DIOCESE OF LICHFIELD

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RELIGIOUS EDUCATION GUIDANCE 2023

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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. These Diocesan Guidelines for RE maybe used by VA schools and 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 complements the agreed syllabus. This resource assumes that those schools and academies using it have access to the Understanding Christianity resource which provides 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 Theology, Human Science and Philosophy

Best Practice RE

RE at its best enables pupils to enter into a rich discourse about the religious and non-religious traditions that have shaped Great Britain and the world. RE in primary and secondary schools enables pupils to take their place within a diverse multi-religious and multi-secular society. It is intellectually challenging and personally enriching. It affords pupils both the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world.

Keys to success:

- Take RE seriously. This means giving sufficient time to the planning and teaching of the subject.
- Ensure that the pupils have the vocabulary needed to understand the area of study – knowledge mats are useful tools for this.
- Recognise that no-one knows all the answers in RE but at the same time do not shy away from exploring the tough questions. You can always come back to them at a later date or ask someone who may have a deeper understanding of that particular topic.
- Create opportunities for you and your pupils to engage with people of the faith and worldviews
- Delight in diversity – not all religions and worldviews are the same and we should not teach that they are. We can make links and show common themes whilst still celebrating with respect the diverse worldviews.

- Build on prior knowledge – both formative and summative assessment can be useful here
- Have a curriculum that offers depth of learning – RE should be valued as an academic subject in its own right.
- Continually reenforce prior learning – making connection across RE and across other subjects.
- Retrieve knowledge at appropriate intervals.
- Have a clear understanding of what pupils need to learn and how they will learn this.
- Have a creative approach to RE. Religions are by nature creative – stories, art, music, dance, food are often important elements in religions, and this should be reflected in a balanced approach to RE.
- Use authentic texts, resources, and artefacts.
- Celebrate successes!

Useful short clips on best practice RE:

https://request.org.uk/resource/teachers/teacher-training/10-top-tips-for-being-a-more-confident-re-teacher/

https://request.org.uk/resource/teachers/teacher-training/creative-re-is-better-re/

https://request.org.uk/resource/teachers/teacher-training/four-things-we-can-learn-from-jesus/

https://request.org.uk/resource/teachers/teacher-training/where-is-god-re-as-a-search-for-truth/

RE in Church Schools, RE Statement of Entitlement:

https://www.churchofengland.org/sites/default/files/2019-02/re-statement-of-entitlement-for-church-schools.pdf

In Church of England schools, where pupils and staff come from all faiths and none, religious education (RE) is a highly valued academic subject that enables understanding of how religion and beliefs affect our lives. At the heart of RE in church schools is the teaching of Christianity and pupils also learn about other faiths and world views.

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

The Church of England's **Statement of Entitlement** states that the coverage of Christianity in church schools should be **at least 50%** of the total RE curriculum time. If six units are taught over one academic year this means that **three 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. The remaining curriculum should be focused on a rigorous and balanced study of other faiths, generic areas of study, and non-religious worldviews. It is recommended that, in addition to Christianity, Islam and at least one other faith are studied in depth within key stage one and two other faiths within key stage two. The units in this guidance should be delivered with the same pedagogical approach as that suggested by the Statement of Entitlement: that of in-depth study, developing religious literacy and the three inter-related **T, HS, and P** strands:

Theology

Theology literally means talk about God or the study of God, religion, and revelation. Within the context of RE this is about the exploration of belief and worldviews; we are currently defining 'theology' as: ***Conversations about the key ideas or concepts in religions and belief systems which have taken place throughout human history and continue to take place today within and beyond communities of faith…conversations about foundational beliefs within religions and worldviews; examining the key ideas or concepts in religions and belief systems.***

Theology looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other. - Making sense of text

Theology is about identifying, describing, explaining, and analysing beliefs and concepts within the context of a living faith or worldview. It will involve understanding where beliefs and concepts arise from, in other words, what are the sources of authority on which beliefs and worldviews are based. These could be texts such as the Bible or Qur'an, the teachings and traditions of a faith, reason, and experience, and what the leaders of a religion or worldview have said.

Learning to think theologically will involve grasping how these sources of authority are used and interpreted, and how understandings and interpretations may have changed over time and in different contexts. It will involve understanding the meaning of a text or source of authority to believers and how communities and individuals might interpret this meaning. Included in this would be learning to think like a believer, and considering the sorts of questions and answers that might arise from an authority source for believers. The reliability and authority of sources may also be debated.

Through the lens of theology, students can grapple with questions that have been raised by religions, beliefs, and worldviews over the centuries. In so doing, they will develop and refine their own standpoint in relation to the theology being studied.

