainer of the universe and can identify how this impacts even the arts • Understand the significance for Muslims of Muhammad being God’s prophet • Identify ways Muslims demonstrate their beliefs through actions as well as words • Pupils can refer to the significance of Abraham (Ibrahim) in Muslim history • Pupils understand the high regard with which the Qur’an is held by Muslims and can refer to practices that reflect this • Understand that for Muslims praying is seen as a way of communicating with God • Pupils are able to identify some of the 99 names of God and explain the significance of them to Muslims • Pupils understand what it means for Muslims to believe that God is both omniscient and omnipotent • Recognise that Muslims believe that God is the light of the heavens and earth • Pupils are able to use core vocabulary to explain Muslim belief and practices 	
<p>Pupils initials who achieve this</p>		
<p>Knowledge and understanding is</p>	<p>Developing/Emerging</p> <ul style="list-style-type: none"> • Pupils know that Muslims believe in one God and that Muhammad is His prophet • Pupils begin to understand what it means for a Muslim to submit to God • Pupils understand that beliefs can impact a Muslim’s actions • Pupils begin to understand and discuss Muslim beliefs about the character and nature of God • Pupils understand the importance of the Qur’an for Muslims 	<p>Excelling</p> <ul style="list-style-type: none"> • Engage in discussion the Muslim belief in and how this can apply to the wider world • Pupils are able to engage in a discussion on how submission to God could lead you to be in conflict with modern culture • Express their own views about what it means to submit to God and can compare this to the Muslim beliefs • Pupils understand that Muslims believe God is the creator and sustainer of the universe and are able to explain the significance of shirk to Muslims – the sin of likening the creator to the created • Express their own beliefs about the environment and can compare this to the Muslim belief that everything belongs to God and is only on loan to us 
<p>Pupils initials who achieve this</p>		
<p>Pupils with additional needs have made the following response/s</p>		

Key Stage One	<p>What do Jews believe?</p> <p>Concept: The big ideas and concepts that lie at the heart of the Jewish faith, especially the importance of the Torah and Shabbat for Jews.</p>	
Knowledge and understanding is	<p>Secure /Expected</p> <ul style="list-style-type: none"> • Know that Judaism is a faith that is shared and lived out by many people today. • Explain that Judaism has its origins in the land of Israel, and that Jews believe they are descendants of Abraham, chosen by God to show what God is like. They are part of a two way promise or covenant. This is that they will obey and follow God and in return He will bless and help them . • Know that Jews believe in one God who is creator and carer. • Understand that Torah is the Jewish holy book and contains rules to live by, teaching and guidance. Talk about how it is written and looked after. • Talk about how Jews celebrate Shabbat and its meaning for them, discussing some of the symbols used. • Share some stories of famous Jewish figures explored in the unit. 	
Pupils initials who achieve this		
Knowledge and understanding is	<p>Developing/Emerging</p> <ul style="list-style-type: none"> • Share how Jews believe there is one God and that they are special to Him. • Discuss how Jews celebrate Shabbat and what makes the day special for them. • Name the Torah scrolls and know how Jews treat them with respect. 	<p>Excelling</p> <ul style="list-style-type: none"> • Describe the key beliefs and teachings of Judaism, and the impact they have on the lives of Jews. • Identify some things that Jews learn from the Torah, and that it forms the opening of the Christian Bible. • Suggest what makes Shabbat a day of rest, or how it might help Jewish families to feel closer to God identify key symbols of the Shabbat meal and suggest what they mean. 
Pupils initials who achieve this		
	<p>Pupils with additional needs have made the following response/s</p>	

<p>Lower Key Stage Two</p>	<p>What can we learn from a synagogue?</p> <p>Concept: Key features of a synagogue reveal about Jewish beliefs.</p>	
<p>Knowledge and understanding is</p>	<p>Secure /Expected</p>  <ul style="list-style-type: none"> • Discuss the meaning of some of the artefacts and symbols found in a synagogue, and their relevance for Jewish believers. • Explain some features of worship, study and gathering that a Jew would experience when visiting a synagogue. • Use a seder plate to retell and explain the story of Pesach and its importance to Jews. • Understand that the Torah's importance for Jews is reflected by the way it is treated by Jews. • Know that Jesus was a Jew and was celebrating Pesach at his last supper. 	
<p>Pupils initials who achieve this</p>	<p>.</p>	
<p>Knowledge and understanding is</p>	<p>Developing/Emerging</p>  <ul style="list-style-type: none"> • Explain some of the key features and uses of the synagogue, making some links to Jewish beliefs. 	<p>Excelling</p>  <ul style="list-style-type: none"> • Discuss and explain the place of the synagogue in Jewish life and explain a variety of events that take place there. • Compare synagogue worship with the worship of Christianity and other faiths studied.
<p>Pupils initials who achieve this</p>		
<p>Pupils with additional needs have made the following response/s</p>		

<p>Upper Key Stage Two</p>	<p>What does it mean to be a Jew?</p> <p>Concept: Key beliefs and practices of Judaism.</p>	
<p>Knowledge and understanding is</p>	<p>Secure /Expected</p> <ul style="list-style-type: none"> • Explain that Judaism has its origins in the land of Israel and that Jews believe they are the descendants of Abraham and are God’s chosen people. • Discuss the meaning of the Jews two way promise or covenant with God, something of what it involves for each side and the impact that living out this belief has on Jews in their everyday life, including aspects such as food rules, dress and bar/batmitzvah ceremonies. • Know that Jewish beliefs about God are encapsulated within the Shema; and discuss their importance for Jews, including that, for Jews, God is creator and carer and Jewish people have been chosen by God to show what He is like. • Explain that, for Jews, Torah is law, teaching & guidance, and forms part of the Tenakh. • Discuss the place of Abraham, Moses & David within the Jewish faith. • Use one of the artefact activities to show understanding of the impact the Jewish faith may have on the daily lives of believers. 	
<p>Pupils initials who achieve this</p>		
<p>Knowledge and understanding is</p>	 <p>Developing/Emerging</p> <ul style="list-style-type: none"> • Share how Jews believe there is one God and that they are special to Him – a chosen people. • Show some understanding of the impact of faith on the daily lives of Jewish believers. 	<p>Excelling</p>  <ul style="list-style-type: none"> • Describe key beliefs and teachings of Judaism, and how they impact on the lives of Jews. • Explain how the Jewish belief in one God compares to the key beliefs of other religions. • Identify some things that Jews learn from the Torah and know that it forms the opening of the Christian Bible. • Discuss how Jewish beliefs and practices may contribute to debates about racism and sexism
<p>Pupils initials who achieve this</p>		
	<p>Pupils with additional needs have made the following response/s</p>	

Key Stage Three	What do Jews believe? Concept: Jewish belief and practices	
Knowledge and understanding is	Secure /Expected  <ul style="list-style-type: none"> • Pupils understand that at the heart of Judaism is a belief in one God • Pupils understand that Jews are known as the people of God and that circumcision is a symbol of this • Pupils understand the place that covenant plays in establishing the Jews as God’s people • Pupils can refer to the significance of the Abrahamic covenant for the Jews • Pupils understand the high regard with which the Torah is held by Jews and can refer to practices that reflect this • Pupils understand that for a Jew praying is seen as a way of communicating with God • Pupils are able to identify a tallit, kippur and tefillin and explain their use • Pupils understand the importance of Shabbat for the Jewish people and • Pupils recognise the significant of Shabbat being known as a bride or queen. • Pupils can identify the significant ways that Jews mark the Shabbat both at home and at the synagogue • Pupils understand that keeping Shabbat is part of the Jewish law • Pupils are able to use core vocabulary to explain Jewish belief 	
Pupils initials who achieve this		
Knowledge and understanding is	Developing/Emerging  <ul style="list-style-type: none"> • Pupils can explain that Abraham is known as the Father of the Jews • Pupils can identify the importance of the Torah, synagogue and Shabbat to the Jewish faith • Pupils can identify that the home plays an important role in the celebration of the Shabbat • Pupils understand that Jews pray 	Excelling  <ul style="list-style-type: none"> • Pupils can begin to explain the significance of the Jews being recognised as ‘God’s chosen people’ throughout history • Pupils are able to express their own understanding of prayer and the importance that it has for a Jew. • Pupils can begin to make the link between the Jewish law and religious practices • Pupils can refer to the significance of family and the home for Jewish life and religion • Pupils can identify and explain the symbolism that surrounds the Shabbat celebrations within the home
Pupils initials who achieve this		
Pupils with additional needs have made the following response/s		

Key Stage One	What do Hindus believe? Concept: The big ideas and concepts that lie at the heart of the Hindu faith.	
Knowledge and understanding is	Secure /Expected  <ul style="list-style-type: none"> • Know that Hindus recognise Brahman as the one supreme deity or universal soul found in everything. • Discuss how aspects of Brahman are personified in many forms (deities, murti) each of which help understand aspects of his being, and allows people to worship in ways that help them. Name some of the most important. • Explain how Holi is celebrated by Hindus, and how it celebrates the triumph of good over evil. Also link Hindu work with Diwali if already explored in festival unit. • Make the Aum sound and know its importance for Hindus. • Share a story from Hinduism that shows good triumphing over evil. • Talk about how Hindu babies are named. • Explain the importance of dance and music for Hindus. 	
Pupils initials who achieve this		
Knowledge and understanding is	Developing/Emerging  <ul style="list-style-type: none"> • Name some of the Hindu deities and what can be learnt from them. • Talk about how Holi is celebrated by Hindus. • Retell the key features of a Hindu story they have heard. 	Excelling  <ul style="list-style-type: none"> • Share the basic beliefs of Hinduism and explain the place of the deities in guiding and inspiring the lives and worship of individual believers. • Share and explain the importance of identifying and belonging to the faith.
Pupils initials who achieve this		
Pupils with additional needs have made the following response/s		

<p>Lower Key Stage Two</p>	<p>What can we learn from a mandir?</p> <p>Concept: Key features of a mandir and what they reveal about Hindu beliefs.</p>	
<p>Knowledge and understanding is</p>	<p>Secure /Expected</p> <ul style="list-style-type: none"> • Discuss the place of worship in the life of a Hindu believer, and how this may take place in the home or in a mandir. • Discuss some of the murti seen on a mandir and what they tell believers about the one supreme Brahman. • Explain some of the practices of puja and arti as part of Hindu worship and the importance of engaging all of the senses. • Explain the place of the mandir in the life of a Hindu. • Discuss what happens when people visit a Mandir and why. • Talk about some of the artefacts and features that might be seen in a mandir, and their purpose and meaning for believers. • Know what is involved in the Raksha Bandhan festival and the beliefs that underpin it. 	
<p>Pupils initials who achieve this</p>		
<p>Knowledge and understanding is</p>	<p>Developing/Emerging</p> <ul style="list-style-type: none"> • Explain some of the features seen in a mandir and what they are for. • Explain how Hindus worship and talk about some of the things that might help them. • Talk about what happens at Raksha Bandan. 	<p>Excelling</p> <ul style="list-style-type: none"> • Explain that the key features, artefacts & symbols found in a mandir all have explicit meaning, and what these are. • Discuss the merits of worshipping at home and in the mandir. • Identify what happens during the Hindu ceremonies explored and the beliefs or ideas that underlie them. • Discuss how Hindu worship and meditation differs from that of other faiths met by the pupils. 
<p>Pupils initials who achieve this</p>		
	<p>Pupils with additional needs have made the following response/s</p>	

<p>Upper Key Stage Two</p>	<p>What does it mean to live as a Hindu today?</p> <p>Concept: Explore the key beliefs and practices of Hinduism</p>	
<p>Knowledge and understanding is</p>	<p>Secure /Expected</p> <ul style="list-style-type: none"> • Discuss the history, origins and diversity of Hinduism • Discuss Hindu beliefs in Brahman and the Trimurti, explaining which each god tells about the supreme being. • Explain why Hindus see all living things as of great value and respect the need to care for the environment. • Know that, for Hindus, all actions have spiritual consequences, and something of the effects this has to how Hindus live. (Karma) • Discuss some of the features of Hindu scriptures and some of their contents. • Explain the cycle of samskara marking significant stages of life for a Hindu. • Talk about some of the Hindu celebrations and how they are linked to Hindus stories and teachings. 	
<p>Pupils initials who achieve this</p>		
<p>Knowledge and understanding is</p>	<p>Developing/Emerging</p> <ul style="list-style-type: none"> • Share at least one story from the Hindu tradition and what it might mean to believers. 	<p>Excelling</p> <ul style="list-style-type: none"> • Explain what Hindus mean by the avatars of Vishnu. • Discuss the implication of the Hindu doctrine of non-violence and the problems of putting this into practice. • Explain why Hindus see life as a cycle, and some of the things that mark this cycle. 
<p>Pupils initials who achieve this</p>		
	<p>Pupils with additional needs have made the following response/s</p>	

Key Stage Three	How do Hindus respond to the natural world? Concept: Explore the key beliefs and practices of Hinduism through an investigation of their views about the natural world as God’s creation.	
Knowledge and understanding is	Secure /Expected  <ul style="list-style-type: none"> • Pupils should have an understanding of some of the key words associated with this topic: ahimsa, karma, creation, harmony, pantheism, stewardship. • Pupils should be clear on the Hindu view of living in harmony with nature. • Explore some of the creation stories of Hinduism. Link to the Trimurti and Brahman. • Pupils should be aware of the ways in which humanity has exploited the world around them and its consequences. This can then be related to the Hindu belief of ahimsa – that the divine spark is within all living things therefore to hurt the planet is to hurt ourselves and God. • Pupils should have some awareness of the Hindu ‘Chipko Movement’ and what it stands for. should understand the life of a Sadhu and their oneness with nature. • Explore the Hindu idea of meditation and how it helps Hindus to develop a deeper understanding of God and the natural world around them. <p>Explore the Hindu view of cows. This can be related to Shiva and Nandi. This can also be related to milk and its use in Hindu puja – particularly the Shiva Lingum.</p>	
Pupils initials who achieve this		
Knowledge and understanding is	Developing/Emerging  <ul style="list-style-type: none"> • Pupils should have some awareness of the Hindu ‘Chipko Movement’ and what it stands for. This should be related to the ideas and concepts in the secure section above. • Pupils should explore some key texts from Hinduism concerning the natural world: Upanishads, Vedas and the Bhagavad Gita (see ‘This is RE: Book 1 by Cath Large ISBN: 9780719574399). • Pupils have an understanding of pantheism and its links to Hinduism. That all living things are linked in some way – accountability? 	Excelling  <ul style="list-style-type: none"> • Pupils should have an understanding of pantheism and how this theological concept links to the Hindu idea of God and creation. • Pupils understand the difference between theism and pantheism. • Pupils compare the Christian view of creation with that of the Hindu view. They could explore how Christian and Hindus beliefs differ. • Pupils relate how the idea of pantheism affects some Hindu’s approach to the natural world. This can be linked to the idea of ahimsa, karma, the cycle of samsara and reincarnation. • Pupils write a detailed account of the life of a sadhu, linking their life to the natural world around them.
Pupils initials who achieve this		
Pupils with additional needs have made the following response/s		

Key Stage Three	What do Hindus believe? Concept: Hindu belief and practices	
Knowledge and understanding is	Secure /Expected  <ul style="list-style-type: none"> • Pupils should be able to explain that Hinduism is made up of a variety of different religious beliefs and practices, originating near the river Indus in India. • Pupils should be able to explain that central to Hinduism is the belief in a supreme God Brahman, the universal soul. • Pupils understand that the universal soul is found in everything • Pupils understand the 3 core aspects of Brahman (Trimurti) that are there to help followers focus on different aspects of the one supreme God • Pupils understand that the three aspects of the Trimurti are Brahma – the creator, Vishnu – the preserver, Shiva – the destroyer. • Pupils understand the terms Dharma (right conduct), Atman (the soul), Karma (actions have an equal reaction) and Samsara (reincarnation) • Pupils can explain how Hindu worship can be compared to a flower • Pupils can explain the important part that honouring a Murti plays within Hindu worship • Pupils can explain the importance for Hindus of engaging all the senses as part of worship • Pupils understand that a Hindu’s belief impacts their everyday life (e.g. diet) • Pupils are able to use core vocabulary to explain Hindu belief 	
Pupils initials who achieve this		
Knowledge and understanding is	Developing/Emerging  <ul style="list-style-type: none"> • Pupils understand that Samsara is an essential belief within Hinduism • Pupils can identify that within Hinduism there are many gods but they are all aspects of the one supreme god. • Pupils can explain that the both the home and Madir play an important role within Hinduism • Pupils understand that many Hindus have Ganesh as a focus of their prayers 	Excelling  <ul style="list-style-type: none"> • Pupils can discuss how their own history and background can influence their beliefs and can also relate this to Hinduism • Pupils can discuss whether it is right that there are different moral expectations on different individuals within a community. They can relate this to the Hindu teaching of Dharma, Karma and Samsara. • Pupils can identify possible ways that a belief in Karma and Samsara can influence a Hindu’s view of poverty and injustice
Pupils initials who achieve this		
Pupils with additional needs have made the following response/s		

Key Stage One	What do Sikhs believe? Concept: The big ideas and concepts that lie at the heart of the Sikh faith.	
Knowledge and understanding is	Secure /Expected  <ul style="list-style-type: none"> • Understand that Sikhs believe in one God, and the importance of this for Sikhs. • • Know that there were ten human gurus, the first of whom was Guru Nanak, and explain how their teaching might influence the life of a Sikh child. • Explain the word guru and share some stories about the human gurus. • Know that the Sikh holy book is called ‘Guru Granth Sahib’. Explain how Sikhs treat this book and why. • Explain that the three main duties of a Sikh are to pray, work and give and what each of these might mean in practice. • Explain what equality means. Discuss whether they encounter inequality and how it could be prevented. • Discuss why Sikh men wear the turban, linking answers to the Sikh faith. • Recognise the khanda as a Sikh symbol and discuss its significance. 	
Pupils initials who achieve this		
Knowledge and understanding is	Developing/Emerging  <ul style="list-style-type: none"> • Explain that there were ten human gurus but the Guru Granth Sahib is a book which still guides and helps Sikhs • Know that for Sikhs God is one, and explain how this is important. 	Excelling  <ul style="list-style-type: none"> • Share the basic beliefs of Sikhism and explain the place of the gurus, particularly Guru Granth Sahib in the lives of a Sikh child. • Share and explain the importance of identifying and belonging to the faith, especially the central place of God within it..
Pupils initials who achieve this		
Pupils with additional needs have made the following response/s		

Lower Key Stage Two	What can we learn from a gurdwara? Concept: Key features of a gurdwara and investigate what they reveal about Sikh beliefs.	
Knowledge and understanding is	Secure /Expected  <ul style="list-style-type: none"> • Understand that Sikhs believe God is one and their relationship with him can be deepened by reading the Guru Granth Sahib. • Know that the Guru Granth Sahib is always central in a gurdwara and its worship services. • Discuss the key features, artefacts & symbols found in a gurdwara and explain their meaning. • Explain the important place of food and hospitality in a gurdwara and explain what this involves, who is welcome and why it is so important for Sikhs. • 	
Pupils initials who achieve this	<ul style="list-style-type: none"> • 	
Knowledge and understanding is	Developing/Emerging  <ul style="list-style-type: none"> • Know how Sikhs prepare for worship in a Gurdwara and key features of that worship. • Talk about how Sikhs celebrate festivals and why a Sikh child might look forward to visiting the gurdwara. 	Excelling  <ul style="list-style-type: none"> • Identify what happens during the Sikh ceremonies explored and the beliefs or ideas that underlie them • Explain the links between the features found in the gurdwara and the beliefs that underlie them • Compare Sikh worship to Christian and that of any other faiths they have experienced. What is different and what is the same?
Pupils initials who achieve this		
Pupils with additional needs have made the following response/s		

<p>Upper Key Stage Two</p>	<p>What does it mean to live as a Sikh today?</p> <p>Concept: Key beliefs and practices of Sikhism through an investigation of the five 'Ks' of the Khalsa and how these affect the way that Sikhs live their lives.</p>	
<p>Knowledge and understanding is</p>	<p>Secure /Expected</p> <ul style="list-style-type: none"> • Explain that joining the khalsa takes real commitment and dedication to the Sikh faith, and why it is not an easy decision to join. • Discuss what each of the 5 Ks are and their meaning as symbols of the Sikh faith. • Discuss how the Khalsa was formed to remember and stand up for belief. • Explain that Sikhs believe in the cycle of birth and reincarnation and the difference this might make to the way on which they live their lives. 	
<p>Pupils initials who achieve this</p>		
<p>Knowledge and understanding is</p>	<p>Developing/Emerging</p> <ul style="list-style-type: none"> • Know what the five Ks are, and what it means for Sikhs to have them as symbols in their daily life. • Explain what Sikhs believe about life and death. 	<p>Excelling</p> <ul style="list-style-type: none"> • Explain the importance of the Khalsa in Sikhism. Explain the religious symbolism and beliefs behind each of the Five Ks. • Explain how the commitment of the Khalsa is seen as contributing to Karna and the journey towards Mukti. 
<p>Pupils initials who achieve this</p>		
<p>Pupils with additional needs have made the following response/s</p>		

Key Stage 3	How should Sikhs treat one another and others? Core Concept: Explore how Sikh teachings, beliefs and practices affect the way in which they treat one another and others.	
Knowledge and understanding is	Secure /Expected  <ul style="list-style-type: none"> • Pupils understand some of the ethical teachings of Sikhism: haumai, kirt karo, vand chako, seva and the impact that they have on the lives of Sikhs and others. • Pupils investigate how the Guru Granth Sahib was formed. Explore the teachings it draws from (Sikh, Hindu and Muslim) – what does this suggest about Sikhism? • Pupils should investigate the concept of the Langar and know its purpose and organisation. Discuss what it teaches about Sikhism? • Investigate Sikh Aid and how this is guided by ethical principles e.g. seva. • Pupils have an understanding of the Hindu caste System and why Guru Nanak taught against it. • Pupils have some understanding of the teachings, and stories told, by Guru Nanak eg. the story of Bhai Lalo and Malik Bhago. What was the meaning behind this story? What could it teach humanity today? How do they challenge the Hindu Caste system? • Discuss the story of Guru Gobind Singh and the formation of the Khalsa. What did the story of the Panj Pyares teach Sikhs? Why did Guru Gobind Singh insist the use of Kaur and Singh to denote men and women in Sikhism? • Pupils explore the Amrit ceremony, the code of discipline (rahit) and the wearing of the 5K's. How does this show commitment to a faith? How do other religious people show commitment to their faiths by what they wear and do? e.g. dress and food. 	
Pupils initials who achieve this		
Knowledge and understanding is	Developing/Emerging  <ul style="list-style-type: none"> • Pupils should apply the idea of the Langar to the world around them. What would be its results/consequences? • Pupils should explore the meaning of commitment within religion using the Amrit ceremony and rahit as an example. Pupils should explore if commitment to a faith is easy or hard? How does commitment to a faith e.g. how is the Amrit ceremony life changing? 	Excelling  <ul style="list-style-type: none"> • Pupils compare and contrast the work done by Sikh Aid, Christian Aid, Muslim Aid and Zakat-ul-Fitr. What commonalities do these organisations have in helping the needy? • Pupils think creatively how these three religious organisations could work together. What barriers would have to be overcome? How could this be achieved? What could be the outcome? • Pupils investigate how Gandhi challenged the Hindu Caste System. What did he teach? Are there any similarities between the teachings of Gandhi and Guru Nanak? • Pupils investigate, compare and contrast how commitment is shown in other faiths e.g. Sikhism, Islam, Christianity and Judaism. What are the similarities and differences? What is the impact? Pupils could then imagine what it would be like to commit themselves to one of these faiths. What impact would it have on their lives? What would they have to change? How would it be better? • Pupils devise, create and explain their own religious initiation ceremony with rules, codes of practice, dress, prayers, actions etc.
Pupils initials who achieve this		
	Pupils with additional needs have made the following response/s	