Human Science

This is about living. It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals, communities, and societies– Understanding the impact

By taking on a human science approach to RE, pupils will engage, through conversations and meaningful encounters, with the beliefs and worldviews of others. The aim of this is to enable the pupils to gain an understanding of the lived and diverse reality of religions and worldviews both within their own local community and wider world contexts. They will get to explore the impact of beliefs and worldviews on how people live and worship and be given the language needed to engage in meaningful conversations and discussions around these. Human Science allows the pupils to explore the impact that beliefs and worldviews have on shaping culture and society today and there will be a growing understanding of the lived and diverse reality of religions and worldviews.

Human Science is about thinking through living. It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the lived reality and impact of religions and worldviews on people and their lives. It is about understanding the ways in which religions and beliefs influence people's own understanding of the big issues of life, such as power, gender, compassion, and so on.

Philosophy

This is about thinking. It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously the nature of reality, knowledge and existence. – Making connections

In the context of RE, 'philosophy' can be defined as "conversations about thinking, reasoning and making judgements: investigating the nature of knowledge, reality and morality and the way in which we reason about them". For many thousands of years, human beings have asked questions about meaning and existence. Around the 6th century BCE, these questions began to be systematized in religious philosophies in different areas of the world. This is the starting point for the discipline of philosophy. However, curiosity on its own is not enough; we also have the capacity to reason as well as wonder. It is this process of reasoning that lies at the heart of philosophy.

Philosophy is less about coming up with answers to difficult questions and more about the process of how we try to answer them. It uses dialogue, discussion, and debate to refine the way in which we think about the world and our place in it.

As a discipline, philosophy has long been associated with the study of religions and beliefs, which is evidenced in the specialised field of philosophy of religion. Indeed, RE may be the curriculum area in which many children and young people first encounter philosophical ideas and thinking. This is not to say that philosophy is limited to a study of religions and beliefs, but it is to acknowledge that is a key element of a balanced RE curriculum.

Philosophy contains three fields of enquiry that would be applicable to a balanced framework for RE:

Metaphysics: metaphysics considers the nature of the world around us; using our senses and reason to think about the world and to ask questions about it; asking epistemological questions about how we know; examining how people make sense of the world they live in; examining and analysing definitions of things, e.g. what we might mean by happiness, hope, truth or knowledge; looking through the lens of metaphysics would help pupils consider what the object of study might tell us about the nature of existence and reality.

Logic: investigating the process of reasoning that takes place when we ask questions about the world and our place in it; this branch of philosophy considers the way in which statements are put together to form conclusions; looking through the lens of logic would help pupils consider whether they are asking reasonable questions of the object of study, as well as thinking about whether the object of study is providing a well-constructed and coherent response to questions of existence, reality, truth, morality, etc.

Moral philosophy: moral philosophy considers the nature of good and evil, asking questions such as, 'How do we decide what is good? What is the nature of goodness? and, 'What is a 'good' life? looking through the lens of moral philosophy would help pupils explore what the object of study is telling believers about the nature of goodness, how to make decisions and how to live a 'good' life.

Useful links:

Balanced RE
Curriculum Design in Religious Education - #balancedRE - YouTube
Resources for children (philosophy-foundation.org)
Homepage - p4c.com
SAPERE | P4C Teacher Training | Philosophy for Children

Exemplar units for exploring Islam.

Islam Guidelines for teachers.

i) **What do Muslims believe? – Key Stage One**
ii) **What can we learn from a Mosque? – Lower KS2**
iii) **What are the five pillars of Islam? – Upper KS2**
iv) **What do Muslims believe about God? – Key Stage Three**

Islam Guidelines for RE

Adapted for use within the Diocese of Lichfield with kind permission from the Diocese of Guildford

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 **Quran** 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.

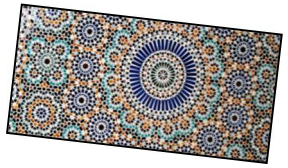
What do I need to know about Islam?

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 be 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 fact, Muslims *can* pray anywhere, if 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.

What do Muslims believe?

Iā ʾilāha ʾillā-llāh, muḥammadur-rasūlu-llāh

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

Key beliefs in Islam are expressed in the ***shahadah,*** the Muslim declaration of faith: 'There is no god except Allah, Muhammad is the Messenger of Allah'. A person becomes a Muslim not by race, nationality, or culture, but by professing belief in that statement and by reflecting it in the practice of the Islamic way of life. The ***shahadah*** is also contained within the call to prayer, the ***adhan***, which first states that 'God is great' (in Arabic, '*Allahu Akbar*') and 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), 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.