Key Stage 2	What is the Buddhist way of life? Core Concept: An introduction to the principal beliefs and practices of Buddhism	
Knowledge and understanding is	Secure /Expected  <ul style="list-style-type: none"> • Describe the key beliefs and teachings of Buddhism studied, (some of the Four Noble Truths and the Eightfold Path) and the impact they have on the lives of Buddhists. • Explain how Prince Siddattha Gautama became The Buddha – the ‘enlightened one’ – and the significance of this story to Buddhists. • Know that Buddhists strive to gain enlightenment (Nirvana), frequently by meditating and describe some artefacts or practices that might help meditation. • Know that for many Buddhists there is no supreme deity. 	
Pupils initials who achieve this		
Knowledge and understanding is	Developing/Emerging  <ul style="list-style-type: none"> • Retell the story of how Prince Siddattha Gautama became the Buddha – the ‘enlightened one’ • Discuss something of the importance of meditation and reaching enlightenment for a Buddhist. 	Excelling  <ul style="list-style-type: none"> • Explain the impact that following the Four Noble Truths and the Eightfold Path might have on the daily life of someone living as a Buddhist in Britain today. • Discuss how Buddhist meditation or worship differs from Christian worship and reflection in school. • Explain how Buddhist beliefs in enlightenment, meditation and self-awareness compare and contrast to the key beliefs of other religions studied, especially differences in belief about God or a supreme being.
Pupils initials who achieve this		
	Pupils with additional needs have made the following response/s	

<p>Key Stage 3</p>	<p>What is the Buddhist goal in life?</p> <p>Core concepts: To explore the ways Buddhists adjust their lives in order to strive towards Nirvana and enlightenment.</p>	
<p>Knowledge & understanding is</p>	<p>Secure /Expected</p> <ul style="list-style-type: none"> Understanding of the key stages in life of Siddhattha Gotama: the four sights, recognising the middle way and his enlightenment. Pupils recognise that Buddhists see The Buddha as an exemplar. Explain the impact of this and connect ideas, practices and views. Explore some stories/teachings associated with The Buddha and how these help Buddhists to adjust the way they lead their lives (see 'This is RE: Book 1 by Cath Large ISBN: 9780719574399) Pupils have some awareness of the following key terms: Nirvana, karma, samsara, reincarnation, enlightenment, the Three Jewels, the Noble Eightfold Path, dharma, atman, anatta, anicca, dukkha and how they influence the lives/beliefs of Buddhists. Demonstrate understanding of Buddhist meditation and how this leads to enlightenment. Pupils can identify the eight meanings within the Noble Eightfold Path. They understand that these give guidance to Buddhists on how to lead their lives. Pupils can express the ideas of the Noble Eightfold Path in a thoughtful, creative way. 	
<p>Pupils initials who achieve this</p>		
<p>Knowledge & understanding is</p>	<p>Developing/Emerging</p> <ul style="list-style-type: none"> Pupils can apply some of the teaching of the Noble Eightfold Path to their own lives and the lives of others. Can pupils explain how a Buddhist would adjust their life to meet the needs of the Noble Eightfold Path? Can pupils imagine a world that followed the Noble Eightfold Path – what would it be like? Can they begin to evaluate the effects and consequences? Would everything have a positive outcome? 	<p>Excelling</p> <ul style="list-style-type: none"> Pupils explain the Buddhist concepts of anatta, anicca and dukkha and how these could influence a Buddhists perception of the world around them. They can apply the concepts to their own lives and evaluate how their lives would need to adjust. Pupils debate and evaluate the Buddhist answer to the idea of human suffering. Consider if all dukkha. Critically evaluate the ethical idea of Hedonism with pupils. Why is this contrary to Buddhist teachings such as the Noble Eightfold Path? Pupils evaluate the idea that Buddhism is a philosophy rather than a religion, from a pure Buddhist, or Theravada, viewpoint that does not believe in a supreme God. This is seen as an illusion that results in dukkha and leads to the never ending cycle of reincarnation? Explore with pupils if this is too pessimistic and hopeless or a refreshing approach. 
<p>Pupils initials who achieve this</p>		
	<p>Pupils with additional needs have made the following response/s</p>	

EYFS2	Why are some stories special? Concept: Introducing idea of religious story and narrative – Gospel	
Knowledge and understanding is	Secure /Expected  <ul style="list-style-type: none"> • Retell a story that is special to them and explain why. • Recognise that some stories are important to other people because they have meanings that helps them. • Explain that Jesus told special stories with meanings that helped people understand about truths. These are called parables. Give an example and explain how this might affect someone’s behaviour. • Know that the Bible is a very special book and we can read stories about God and Jesus in it. This is where we find Jesus’ parables. • Discuss how lots of stories can help people and have meanings that teach people important things. These include some that are important to people who belong to faiths other than Christianity. 	
Pupils initials who achieve this		
Knowledge and understanding is	Developing/Emerging  <ul style="list-style-type: none"> • Retell one of the stories shared and explain how it could help someone through its meaning. • Know that Jesus told stories which are found in the Bible. 	Excelling  <ul style="list-style-type: none"> • Suggest a story which might help people respond to a need in today’s world. • Explain why Jesus might have told one of the parables they have heard. • Share a story from another faith tradition and explain its meaning. Talk about which faith it comes from. (If it is the child’s own faith tradition allow to share and celebrate).
Pupils initials who achieve this		
	Pupils with additional needs have made the following response/s	

EYFS2	What happens in a church? Concept: Introducing impact – worship – Kingdom of God	
Knowledge and understanding is	Secure /Expected  <ul style="list-style-type: none"> • Explain that a church is a special place for Christians where they go to worship God. • Know that worship is a time to learn more about God, ourselves and each other • Identify when and why the school visits the local church. • Talk about their own visit or experience of the local church. This may include participating in or observe sensitively school services at the church • Describe why prayer and song are important parts of Christian worship. 	
Pupils initials who achieve this		
Knowledge and understanding is	Developing/Emerging  <ul style="list-style-type: none"> • Explain that the church building is a special place for Christians and for the school and make a link between the building and worship. • Understand that prayer is when Christians talk to God. • Talk about their favourite worship song and why it is special. 	Excelling  <ul style="list-style-type: none"> • Explain some things that may happen inside a church other than during school visits. • Begin to link CE in the school name with belonging to the parish community and church and that visitors from the church contribute to school life • Suggest other places where Christians could worship God. • Begin to suggest prayers and songs suitable for class or church worship.
Pupils initials who achieve this		
Pupils with additional needs have made the following response/s		

EYFS2	<p>What makes every person special, unique and important?</p> <p>Concept: Making connections between self and belief. Individual worth and value.</p>	
Knowledge and understanding is	<p>Secure /Expected</p> <ul style="list-style-type: none"> • Pupils talk confidently about who they are and begin to recognise differences in others. • Understand that every person is special, precious and unique. As we are all special we need to respect other people as valued and important. • Explain that, for Christians, the most special person who has ever lived is Jesus. • They are aware that not everyone is equally fortunate and that Christians (and those of other faiths or none) try to help those who need support. Discuss different ways that people help each other, and how the school or class may be involved. 	
Pupils initials who achieve this		
Knowledge and understanding is	<p>Developing/Emerging</p> <ul style="list-style-type: none"> • Talk about who they are and why they are special and unique. • Know that Jesus is very special to Christians. • Recognise that other people are also important and demand our respect. Begin to show empathy with others. 	<p>Excelling</p> <ul style="list-style-type: none"> • Explain confidently that every person is different and special. • Show some understanding of the Christian belief that every person is created by God in His image and that God wants a relationship with the people He has made. • Begin to make links between the Jesus of the stories and Jesus of worship and Trinity. • Suggest and plan some practical ideas for helping other people. 
Pupils initials who achieve this		
	<p>Pupils with additional needs have made the following response/s</p>	

<p>Key Stage One</p>	<p>What are festivals and why so we have them?</p> <p>Concept: The worldwide theme of celebrating special events focussing on three festivals from different faiths: Hindu Diwali, Jewish Purim and Christian Advent.</p>	
<p>Knowledge and understanding is</p>	<p>Secure /Expected</p> <ul style="list-style-type: none"> • Explain what celebrations and festivals are. Know that people celebrate for many reasons but most festivals are connected with stories. • Know that important religious stories are often connected to festivals, which are a way of remembering. Diwali, Purim and Advent are festivals of different faiths, but all are joyful remembrance of stories from the sacred texts. • Retell key points in the story of Esther and/or Rama and Sita, possibly through drama. • Be able to link the stories behind the festivals studied with some of the celebrations involved for believers and link the festival to the faith(s) whose followers celebrate it. • Explain that Advent is a Christian festival of preparation and some of the ways people prepare spiritually for Christmas 	
<p>Pupils initials who achieve this</p>		
<p>Knowledge and understanding is</p>	<p>Developing/Emerging</p> <ul style="list-style-type: none"> • Discuss own experiences of celebration and why these happen. • Talk about the meaning and story of at least one of the festivals studied and know which faith it is linked with. 	<p>Excelling</p> <ul style="list-style-type: none"> • Clearly share the stories explored and link them to the festivals and the way they are celebrated. Suggest what difference these stories might make to the lives of believers, or what they could learn from the stories. • Know that Diwali is shared by Hindus & Sikhs, and the story of Esther can be found in the Christian Bible. . 
<p>Pupils initials who achieve this</p>		
	<p>Pupils with additional needs have made the following response/s</p>	

Key Stage One	How do Christian talk to God? Core Concept: Understanding the different ways that Christians connect with God through prayer, personal and corporate, including the Lord’s Prayer.	
Knowledge and understanding is	Secure /Expected  <ul style="list-style-type: none"> • Explain why prayer might make a difference to a Christian’s life. • Know that the Bible has prayers and songs of worship that Christians often use. Discuss some examples. • Understand that the Bible contains a special prayer that Jesus taught his disciples called the ‘Lord’s Prayer’ and explain some of its words and meaning for Christians. Know that Christians often call Jesus ‘Lord’ • Know that Christians can pray at any time, and in any place, silently, in their own words or using written prayers or liturgy. • Prayer is connecting with God and might include song, dance, gesture, reflection or silence. <p>NB Relate to school worship as appropriate and allow pupils to respond with their own prayers if they wish, but worship responses are not RE and should not be assessed.</p>	
Pupils initials who achieve this		
Knowledge and understanding is	Developing/Emerging  <ul style="list-style-type: none"> • Explain that prayer, for Christians, is talking and listening to God • Know that there are many examples of prayers and songs, and stories of people praying in the Bible – give an example. • Know that the Lord’s Prayer is a special prayer Jesus taught as an example of how to pray, and repeat its opening. 	Excelling  <ul style="list-style-type: none"> • Explain that Christians pray in different ways and for different reasons e.g. to say thank you, sorry or please • Compare their thoughts and feelings about worship with others, giving possible reasons for the differences • Begin to contrast Christian prayer with prayer forms used by other faiths
Pupils initials who achieve this		
	Pupils with additional needs have made the following response/s	

Key Stage One	How can I make a difference in the world? Concept: How learning about God’s wonderful world gives responsibility in looking after it. It also reinforces idea of service and generosity, with an RE focus – linked with the narrative of faiths.	
Knowledge and understanding is	Secure /Expected  <ul style="list-style-type: none"> • Explain why it is important for people of faith to care for the wonderful world God has given to us all. • Talk about how they feel when they give to others. Make link with golden rule and need to share love and generosity. • Discuss values about caring, expressed through faith stories, and what class can learn from them. • Suggest some of the responsibilities that come with belonging to a wider community such as a class. • Consider who cares for them, and how they respond to that care. Discuss how they can also give and care for others and how they may do this. 	
Pupils initials who achieve this		
Knowledge and understanding is	Developing/Emerging  <ul style="list-style-type: none"> • Explain that, because Christians believe that God created the world, they also believe that God wants us to look after the world. • Know the golden rule and explain that life is not always just about ourselves, but about looking out for others, especially for those who are following the teachings of a faith. 	Excelling  <ul style="list-style-type: none"> • Identify a situation, local or worldwide, in which they have a role in making a difference, and relate to Jesus’ teaching. • Describe other communities, and how people in religious communities show care
Pupils initials who achieve this		
Pupils with additional needs have made the following response/s		

Key Stage One	<p>What is faith and what difference does it make?</p> <p>Core Concept: That faith makes a difference to the lives of those following the teaching of a particular belief.</p>	
Knowledge and understanding is	<p>Secure /Expected</p> <ul style="list-style-type: none"> • Know that faith is about having trust and confidence and may include holding a strong belief in the teaching of a religion. • Explain how faith made a difference in the lives of those people explored, and could still make a difference to people today. • Retell the story of one person who was motivated by faith. • Talk about the name of the school or parish church. When named after a particular saint, retell their story and how their faith inspired others. • Discuss examples of people in the local community who work to help others because of their own personal faith. <p>Link assessment to the specific work planned for this unit by school.</p> 	
Pupils initials who achieve this		
Knowledge and understanding is	<p>Developing/Emerging</p> <ul style="list-style-type: none"> • Be able to make a link between the actions of the people studied and their beliefs and motivation. 	<p>Excelling</p> <ul style="list-style-type: none"> • Be able to discuss a variety of people from different times in history and from different cultures whose faith has made a difference in their lives 
Pupils initials who achieve this		
	<p>Pupils with additional needs have made the following response/s</p>	

<p>Lower Key Stage Two</p>	<p>What are festivals of light?</p> <p>Concept: Autumn festivals which use the symbolism of light to celebrate the triumph of good over evil.</p>	
<p>Knowledge and understanding is</p>	<p>Secure /Expected</p> <ul style="list-style-type: none"> • Clearly explain the link between each of the festivals studied and the beliefs of the celebrating believers. • Explain how light and dark are symbols of good and evil in many faiths. • Know that, for Christians, Jesus as the light of the world, and His command that His followers also shine as lights. • Explain what believers learn for themselves from the stories of Hanukkah and Diwali. • Explain what Christians mean when they talk of saints 	
<p>Pupils initials who achieve this</p>		
<p>Knowledge and understanding is</p>	<p>Developing/Emerging</p> <ul style="list-style-type: none"> • Retell at least one of the stories covered and name each of the festivals explored. • Correctly link festival and the faith(s) celebrating it. 	<p>Excelling</p> <ul style="list-style-type: none"> • Explain the symbolism of light as representing goodness, and darkness evil, across several religions and give an example of a festival that celebrates this, linking it to the religious story behind it where possible • Discuss why Christians do not celebrate Halloween 
<p>Pupils initials who achieve this</p>		
<p>Pupils with additional needs have made the following response/s</p>		

<p>Lower Key Stage Two</p>	<p>How do Christians remember Jesus' last supper?</p> <p>Concept: Understand Holy Communion as an act of remembrance, sharing and reflection for Christians focusing on the belief that Jesus died to offer a new relationship between God and His people.</p>	
<p>Knowledge and understanding is</p>	<p>Secure /Expected</p> <ul style="list-style-type: none"> • Retell the story of the Last Supper and what Jesus said to the disciples • Understand how the symbols of communion are a way of remembering Jesus and the new agreement of love and forgiveness. Link the service with Jesus' death and resurrection. • Know that by sharing communion as a group Christians are showing unity. • Discuss how the communion service provides a special way for Christians to meet with or reflect on Jesus. • Explain how the 'new commandment' makes a difference to the lives of individuals and communities. • Explain what Christians learn from Jesus' act of washing His disciples feet. • Explain how communion is linked to the Seder Pesach/Passover meal 	
<p>Pupils initials who achieve this</p>		
<p>Knowledge and understanding is</p>	<p>Developing/Emerging</p> <ul style="list-style-type: none"> • Explain the symbolism of the bread and wine linking them to both the Last Supper and the Holy Communion service. • Know why the Eucharist is important to Christians, and how it might help them remember Jesus. 	<p>Excelling</p> <ul style="list-style-type: none"> • Describe how taking communion is an act of remembrance and an opportunity to reflect on God's love and Jesus' sacrifice • Link the events of the last supper and the symbols and beliefs expressed in Christian worship at the Eucharist. • Explain what a sacrament is. • Offer examples of how Christians might serve others. 
<p>Pupils initials who achieve this</p>		
<p>Pupils with additional needs have made the following response/s</p>		

<p>Lower Key Stage Two</p>	<p>Is life like a journey?</p> <p>Concept: Explore personal journeys, pilgrimage, rites of passage and journeys in the Bible at school's choice.</p> <p>Assessment must be adjusted to fit the topics covered, but could include:</p>	
<p>Knowledge and understanding is</p>	<p>Secure /Expected</p> <ul style="list-style-type: none"> • Recognising the main steps on individual life journey, and how they are marked by Christians and other believers. • Share stories of journeys explored from the Bible and other faiths. • Explain the meaning of pilgrimage and its place in the different religions studied. • Discuss life as a journey and how faith could provide support in this. 	
<p>Pupils initials who achieve this</p>		
<p>Knowledge and understanding is</p>	<p>Developing/Emerging</p> <ul style="list-style-type: none"> • Show some understanding and make clear links between the journeys explored and the faith of those travelling. 	<p>Excelling</p> <ul style="list-style-type: none"> • Show a deep and thoughtful understanding of the topics covered. 
<p>Pupils initials who achieve this</p>		
<p>Pupils with additional needs have made the following response/s</p>		

Upper Key Stage Two	How do people express their faith through the Arts? Concept: Developing understanding of faith lived out by believers through a study of the use of art forms in faith and worship, and responding to belief. NB Ensure that RE assessment evaluates learning in RE, and not only art or music.	
Knowledge and understanding is	Secure /Expected  <ul style="list-style-type: none"> • Understand that art forms can be used to express deep feelings and emotions. • People can express their religious faith through a wide variety of arts, whichever most helps the individual. • Discuss which faiths use the arts a lot in worship, eg those for which music is important. • Discuss how some of the arts explored could be used to enrich worship, and the place where worship takes place. • Know that not all religions express themselves through arts in the same way, and some depictions are not allowed. Give examples. 	
Pupils initials who achieve this	<ul style="list-style-type: none"> • Some religious ideas/beliefs are easier to express through the arts 	
Knowledge and understanding is	Developing/Emerging  <ul style="list-style-type: none"> • Understand that many art forms can be used to express beliefs and responses to faith. Share examples of such works and their own response to them. • Express their own feelings, emotions and responses in an art form of their choice. 	Excelling  <ul style="list-style-type: none"> • Appreciate that the expressive arts can be a useful vehicle for conveying deeply held beliefs and values. • Compare and contrast ways in which different religions use the expressive arts to convey beliefs • Discuss whether creations such as pictures or poems need to be 'good' in order for the artist to express their response to their faith. Do they have to be shared? • Discuss what makes a religious painting? The faith of the artist, the subject matter, the faith of the observer?
Pupils initials who achieve this		
Pupils with additional needs have made the following response/s		

<p>Upper Key Stage Two</p>	<p>What is the worldwide church?</p> <p>Concept: Explore a variety of current Christian worship styles and formats drawn from differing denominational and cultural contexts, enabling them to find the common beliefs and stories expressed in the diverse rituals, music, images and artefacts discovered.</p>	
<p>Knowledge and understanding is</p>	<p>Secure /Expected</p> <ul style="list-style-type: none"> • Understand that Christianity is an international religion, its followers form a worldwide family of believers. • Realise that Christians share a set of core beliefs although they are expressed within many different cultural contexts. Give examples of some things which are the same around the world and others which could be very different. • Talk about how Christian festivals are celebrated around the world, through different cultural traditions. • Give examples of how the art, music and language of worship and Christian vary worldwide, but the same features lie at its heart. • Explain that the British church is very varied using examples of different churches in their local area. • Know something of the story of how Christianity came to spread around the world. 	
<p>Pupils initials who achieve this</p>		
<p>Knowledge and understanding is</p>	<p>Developing/Emerging</p> <ul style="list-style-type: none"> • Explain that not all churches are the same, even though core Christian beliefs might be shared. Give examples of local churches that belong to different 'families'. • Share some of the things that might vary from church to church and culture to culture, and others which would be the same. Understand that the content of the Bible does not change. • 	<p>Excelling</p> <ul style="list-style-type: none"> • Explain something of the diversity within the worldwide church, and how they core beliefs at its heart are shared. • Show an awareness of the spread, diversity and impact of the Church worldwide, and begin to consider the possible positives and negatives of sharing a faith across cultural divides. 
<p>Pupils initials who achieve this</p>		
<p>Pupils with additional needs have made the following response/s</p>		

Key Stage 3	What do Christians believe about Jesus? Core Concept: Incarnation	
Knowledge and understanding is	Secure /Expected <ul style="list-style-type: none"> • Know that the New Testament contains the narrative of the birth, life, teachings, death, resurrection and ascension of Jesus. • Have some knowledge and understanding of the times that Jesus was born into e.g. that Jesus was a Jew; that Palestine was under Roman occupation; the difference between Jew and Gentile etc. • Know the meaning of the terms incarnation, annunciation, vision and nativity. • Know the birth or incarnation of Jesus appears in two synoptic gospels, Matthew and Luke, and discuss some of the ways on which these accounts differ. • Understand the meaning of 'virgin birth.' • Discuss the incarnation as found in John's Prologue including the meaning of 'the word became flesh and dwelt among us' and the term 'the Word=Logos' to describe Jesus. • Make connections between Jesus birth and the way that Christians of various traditions celebrate or mark the importance of Christmas, including Advent wreath/candles that symbolise the near arrival of Jesus, 'the light of the world.' • Understand how the birth of Jesus fits into the bigger Christian story e.g. a saviour had to be born in order to 'save' or redeem/restore humankind's relationship with God. • Understand that Jesus is part of the Trinity. 	
Pupils initials who achieve this		
Knowledge and understanding is	Developing/Emerging  <ul style="list-style-type: none"> • Identify the difference between Matthew and Luke's birth accounts. • Explain the meaning behind key phrases/words such as 'Immanuel' = God with us; symbols, such as gold, frankincense, myrrh, star, shepherds, wise men (magi) and understand the significance of Mary being a virgin etc. • Explain the significance of elements such as why Jesus had to be born in Bethlehem linked to OT prophecy; the escape to Egypt etc. • Analyse the significance of Mary's Song (the Magnificat) and explain how this reflects Jesus' life; • Identify the different OT prophecies concerning Jesus' birth in Matthew's account. • Explain parts of John's Prologue and what it teaches about Jesus as both fully God and fully human. 	Excelling  <ul style="list-style-type: none"> • Understand that Christians and Jews believe that the OT contains prophecies that talk about the birth of a saviour (Messiah). • Explain how the OT prophecies in Matthew's/Luke's birth accounts are connected to Jesus' birth, and how, for Christians, the OT predicts/prophesies the coming of Jesus. • Know and understand the deeper meaning of the term 'Logos' used in John's Prologue and why it was a term associated with Jesus. • Understand the deeper significance of '<i>the law was given through Moses; grace and truth came through Jesus Christ</i>' John 1:17. • Raise questions about the nature of the 'virgin birth.' Is this possible? What are the differing theological points of view about this? • Coherently explain why Matthew and Luke's version of Jesus birth are different e.g. Luke=Gentiles, Matthew=Jews. They can point to evidence from the accounts to support this. • Discuss the significance of God being born as a human being. They can refer to and understand the significance of some of St Paul's teachings e.g. 'Philippians 2:5-7. • Explore the theological concept of kenosis/kenotic theology – how can Jesus be both fully human and fully divine, or is Jesus only partly divine while in his human nature?
Pupils initials who achieve this		
	Pupils with additional needs have made the following response/s	