'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

The Qur'an is the final revelation of Allah's guidance for mankind and is a copy of a book that is kept in heaven. The Qur'an was revealed to the angel Muhammad* in a cave on Mount Hira by Jibra'il – Gabriel – in 610CE, when Muhammad was 49 years old. This night is known as the 'Night of Power' (*Laylat al-Qadr*) and is one of the last 10 odd-numbered nights of Ramadan: it is believed that prayer on this night is worth 1000 months of worship. The 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 on how humankind should behave, in terms of moral conduct and family relationships as well as the treatment of animals and the natural world. Whatever the language of the Muslim, the Qur'an is recited in the Arabic language of its revelation, in its purest form. Muslim children will often attend ***madrassah*** (mosque school) each day for up to 2 hours after school, where they will learn portions of the Qur'an and what it means. The Qur'an is divided into 114 ***surahs*** (chapters) and ***ayahs*** (verses). Arabic copies of the Qur'an are treated with the highest respect, because it comes

from the highest authority, which is why it is kept high on a 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.

A Window on the Five Pillars

What gives strength and shape to our lives? Family?. Friends? .... Faith?... For a Muslim, it is the five pillars of their faith: five big concepts that pupils should consider in their learning about and from Islam. The often-misunderstood word ***'Jihad'*** has two different meanings for a Muslim: the *greater* (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.'

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

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 prayer (early morning, just before sunrise; midday; in the afternoon; in the evening just after sunset; during the night, but before midnight) are followed, as it joins Muslims with the worldwide Muslim community (ummah). However, at times when it's not possible, two or more of the set prayers may be joined together. Before praying, Muslims perform *wudu,* which is both a physical and spiritual act. There are set positions for prayer (rak'ah) which have symbolic meanings. You can find out more at: www.bbc.co.uk/religion/galleries/salah/

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.

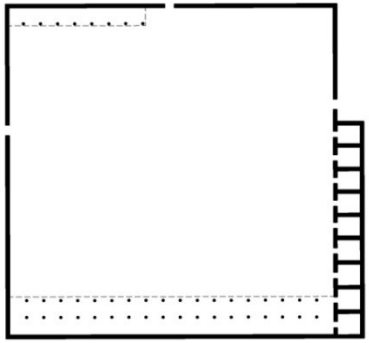
4. **Zakat (giving / charity):** all Muslims should give 2.5% of their surplus savings annually, which is then shared amongst the poor and needy, and as well as an obligation, is considered an act of worship. The charity *Islamic Relief* has an annual income from Zakat of over £40million. Other charities 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, symbolising 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/knowing/what-re/islam/
- **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 BBC Two - My Life, My Religion - Clips Especially useful are: Islam – Prayer; Islam – the Mosque; Islam – Wudu. There are also clips you can view online from the BBC Pathways of Belief and Places for Worship DVD sets, many of which would support the Islam units.BBC Two - Pathways of Belief, The Bible and the Qur'an: The Revelation, The Qur'an
- Interfaith Explorers webinars & resources for teachers are very useful for teacher knowledge and support. Homepage - Interfaith Explorers

Virtual mosque tours:

- A useful website exploring Britain's first purposeful built Mosque, in Woking, Surrey: http://www.shahjahanmosque.org.uk/; BBC iWonder mosque tour:www.bbc.co.uk/guides/z297hv4#zwk2p39; 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 pre-recorded/live broadcast, the following website has collated several different virtual tours Virtual Tours 2020 | Visit My Mosque
- For RE Teachers | Visit My Mosque
- 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 Newsround site: What is the Hajj pilgrimage? - BBC Newsround and on the BBC website: Hajj- Teaching Resources - BBC Teach
- **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

Useful text-based resources for teachers and classrooms:

- This Is Why We Pray: An Islamic Book for Kids: A Story about Islam, Salah, and Dua by Ameenah Muhammad-Diggins (KS1 and KS2)
- But...Who is Allah?: (Islamic books for kids) by Bachar Karroum (KS1 and KS2)
- The Blessed Pomegranates: A Ramadan Story About Giving by A. Helwa (KS1 and KS2)
- Stories of 20 Mighty Muslim Heroes by Tamara Haque (KS1 and KS2)
- Amazing Muslims Who Changed the World by Burhana Islam (KS2)
- 1001 Inventions and Awesome Facts From Muslim Civilization: Official Children's Companion to the 1001 Inventions Exhibition (1,000 Facts About) by National Geographic

- The Grand Mosque of Paris: A Story of How Muslims Rescued Jews During the Holocaust by Karen Gray Ruelle and Deborah Durland Desaix
- In My Mosque: A big-hearted celebration of mosques and their communities by M. O. Yuksel
- The 99 Names of God: An Illustrated Guide for Young and Old by Daniel Thomas Dyer
- The Story of the Holy Prophet Muhammad: Ramadan Classics: 30 Stories for 30 Nights: 1 by Humera Malik
- Peg & Cat The Eid al-Adha Adventure by Jennifer Oxley and Billy Aronson

Useful when discussing the wearing of religious clothing.