Key Stage Three	Is life a moral maze? Concept: The nature of moral decisions and choice between right and wrong.	
Knowledge and understanding is	Secure /Expected  <ul style="list-style-type: none"> • be able to discuss their personal understanding of the link between identity, values and behaviour • make clear connections between values/beliefs and actions • explain the impact on individuals of making choices about behaviour based on belief or worldview. • talk about personal experiences of behaviour based on values and consider their own response to world issues whilst taking account of the views of others • identify distinctive beliefs about behaviour from more than one tradition and explain why believers might commit to these • show how religious beliefs/principles and sources can be used to provide answers to a range of issues relating to behaviour. • identify distinctive beliefs about behaviour from more than one tradition and explain why believers might commit to these 	
Pupils initials who achieve this		
Knowledge and understanding is	Developing/Emerging  <ul style="list-style-type: none"> • discuss personal experience of behaviour based on values • identify some consequences for believers of making behaviour choices based on beliefs • ask questions about the link between identity, values and behaviour • explain how sources might be used by believers to make decisions about behaviour • explain the impact on individuals of making choices about behaviour based on belief. 	Excelling  <ul style="list-style-type: none"> • explain the impact of history and culture on the behaviour of believers • use a variety of sources and evidence to identify the impact of belief on behaviour in a range of contexts • be able to consider their own responses to situations whilst taking account of the views of others • be able to give an informed account of responses to moral issues supported by religious sources • be able to evaluate a range of views linking meaning, values, truth and action on world issues
Pupils initials who achieve this		
Pupils with additional needs have made the following response/s		

Key Stage Three	Is there a God? Concept: Arguments for the existence of God and the nature of truth.	
Knowledge and understanding is	Secure /Expected  <ul style="list-style-type: none"> • identify and present arguments to support the existence of God using religious and philosophical vocabulary • suggest why belief in God is an important aspect of faith for believers and communities • ask and suggest answers to questions of truth, belief and faith • analyse a range of arguments and evidence provided in support of the existence of God • identify the consequences for themselves and others of holding particular truths and beliefs • suggest how beliefs about the nature of God impact on the attitudes of believers • link sources and teachings with belief about the nature of God, account for different interpretations and suggest how this might affect relationships between faiths 	
Pupils initials who achieve this		
Knowledge and understanding is	Developing/Emerging  <ul style="list-style-type: none"> • be able to explain that truth is seen in different ways • be able to explore ways in which they make decisions about truth • be able to draw on examples from their own experience to consider ideas about truth, belief and faith • be able to link sources and teachings with beliefs about the nature of God • summarise at least two arguments for the existence of God • be able to suggest how beliefs about the nature of God impact on the attitudes of believers • suggest why belief in God is an important aspect of faith for believers and communities • identify similarities and differences within and between faith communities 	Excelling  <ul style="list-style-type: none"> • use religious and philosophical vocabulary to present arguments used by faith communities to support belief in the existence of God • evaluate the role of truth and belief in human relationships and challenging situations • consider their responses to the challenge of the contemporary world in the light of their own ideas about truth and belief • identify the influence of history and culture on arguments for the existence of God • be able to make links between questions about the nature of God, religious sources and how believers interpret these sources • account for different perceptions of the nature of God and how this affects relationships between faiths
Pupils initials who achieve this		
	Pupils with additional needs have made the following response/s	

Appendices

- I. **Model RE policy guidance (including guidance on withdrawal from RE)**
- II. **Church of England Statement of Entitlement for RE**
- III. **Local RE Agreed Syllabi and their links to ‘Understanding Christianity’**
- IV. **Finding Jesus in the Understanding Christianity materials**

Appendix One

Model policy for Religious Education

(Including appendix about withdrawal from RE which should be attached to all RE policies)

Suggested Religious Education (RE) Policy Guidance

(This must be adapted and personalised by the individual school or academy to reflect practice and type of school)

Rationale for RE at (add school's name)

Religious Education (RE) plays an important role in defining the school's distinctive Christian character. The subject is regarded as a core subject within the school's curriculum. It has a vital role in developing and deepening pupils understanding of Christianity, in all its forms, and fostering appreciation and understanding of other faith traditions.

As the Church of England document, '**Making a difference? A review of Religious Education in Church of England schools 2014**' recommends that the RE curriculum in all schools should,

".....ensure it provides a more coherent, progressive and challenging approach to the teaching of Christianity within the context of the wider exploration of the diversity of religion and belief in the modern world"

".....explore ways of extending pupils' ability to think theologically and engage in theological enquiry as part of their learning in RE"

RE Statement of Entitlement

RE teaching at this school will be in line with the recommendations of the **Statement of Entitlement for Church Schools**, published by the Church of England Education Office (June 2016), see link below:

https://www.churchofengland.org/media/1384868/re_statement_of_entitlement_2016.pdf

Christianity will, therefore, be no less than two thirds of RE curriculum time. The teaching of Christianity is core to the teaching of RE in this Church of England school. However as a Church school we have a duty to foster an accurate and increasing understanding of world religions and worldviews. As a result, pupils will gain greater insight into the world in which they are growing up. They will also learn to appreciate the faith of others and develop a deeper understanding of their own ideas and beliefs. These outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice and discrimination.

The RE curriculum (adapt the paragraph below as appropriate)

RE teaching also follows the legal requirements of the **Education Reform Act (1988)**, which places RE as part of the basic curriculum; a statutory subject which is an entitlement for all pupils. **The school (if VC) bases its RE provision on theLocally Agreed Syllabus; (if a VA or Foundation) bases it on the syllabus decisions ratified by the governing body, (if an academy) bases it on the decision made by the trust board.** In addition, the school uses the Lichfield Diocesan RE Guidelines, Understanding Christianity resources and other appropriate materials to enhance teaching and learning.

At least 5% of curriculum time will be dedicated to meeting explicitly RE objectives, although the subject may be taught across the curriculum when appropriate. Within this teaching allocation at least two thirds of subject content will be allocated to an exploration of the Christian faith, and the concepts, beliefs, teachings and practices that lie at its heart.

The aims of Religious Education in our school are:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and worldviews, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To enable pupils to develop knowledge and skills in making sense of religious texts and teachings and understanding their impact on the lives of believers.
- To develop pupils’ abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief, of themselves, the world and human experience.
- To develop an understanding of religious faith as the search for and expression of truth, and so to consider important human questions, values and concerns.
- To nurture understanding, respect and open-mindedness and inspire lifelong engagement with the study of religions and beliefs.

The outcomes for pupils at the end of their time in our school are that they are able to:

- Compare and contrast the key beliefs and practices of the religions studied and show how they are connected to believers’ lives
- Describe different aspects of belonging to a religion – symbol, story, festival, belief, faith in action, ritual, worship
- Express religious beliefs and ideas with the appropriate language, vocabulary and terminology and describe what they mean
- Ask questions sensitively about the lives of believers and suggest appropriate answers
- Reflect on the decisions people make – including believers – and suggest possible outcomes
- Compare their own experience and identity with others – including believers
- Reflect and empathise with the big questions of life, suggesting some answers / insights
- Be confident to explore their own spirituality and search for truth
- Value the religious journey of faith
- Develop pupils’ ability to interpret and appreciate religious imagery and expression

Spiritual, moral, social and cultural development (SMSC)

In addition the subject contributes to other areas of education and human experience and plays an important part of the wider programme of spiritual, moral, social and cultural (SMSC) development.

Spiritual	Widening pupils’ vision of themselves and their own experience, within the context of a growing awareness and understanding of God.
Moral	helping each pupil develop their own informed values
Social	helping pupils understand some major forces shaping the values of our society
Cultural	aiding pupils in exploring aspects of their own cultural heritage, and developing positive attitudes towards diversity.

Additional links will be found across the curriculum especially with **personal, social, health and citizenship education (PSHCE)** and **British values**. RE can also make a positive contribution to enhancing creativity and enjoyment and ensure the well-being of all pupils.

The management of RE

RE is given equal status with other core subjects in staffing, responsibility and resourcing. Pupil achievement in RE should equal or be better than comparable subjects.

As a church school we recognise that it should be a priority to build up staff expertise in RE.

The RE subject leader / coordinator / Head of Dept. / Curriculum leader (**amend as appropriate**) is responsible for:

- producing a scheme of work for the school
- supporting colleagues in the detailed planning and delivery of RE provision
- ensuring Religious Education has status within the school
- keeping in touch with subject developments and disseminating information as appropriate
- auditing and recording current resources, supplementing resource provision when money is available and disseminating this information to staff
- undertaking personal development and subject training and ensuring provision for staff INSET
- monitoring RE provision, practice and outcomes
- ensuring assessment strategies are in place in line with the Agreed Syllabus
- creating the RE Development Plan and ensuring its regular review
- accountability for RE standards in the school
- meeting with member of the Diocesan RE advisory team when possible

RE outcomes for pupils

The following are suggested outcomes for pupils at the end of their secondary education in church schools. Middle and secondary schools should draw on these to add to their objectives.

In RE pupils will be encouraged / have opportunities to:

- Think theologically and explore ultimate questions
- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Develop the skills to analyse, interpret and apply the Bible text
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Recognise that faith is a particular way of understanding and responding to God and the world
- Analyse and explain the varied nature and traditions of the Christian community
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Reflect sensitively on areas of shared belief and practice between different faiths
- Enrich and expand their understanding of truth
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.
- Express religious ideas with the appropriate language, vocabulary and terminology
- Be confident in expressing and nurturing their own faith journey

Right to withdrawal - see appendix (the wording of this paragraph should not be altered)

Atschool/academy we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education or collective worship on the grounds of conscience, without giving a reason. Parents wishing to exercise this right are asked to write to the headteacher/principal who will then invite the parents into school to discuss their concerns, clarify the nature of the RE and worship provided by the school and set out the options open to the parents as set out in education law. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects. Where a pupil is withdrawn from RE and

do not take part in alternative religious education they will be supervised by an appropriate member of staff whilst doing work set by their parents which will seek to further their knowledge and understanding of their parents beliefs and values.

(You may want to add further information to your policy using the notes as guidance below)

Current RE practice and principles

- Consider your schools’ own character and practice. Is this to be reflected in your RE policy?
- Does your policy need to include an RE action plan?
- Who delivers RE in your school, all teachers / a specialist / or specialists?
- How does your delivery of RE account for differentiation – SEN, G&T etc?
- How is pupils progress / attainment in RE reported and recorded?
- How do you assess and monitor the quality of RE – observations, performance management, pupil voice?
- What are your future priorities and plans for RE – RE Quality Mark for example?

Other things to note

- Remember in **controlled schools (VC) you must fulfil the legal requirements of your locally agreed syllabus**. Aided and foundation schools and academies have greater freedom, but we strongly suggest that you adhere to Diocesan guidance. **If you are a VC school do you need to include the locally agreed syllabus as an appendix?**
- **Section 48 SIAMS** inspections will give a judgment on the progress, achievement, teaching, learning and overall effectiveness of RE in aided schools. However in all schools the contribution of RE to the school’s distinctive Christian character will be assessed as will the impact of RE on SMSC and the way in which the subject is meeting the needs of learners and moving them forward in their personal spiritual journey.

Currently if you are a VA school / academy RE is inspected as part of the SIAMS process (Core Question 3). If you are a VC school RE should feature in Christian Character (Core Question 1) and Leadership and Management (Core Question 4). As a RE leader you may be required to help complete the SIAMS toolkit alongside your headteacher / principal.

Approved and signed by

Headteacher/Principal.....

Chair of Governors.....

This should be signed by the Headteacher/Principal and chair of governing body of

Date.....

Appendix

Guidance for schools and academies on the right to withdrawal from Religious Education March 2017

Religious Education

The government guidance ***Religious Education in English schools: Non-statutory guidance 2010*** states that:

Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school (including those in the sixth form), except for those who withdraw by their parents (or withdrawing themselves if they are aged 18 or over)

In voluntary controlled schools and academies, religious education must be provided in accordance with the local Agreed Syllabus provided by the SACRE (Standing Advisory Council for Religious Education) of the local authority in which the school is situated.

In voluntary aided schools and academies, the decision on the content of religious education rests with the Governing Body, and should be in line with the Trust Deeds of the school.

In all forms of church school, the religious education provided should contribute to the Christian character of the school, and this is in aspect of the school's work which is subject to the ***Statutory Inspection of Anglican and Methodist Schools (SIAMS)***, whether VC, VA or academy.

Parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, ***the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship. (Non-statutory Guidance 2010)***

Any parent considering withdrawal must contact the Headteacher / Principal to discuss any concerns relating to the policy, provision and practice of religious education at the school.

Managing the Right of Withdrawal

It is important that the school makes clear on its website and through other forms of communication, the RE syllabus being taught in school. There needs to be a clear understanding of the relevance of the RE curriculum and how it respects pupils own beliefs. It is good practice to review requests to withdraw from RE and collective worship annually.

Consideration needs to be given to:

- Whether the parents wish their children to be withdrawn from the whole of the subject or specific parts of it.
- Parents can withdraw their child from a specific activity, such as a visit to a place of worship, and not withdraw their child from the remainder of the RE.
- Where pupils are withdrawn from Re or collective worship, schools have a duty to supervise them, though not to provide additional teaching or incur extra cost.
- Where a pupil has been withdrawn from RE, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This could be provided at the school or the pupil could be sent to another school where suitable RE is provided. Outside arrangements are permitted providing the necessary safeguarding procedures are in place and the LA or Trust Board is satisfied that any interference with the pupil's attendance at school resulting from withdrawal will only affect the start or end of a school session (***Non-statutory Guidance 2010***)
- It is important that schools are fully aware of issues surrounding religion, race and culture and ensure that parental right to withdrawal requests to not hamper their responsibilities to ensure equality for all and the promotion of British Values.

Appendix Two

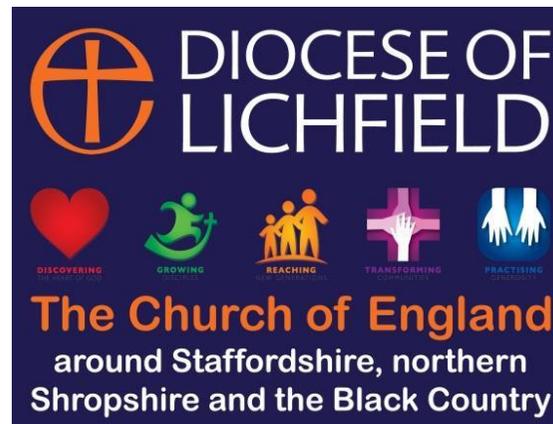
Religious Education in Church of England Schools

Statement of Entitlement from the Church of England Education Office

Refer to the following link:

https://www.churchofengland.org/media/1384868/re_statement_of_entitlement_2016.pdf

Local RE Agreed Syllabi and their links to ‘Understanding Christianity’



Dear Colleagues,

This document is offering leaders of religious education in controlled church schools . It has been written in response to the introduction of Understanding Christianity and how this may be linked into the locally agreed syllabus for RE. The guidance covers all phases: Reception; Key Stage 1; Lower Key Stage 2; Upper Key Stage 2 and Key Stage 3.

Yours sincerely,

CDA Advisory Team

Lichfield Diocese

How Understanding Christianity links into locally agreed syllabi for RE

Understanding Christianity (UC) = RED

Local Agreed Syllabus = GREEN

SANDWELL AGREED SYLLABUS

CONCEPT	FS2	Y1/2	Y3/4	Y5/6	Y7/8/9
God		UC 1.1 What do Christians believe God is like? AS 1.8 How can we find out about Christians in Sandwell?	UC 2a.3 What is the Trinity?	UC 2b.1 What does it mean if God is holy and loving?	UC 3.1 If God is Trinity, what does that mean for Christians?
Creation	UC F1 Why is the word 'God' so important to Christians?	UC 1.2 Who made the world?	UC 2a.1 What do Christians learn from the Creation story? AS 2.6 What matters most?	US 2b.2 Creation and science: conflicting or complementary?	UC 3.2 Should Christians be greener than everyone else? UC 3.3 Why are people good and bad?
Fall					
People of God			UC 2a.2 What is it like to follow God? AS 2.6 What matters most?	UC 2b.3 How can following God bring freedom and justice? AS 2.16 Can Christian Aid and Islamic Relief change the world?	UC 3.4 Does the world need prophets today? AS 3.2 What makes a person inspiring?
Prophecy					
Wisdom					UC 3.5 What do we learn when life gets hard?
Incarnation	UC F2 Why do Christians perform nativity plays at Christmas?	UC 1.3 Why does Christmas matter to Christians? AS 1.3 What can we learn from stories of Jesus?	UC 2a.3 What is the Trinity?	UC 2b.4 Was Jesus the Messiah? AS 2.3b, 2.3d	UC 3.6 Why do Christians believe that Jesus is God on earth?
Gospel		UC 1.4 What is the good news that Jesus brings?	UC 2a.4 What kind of world did Jesus want? AS 2.3 Why is Jesus inspirational?	UC 2b.5 What would Jesus do? AS 2.13; 2.11 What can we learn from stories from the Bible? When, how and why do Christians pray?	UC 3.7 What is so radical about Jesus?
Salvation	UC F3 Why do Christians put a cross in an Easter garden?	UC 1.5 Why does Easter matter to Christians?	UC 2a.5 Why do Christians call the day Jesus died 'Good Friday'?	UC 2b.6 What did Jesus do to save humans? (UC 2b.7 What difference does the resurrection make for Christians?	UC 3.8 Salvation unit (online)
Kingdom of God			UC 2a.6 When Jesus left, what was the impact of Pentecost?	UC 2b.8 What kind of king is Jesus?	UC 3.9 Kingdom of God (online)

SHROPSHIRE AGREED SYLLABUS

Concept	FS2	Y1/2	Y3/4	Y5/6	Y7/8/9
God		UC 1.1 What do Christians believe God is like? AS RQ9	UC 2a.3 What is the Trinity? AS RQ9	UC 2b.1 What does it mean if God is holy and loving? AS RQ9	UC 3.1 If God is Trinity, what does that mean for Christians? AS RQ9
Creation	UC F1 Why is the word 'God' so important to Christians? AS RQ9	UC 1.2 Who made the world? AS RQ6	UC 2a.1 What do Christians learn from the Creation story? AS RQ6	UC 2b.2 Creation and science: conflicting or complementary? AS RQ8	UC 3.2 Should Christians be greener than everyone else? UC 3.3 Why are people good and bad? AS RQ6
Fall					
People of God			UC 2a.2 What is it like to follow God? AS RQ11	UC 2b.3 How can following God bring freedom and justice? AS RQ10,14	UC 3.4 Does the world need prophets today?
Prophecy					
Wisdom					UC 3.5 What do we learn when life gets hard?
Incarnation	UC F2 Why do Christians perform nativity plays at Christmas? AS RQ2	UC 1.3 Why does Christmas matter to Christians? AS RQ2	UC 2a.3 What is the Trinity? AS RQ9	UC 2b.4 Was Jesus the Messiah? AS RQ9	UC 3.6 Why do Christians believe that Jesus is God on earth? AS RQ9
Gospel		UC 1.4 What is the good news that Jesus brings? AS RQ13	UC 2a.4 What kind of world did Jesus want? AS RQ6	UC 2b.5 What would Jesus do? AS RQ3,4	UC 3.7 What is so radical about Jesus? AS RQ6
Salvation	UC F3 Why do Christians put a cross in an Easter garden? AS RQ10,11	UC 1.5 Why does Easter matter to Christians? AS RQ12	UC 2a.5 Why do Christians call the day Jesus died 'Good Friday'? AS RQ12	UC 2b.6 What did Jesus do to save humans? (Y5) UC 2b.7 What difference does the resurrection make for Christians? (Y6) AS RQ7,12	UC 3.8 Salvation unit (online) AS RQ13
Kingdom of God			UC 2a.6 When Jesus left, what was the impact of Pentecost? AS RQ13	UC 2b.8 What kind of king is Jesus? AS RQ13	UC 3.9 Kingdom of God (online) AS RQ6

STAFFORDSHIRE AGREED SYLLABUS

CONCEPT	FS2	Y1/2	Y3/4	Y5/6	Y7/8/9
God		UC 1.1 What do Christians believe God is like? AS 1.1a, 1.2a, 1.2c, 1.5a, 1.5b	UC 2a.3 What is the Trinity?	UC 2b.1 What does it mean if God is holy and loving? AS 2.1d, 2.2d, 2.5c, 2.6a, 2.6c	UC 3.1 If God is Trinity, what does that mean for Christians? AS 3.1a, 3.2c, 3.5b, 3.6b
Creation	UC F1 Why is the word 'God' so important to Christians? AS 1.1a, 1.2a, 1.2c, 1.5a, 1.5b	UC 1.2 Who made the world? AS 1.1a, 1.3c, 1.5a, 1.5c, 1.6b, 1.6c	UC 2a.1 What do Christians learn from the Creation story? AS 2.1a, 2.1b, 2.1d, 2.3b, 2.5a, 2.5b, 2.5c, 2.6d	UC 2b.2 Creation and science: conflicting or complementary? AS 2.1d, 2.6d	UC 3.2 Should Christians be greener than everyone else? UC 3.3 Why are people good and bad? AS 3.1a, 3.1c, 3.2c, 3.5s, 3.6b, 3.6c
Fall					
People of God			UC 2a.2 What is it like to follow God? AS 2.2a, 2.2b, 2.2c, 2.2d, 2.4b, 2.4d, 2.5c, 2.5d, 2.6a, 2.6b, 2.6c	UC 2b.3 How can following God bring freedom and justice? AS 2.5a, 2.5b, 2.5c, 2.5d	
Prophecy					UC 3.4 Does the world need prophets today? AS 3.1c, 3.2c, 3.6b
Wisdom					UC 3.5 What do we learn when life gets hard? AS 3.6c
Incarnation	UC F2 Why do Christians perform nativity plays at Christmas? AS 1.1a, 1.1b, 1.2a, 1.2b, 1.3c, 1.4b, 1.5c	UC 1.3 Why does Christmas matter to Christians? AS 1.1a, 1.1b, 1.2a, 1.2b, 1.3c, 1.4b, 1.5c	UC 2a.3 What is the Trinity? AS 2.3a, 2.3b, 2.3c, 2.3d	UC 2b.4 Was Jesus the Messiah? AS 2.3b, 2.3d	UC 3.6 Why do Christians believe that Jesus is God on earth? AS 3.1a, 3.5b, 3.6b
Gospel		UC 1.4 What is the good news that Jesus brings?	UC 2a.4 What kind of world did Jesus want? AS 2.1c, 2.2d, 2.5c, 2.6a, 2.6c	UC 2b.5 What would Jesus do? AS 2.2d, 2.4b, 2.5c, 2.5d, 2.6a, 2.6b, 2.6c	UC 3.7 What is so radical about Jesus? AS 3.1a
Salvation	UC F3 Why do Christians put a cross in an Easter garden? AS 1.1a, 1.1b, 1.2a, 1.2b, 1.3c, 1.4b, 1.5c	UC 1.5 Why does Easter matter to Christians? AS 1.1a, 1.1b, 1.2a, 1.2b, 1.3c, 1.4b, 1.5c	UC 2a.5 Why do Christians call the day Jesus died 'Good Friday'? AS 2.1c, 2.2c, 2.3b, 2.5a, 2.5b, 2.5c	UC 2b.6 What did Jesus do to save humans? UC 2b.7 What difference does the resurrection make for Christians? (AS 2.1a, 2.1c, 2.3b, 2.3d, 2.6c	UC 3.8 Salvation unit (online) AS 3.5b, 3.6b
Kingdom of God			UC 2a.6 When Jesus left, what was the impact of Pentecost? AS 2.3d, 2.2c, 2.3b, 2.4c, 2.5c, 2.6c	UC 2b.8 What kind of king is Jesus? AS 2.3b, 2.3d	UC 3.9 Kingdom of God (online) AS 3.2c, 3.5b, 3.6b

STOKE ON TRENT AGREED SYLLABUS

CONCEPT	FS2	Y1/2	Y3/4	Y5/6	Y7/8/9
God		UC 1.1 What do Christians believe God is like? AS 1.1, 1.4	UC 2a.3 What is the Trinity?	UC 2b.1 What does it mean if God is holy and loving? AS U2.1	UC 3.1 If God is Trinity, what does that mean for Christians?
Creation	UC F1 Why is the word 'God' so important to Christians? AS F1	UC 1.2 Who made the world? AS F6	UC 2a.1 What do Christians learn from the Creation story? AS L2.2	UC 2b.2 Creation and science: conflicting or complementary? AS 3.1	UC 3.2 Should Christians be greener than everyone else? AS 3.11 UC 3.3 Why are people good and bad? AS U2.7, 3.10
Fall					
People of God			UC 2a.2 What is it like to follow God? AS 1.7	UC 2b.3 How can following God bring freedom and justice?	
Prophecy					UC 3.4 Does the world need prophets today?
Wisdom					UC 3.5 What do we learn when life gets hard? AS 3.5
Incarnation	UC F2 Why do Christians perform nativity plays at Christmas? AS F4	UC 1.3 Why does Christmas matter to Christians? AS 1.6	UC 2a.3 What is the Trinity? AS L2.1	UC 2b.4 Was Jesus the Messiah? AS 2.3b, 2.3d	UC 3.6 Why do Christians believe that Jesus is God on earth?
Gospel		UC 1.4 What is the good news that Jesus brings? AS 1.4	UC 2a.4 What kind of world did Jesus want? AS L2.3, L2.9	UC 2b.5 What would Jesus do? AS U2.2	UC 3.7 What is so radical about Jesus? AS 3.3
Salvation	UC F3 Why do Christians put a cross in an Easter garden? AS F4	UC 1.5 Why does Easter matter to Christians? AS 1.6	UC 2a.5 Why do Christians call the day Jesus died 'Good Friday'? AS L2.5	UC 2b.6 What did Jesus do to save humans? UC 2b.7 What difference does the resurrection make for Christians? AS 3.4	UC 3.8 Salvation unit (online)
Kingdom of God			UC 2a.6 When Jesus left, what was the impact of Pentecost? AS L2.7	UC 2b.8 What kind of king is Jesus?	UC 3.9 Kingdom of God (online)

TELFORD & WREKIN AGREED SYLLABUS					
Concept	FS2	Y1/2	Y3/4	Y5/6	Y7/8/9
God		UC 1.1 What do Christians believe God is like?	UC 2a.3 What is the Trinity?	UC 2b.1 What does it mean if God is holy and loving? AS 22. Prayer: asking questions, and seeking answers	UC 3.1 If God is Trinity, what does that mean for Christians?
Creation	UC F1 Why is the word 'God' so important to Christians?	UC 1.2 Who made the world? AS 5. Creation & Thanksgiving: How do we say 'thank you' for a beautiful world?	UC 2a.1 What do Christians learn from the Creation story?	UC 2b.2 Creation and science: conflicting or complementary?	UC 3.2 Should Christians be greener than everyone else? UC 3.3 Why are people good and bad?
Fall					
People of God			UC 2a.2 What is it like to follow God? AS 15. Leaders and followers in Family Life	UC 2b.3 How can following God bring freedom and justice? AS 23. Values: What can we learn from Christians & Humanists?	
Prophecy					UC 3.4 Does the world need prophets today?
Wisdom					UC 3.5 What do we learn when life gets hard?
Incarnation	UC F2 Why do Christians perform nativity plays at Christmas? AS 3. Festivals: how are they celebrated?	UC 1.3 Why does Christmas matter to Christians?	UC 2a.3 What is the Trinity?	UC 2b.4 Was Jesus the Messiah?	UC 3.6 Why do Christians believe that Jesus is God on earth?
Gospel		UC 1.4 What is the good news that Jesus brings?	UC 2a.4 What kind of world did Jesus want? AS 19. Why do some people think Jesus is inspiring?	UC 2b.5 What would Jesus do? AS 25. Religion + the individual: Exploring	UC 3.7 What is so radical about Jesus?
Salvation	UC F3 Why do Christians put a cross in an Easter garden?	UC 1.5 Why does Easter matter to Christians? AS 7. I wonder... Questions that puzzle us	UC 2a.5 Why do Christians call the day Jesus died 'Good Friday'?	UC 2b.6 What did Jesus do to save humans? (Y5) UC 2b.7 What difference does the resurrection make for Christians? (Y6)	UC 3.8 Salvation unit (online)
Kingdom of God			UC 2a.6 When Jesus left, what was the impact of Pentecost?	UC 2b.8 What kind of king is Jesus? AS 26. Words of Wisdom from Sikhs, Muslims and Christians	UC 3.9 Kingdom of God (online)

WALSALL AGREED SYLLABUS

CONCEPT	FS2	Y1/2	Y3/4	Y5/6	Y7/8/9
God		UC 1.1 What do Christians believe God is like?	UC 2a.3 What is the Trinity?	UC 2b.1 What does it mean if God is holy and loving? AS Y6B What matters most Christians and Humanists?	UC 3.1 If God is Trinity, what does that mean for Christians? AS Y7 Does it make sense to believe in God?
Creation	UC F1 Why is the word 'God' so important to Christians?	UC 1.2 Who made the world? AS Y1B The Creation story Give Thanks	UC 2a.1 What do Christians learn from the Creation story? AS Y4D Finding reason to care through Christian Stories	UC 2b.2 Creation and science: conflicting or complementary?	UC 3.2 Should Christians be greener than everyone else? UC 3.3 Why are people good and bad?
Fall					
People of God			UC 2a.2 What is it like to follow God? AS Y4D Finding reasons to care through Christian stories	UC 2b.3 How can following God bring freedom and justice? AS Y5A Christian Aid and Islamic Relief	
Prophecy					UC 3.4 Does the world need prophets today?
Wisdom					UC 3.5 What do we learn when life gets hard?
Incarnation	UC F2 Why do Christians perform nativity plays at Christmas?	UC 1.3 Why does Christmas matter to Christians? AS Y2A A world of festivals	UC 2a.3 What is the Trinity?	UC 2b.4 Was Jesus the Messiah?	UC 3.6 Why do Christians believe that Jesus is God on earth?
Gospel		UC 1.4 What is the good news that Jesus brings? AS Y1C Stories about Jesus and Power	UC 2a.4 What kind of world did Jesus want? AS Y3D What makes Jesus inspirational	UC 2b.5 What would Jesus do?	UC 3.7 What is so radical about Jesus?
Salvation	UC F3 Why do Christians put a cross in an Easter garden?	UC 1.5 Why does Easter matter to Christians? AS Y2B What does Easter mean to Christian: symbols of the story	UC 2a.5 Why do Christians call the day Jesus died 'Good Friday'?	UC 2b.6 What did Jesus do to save humans? (Y5) UC 2b.7 What difference does the resurrection make for Christians? (Y6)	UC 3.8 Salvation unit (online)
Kingdom of God			UC 2a.6 When Jesus left, what was the impact of Pentecost? AS Y4C Christian and Hindu questions on life's journey	UC 2b.8 What kind of king is Jesus?	UC 3.9 Kingdom of God (online)

WOLVERHAMPTON AGREED SYLLABUS

CONCEPT	FS2	Y1/2	Y3/4	Y5/6	Y7/8/9
God		UC 1.1 What do Christians believe God is like? AS 1.5 How can we find out about Christianity today in Wolverhampton	UC 2a.3 What is the Trinity? AS 2.1 What do people believe about God?	UC 2b.1 What does it mean if God is holy and loving? AS 2.15 Values: What matters most? Christianity and Humanism	UC 3.1 If God is Trinity, what does that mean for Christians? AS 3.1 Does it make sense to believe in God?
Creation	UC F1 Why is the word 'God' so important to Christians?	UC 1.2 Who made the world?	UC 2a.1 What do Christians learn from the Creation story?	UC 2b.2 Creation and science: conflicting or complementary?	UC 3.2 Should Christians be greener than everyone else? UC 3.3 Why are people good and bad?
Fall					
People of God			UC 2a.2 What is it like to follow God?	UC 2b.3 How can following God bring freedom and justice? AS 2.14 Christian Aid and Islamic Relief: Can they change the world?	UC 3.4 Does the world need prophets today?
Prophecy					
Wisdom					UC 3.5 What do we learn when life gets hard?
Incarnation	UC F2 Why do Christians perform nativity plays at Christmas?	UC 1.3 Why does Christmas matter to Christians?	UC 2a.3 What is the Trinity?	UC 2b.4 Was Jesus the Messiah?	UC 3.6 Why do Christians believe that Jesus is God on earth?
Gospel		UC 1.4 What is the good news that Jesus brings?	UC 2a.4 What kind of world did Jesus want? AS 2.7 Why do some people think Jesus is inspirational?	UC 2b.5 What would Jesus do? AS 2.10 When, how and why do Christians pray?	UC 3.7 What is so radical about Jesus?
Salvation	UC F3 Why do Christians put a cross in an Easter garden?	UC 1.5 Why does Easter matter to Christians?	UC 2a.5 Why do Christians call the day Jesus died 'Good Friday'? AS 2.4 What do we celebrate and why	UC 2b.6 What did Jesus do to save humans? (Y5) UC 2b.7 What difference does the resurrection make for Christians? (Y6)	UC 3.8 Salvation unit (online)
Kingdom of God			UC 2a.6 When Jesus left, what was the impact of Pentecost?	UC 2b.8 What kind of king is Jesus?	UC 3.9 Kingdom of God (online)

Appendix Four

Finding Jesus in the Understanding Christianity materials

*Thanks to Jill Stolberg and team from Diocese of Birmingham for
this resource*

**This resource can be used in conjunction with, or to exemplify
'Understanding Christianity' and other guidance, but not as a replacement.**

Unit	Concept and title		Bible references	Story	Idea of Jesus conveyed	
Foundation Stage						
F2	Incarnation	Why do Christians perform nativity plays at Christmas?	Core	Jesus' birth is announced (Luke 1 v.26-38 / Matthew 1 v.18-25) Jesus is born in Bethlehem (Luke 2 v.1-7) Shepherds (Luke 2 v.8-20) and magi (wise men) visit (Matthew 2 v.1-12) No-one has ever seen God because God is spirit (John 4 v.24) but Jesus makes him known (John 1 v.18)	Nativity – ensure story is directly drawn from the Bible. Check adult version of the Bible – not just children's version.	Jesus being God as a baby.
			Deeper	Jesus welcomes the children- Mark 10 v.13-16 Jesus lost in the Temple – Luke 2v.41-51	Jesus in the temple teaching the disciples	God coming to earth as a friend – rescuer of human beings
F3	Salvation	Why do Christians put a cross in an Easter Garden? How can we help others when they need it?	Core	Stories from the Easter narrative: Palm Sunday e.g. Matthew 21 v.1-11 Jesus' arrest, death and burial Matthew 26 v.47-56; 27 v.15-66; Jesus' resurrection Matthew 28 v.1-15 Easter morning in the garden - John 20 v.1-18 (Jesus and Mary)	Easter narratives in the 4 gospels: entry into Jerusalem/Friday/Easter Saturday and Sunday	Bridge to God through Jesus. Jesus as saviour/rescuer
			Deeper	The two great commandments: Love God and love your neighbour as you love yourself Luke 10 v. 27 – offering a reason for helping The Good Samaritan (Jesus' parable) Luke 10 v.25-37 – offering a selfless example of helping others	Golden rule – Good Samaritan	Everyone is our neighbour Love God (Golden rule)

Key Stage 1						
Unit	Concept and title		Bible references		Story	Idea of Jesus conveyed
1.1	God	What do Christians believe God is like?*	Core	Lost Son (Luke 15:1-2, 11-32)	Jesus telling a parable – lost son	Teaching about God – love and forgiveness
1.3	Incarnation	Why does Christmas matter to Christians?	Core	Luke 1:26-38, 2:1-20	Historical leading to the importance of Jesus today: Jesus' birth is an event Advent	Not just a baby – someone special Jesus was anticipated Jesus -central to the Christmas story
			Deeper Y2	Matthew 1:18 – 2:12	Visit of the wise men	Jesus' life – the Big Story Saviour and Rescuer Bringing good news for the poor Idea of Jesus as king
1.4	Gospel	What is the good news Jesus brings?	Core	Matthew 9:9-13 Luke 6: 37–38 John 14:27 (Matthew 18:21-22)	Call of Matthew Forgiveness offered My peace I leave with you Forgiving brother 70x7	Good news Friend to the friendless Bringer of Peace Forgiver
			Deeper	Luke 11:9-13 Luke 17:11-19 Matthew 13:45-46	"If your children ask for a fish ..." Jesus and the ten lepers Pearl of great price	Good news Jesus as teacher about prayer and what God is like encourager
1.5	Salvation	Why does Easter matter to Christians?	Core	John 12:12-15 Jesus' entry into Jerusalem Luke 22:47-53 Jesus' betrayal and arrest Luke 23:26-56 crucifixion, death and burial Luke 24:1-12 finding the empty tomb John 20:11-23 Jesus appearing to Mary Magdalene and the disciples	Key features of the Easter story	Jesus as: God/Healer Victim – betrayed and arrested Saviour/paschal lamb One who shows that there is life after death The one who brings us closer to God
			Deeper Y2	Luke 19:45-46/48 cleansing of the temple John 13:1-11 washing of disciples' feet Luke 22:7-23 Last Supper Luke 22:66-71 and 23:1-5 Jesus' trials (you might choose one trial or do both)	Events of holy week	Jesus as bridge between God and humans Taught how to live / showed how to live Jesus as standing in shoes of those he was forgiving

*Very little in this unit

Lower Key Stage 2						
Unit	Concept and title		Bible references		Story	Idea of Jesus conveyed
2A.2	People of God	What is it like to follow God?*	Deeper		Salvation Army	Jesus showing God's love
2A.3	Incarnation/God	What is the Trinity?	Core	Matthew 3:11-17	Jesus' baptism Exploration of Trinity through different aspects of God's work in the world	Jesus is good news He is God's son and reveals God. Not just a good man, but God come to earth to rescue humanity. Part of Trinity - on the Big Story timeline
			Deeper	John 1:1-14	Why is there not a birth story in John's gospel? Christmas according to John	He is Saviour and Word God is seen in Jesus
2A.4	Gospel	What kind of world did Jesus want?	Core	Matthew 4:18-22 Mark 1:40-44	Call of first disciples Healing Leper	Good news: One who calls Jesus wanting people to be fishers too Challenger: One who shocks One who wants the world to change Leader Healer
			Deeper	Luke 10:25-37 Luke 18:9-14	Good Samaritan Pharisee and tax collector Disciples following	Teacher Love Incarnate
2A.5	Salvation	Why do Christians call the day Jesus died 'Good Friday'?	Core	Matthew 21:7-11 Entry to Jerusalem Luke 23:13-25,32-48 Death Luke 24:1-12 Resurrection appearance to Mary	'Diary' of Mary for Sunday, Friday and Sunday	Human Risen one
			Deeper Yr4	Matthew 26:17-75 John 13: 4-17	Last Supper Foot washing	Pattern setter – and the pattern continues as people take communion The Betrayed (by Peter) Servant King

Unit	Concept and title		Bible references		Story	Idea of Jesus conveyed
2A.6	Kingdom of God	When Jesus left, what was the impact of Pentecost?	Core	Acts 2:1-15, 21-24 , 37-47	Pentecost	Inaugurator of Kingdom of God Sender of Holy Spirit King Immanuel
			Deeper	1 Corinthians 12:12-26 Galatians 5:22-23	The Body of Christ Fruits of the Spirit	Church is the body of Christ Jesus is present for believers because of the work of the Holy Spirit Embodiment of the fruit of the spirit.
*Very little in this unit						

Upper Key Stage Two						
Unit	Concept and title		Bible references		Story	Idea of Jesus conveyed
2B.1	God	What does it mean if God is holy and loving?	Core	Psalm 103 I John 4:7-13	Psalm of praise Letter	Fulfilment of prophecy Love of God seen in Jesus – the doorway for God’s love
			Deeper	Luke 23:33-34	Jesus on those who nailed him to the cross	Forgiver
2B.3	People of God	How can following God bring freedom and justice?	Core	Many references from Exodus relating to Moses (Exodus 19:3-6; Exodus 20:1-21) Matthew 22:27-40	Having looked at the covenant with Moses (10 Commandments), bring in idea of Jesus as new covenant. Two greatest commandments	Jesus as salvation hope Bringer of new covenant
			Deeper	Matthew 5:13-16	Salt and Light	Jesus as light of the world

Unit	Concept and title		Bible references		Story	Idea of Jesus conveyed
2B.4	Incarnation	Was Jesus the Messiah?	Core	Isaiah 7:14, 9:1-2, 6-7; and 11:1-5 Micah 5:2 Matthew 1:18-24, 2:1-12	Messianic prophecies Matthew shows the prophecies fulfilled	Jesus as Messiah Jesus as God in the flesh Jesus as Saviour Wonderful Counsellor Powerful God Father Prince of Peace
			Deeper	Matthew 21:1-9 Matthew 17:1-13 or Luke 9:28-36	Entry into Jerusalem-link to Zech 9 The Transfiguration	Promised one but humble Messiah Transformer of lives
2B.5	Gospel	What would Jesus do?	Core	Matthew 22:36-40 Matthew 7: 24-27 Matthew 5-7 Luke 7:1-10	Two greatest commandments Wise and foolish builders Sermon on the mount Healing of the centurion's servant	Jesus as teacher/storyteller Jesus as healer/miracle makes Jesus as example for living Jesus as prayer
			Deeper	John 13:34-38, 18:15-18, 25-27; John 21:1-19 Mark 11: 15-19. John 8:1-11	Peter's betrayal and Restoration Driving out the moneylenders Woman in trouble (caught in adultery)	Jesus as forgiver Jesus as retribution – righteous anger
2B.6 Y5	Salvation	What did Jesus do to save human beings?	Core	Mark 14-15	Last days of Jesus' life, from Last Supper	Jesus as Saviour Jesus as God Jesus as substitute/sacrifice Jesus as triumphant over death
			Deep	Isaiah 53:1-12 John 19:16-42	Suffering servant prophecy Trial of Jesus	Jesus as suffering servant Lamb of God - sacrifice
2B.7 Y6	Salvation	What difference does the resurrection make to Christians?	Core	Luke 24:1-49 (alternative: John 20:1-29)	Why do Christians think Jesus was resurrected?	Jesus as hope

Unit	Concept and title		Bible references		Story	Idea of Jesus conveyed
2B.8	Kingdom of God	What kind of a king is Jesus?	Deeper	John 3:16, 11:25-26, 14:2-3; Luke 23:43	Funeral verses	Jesus as hope: death is not the end
			Core	Matthew 6:9-13 and Luke 11:2-4 Lord's prayer Luke 14:12-24 Matthew 21: 33-46	Lord's prayer Parables of the Kingdom The Feast The Tenants in the Vineyard	Jesus as pattern Jesus as King Jesus teaching about God's kingdom Jesus as pointer to a better kingdom
			Deeper	Matthew 18:21-35	The Parable of the Unforgiving Servant	Jesus as enigmatic teacher Jesus as powerful transformer of the world

Key Stage Three						
Unit	Concept and title		Bible references		Content	Idea of Jesus conveyed
3.1	God	If God is Trinity, what does that mean for Christians?	Core	Romans 5:6-8 Galatians 5:22-23	Paul's teaching that in Jesus, God provides salvation for humanity. Apostle's Creed Kennings (Resource sheets 5A 5B)	One of three persons of the Trinity Jesus as saviour An aspiration for change by the work of the Holy Spirit Humanity
			Deeper	(Resource sheet 6) Luke 1:35 Matt 3:16-17; Acts 7:55 Galatians 4:4-7 Hebrews 9:14 2 Corinthians 13:14 (Resource sheet 7) Colossians 1:15;2:9	Metaphors for God	Miraculous birth Son of God Lord Right hand of God Fulfilment of prophecy Older brother Love, self-sacrifice and obedience Image of the invisible God

Unit	Concept and title		Bible references		Story	Idea of Jesus conveyed
3.4	People of God	Does the world need prophets today?	Deeper	Matthew 5:1-17, Revelation 21:1-22:6	Beatitudes – indicator of prophetic ministry	Prophet The Lamb of God Jesus as liberator; source of love and justice
3.5	Wisdom	What do we do when life gets hard?*	Deeper	Romans 12; 9-21	Paul’s advice on how to live well	Jesus as saviour; exemplar
3.6	Incarnation	Why do Christians believe Jesus is God on earth?	Core	John - 6:35, 48, 51, 8:12, 9:5, 10:7, 9, 10:11, 14, 11:25, 14:6, 15:1 John – 2:112, 4:46-54, 5:1-15, 6:1-15, 6:16-21, 9:1-7, 11:1-3 and 17-44	‘I am’ statements – metaphors for Jesus ‘Signs’	Divinity of Jesus Jesus as good news Jesus as saviour Miracle maker
			Deeper	Philippians 2:5-11 Colossians 1:15-20	Images of God	Humility of Jesus Elevated position of Jesus The paradox of the above; dual natures
3.7	Gospel	What’s so radical about Jesus?	Core	Mark 2:15-17 Matthew 23:1-12	Jesus eating with tax collectors and sinners. Jesus comes to the sick, not the healthy Jesus and the religious leaders	Jesus as rebel – challenging society’s structures; a radical Bringer of justice
			Deeper	Mark 11:15-19 Luke 4:16-21	Jesus cleansing the temple Jesus’ ‘manifesto’ announcement	Jesus as revolutionary

*Very little in this unit

More resources connected to Jesus and His teaching can be found in the Diocese's resource

'The Parables of Jesus'

which can be used to supplement learning in RE or worship.