- Deep in the Sahara by Kelly Cunnane
- The Proudest Blue: A Story of Hijab and Family by Ibtihaj Muhammad and S. K. Ali
- The Kindest Red: A Story of Hijab and Friendship by Ibtihaj Muhammad and S. K. Ali
- Hats of Faith: 1 by Medeia Cohan-Petrolino

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*	**THEOLOGY** *Text, beliefs, and context*	**HUMAN SCIENCES** *How do the actions of the believer relate to the beliefs?*	**PHILOSOPHY** *How can I apply the belief to what I see of my life and the world around me?*
• 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 rationale and importance of pbuh • The Qur'an is the special book for Muslims and is written in Arabic. It contains the holy words of Allah given to Muhammad • That it is forbidden to draw pictures of Allah, the Prophets or angels.	**Where did Islam start?** • Islam began in the part of the world called Arabia. Find it on the map and discuss the idea of beginnings and starting points. • It is important that the children understand that Islam it is a living world faith. Explore key statistics as well as stories to help encourage children to understand Islam in terms of the past, present and future. The suggested stories can help to shape these discussions. • The Arabic language 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.	• People who follow Allah and the beliefs and teachings of the religion Islam are called Muslims – they submit to Allah's way of peace. • 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 why calligraphy is important for Muslims. **Who was Muhammad and why is he so important for Muslims?** • Ask children to listen carefully for Muhammads' name. What did they learn? What is Islam and what do Muslims believe in? - BBC	**What does it mean to show 'respect' to someone or something?** • Recap on the following rituals and discuss in relation to 'Respect': • Kept in a high place – Allah is high, it should not be on the ground or in a low place • It is often covered with a special cover embroidered with patterns – to keep clean • Muslims always wash before handling the Qur'an – to keep it clean and show respect for the word of Allah • It is placed on a stand to read – to keep clean and reduce handling

You might use the following questions to guide your journey of learning:

Where did Islam start?

What does it mean to show 'respect' to someone or something?

Who was Muhammad and why is he so important for Muslims?

Why do Muslims say 'peace be upon him' (pbuh) when they mention Muhammad?

How was Muhammad a good messenger?

How should we treat our Qur'an with respect in the classroom?

How might reflecting on Allah's names or learning the Qur'an by heart help Muslims?

ENGAGE

Opening activities

- Play 'Simon Says'. How do we decide what we should do in real life? Lots of people decide because of what they believe. Discuss

Ask them to write their name in Arabic. Discuss the process and skill involved.

- To help people understand what Allah is like, he has 99 beautiful names that describe him. Read some of the names. What do you think they tell us about Allah? Ask the children if they can choose favourites from the list and explain their reasoning.

- Explain their choices and what the name they have chosen might tell a Muslim about Allah.

- 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. This might cause much discussion. Allow children to share their thoughts. Ask children why it might be challenging not to use images.

How was Muhammad a good messenger?

- To help children to answer

Bitesize

- Discuss why Muhammad is important to Muslims, and how they show respect for the Prophet.
- The following links help to reflect what Muhammad was like. What did he do to make a difference? School Radio - Assemblies KS1 - Islam - Values for living (bbc.co.uk)

Why do Muslims say 'peace be upon him' (pbuh) when they mention Muhammad?

- 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 a film of a madrassah. How difficult would it be to do this every day? What is good about this level of commitment and devotion?

How should we treat our Qur'an with respect in the classroom?

- The Qur'an is the word of Allah. It is a guide for life for Muslims. Can children

- 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.

- What or who do you respect, and how do you show respect? Share experiences.

- Think about why Muslim children go to Madrassah (Mosque school) 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

this with reference to Islamic beliefs.

- Ask children to watch the following clips and complete the quiz as a class to assess prior knowledge and to build confidence and use of religious vocabulary.

Islam - KS1 Religious Education - BBC Bitesize

- Explain that they are going to find out what Muslims believe. What questions do they have?

KEY VOCABULARY

- Islam
- Muslim
- Allah
- Muhammad (pbuh*)
- Beautiful names
- Qur'an
- Arabic
- Madrassah

POINTS TO NOTE

- After the name of Muhammad, or any other prophet is spoken, Muslims say '*sallallahu alayhi wasallam*' (peace be upon him - pbuh) as a mark of

this question, encourage them to think about Muhammed's actions.

- Listen to stories about the Prophet Muhammad (pbuh): especially the story of the Night Of Power (Lailat al Qadr) when the revelation of the Qur'an through the Angel Jibrael (Gabriel) began.

- Using 20 words or less, ask the children to retell a story about the Prophet Muhammad then ask them to explain what they think Muslims might learn from it.

- Learn that for Muslims the Shahadah 'There is no God but Allah, and Muhammad is his messenger' is the basic statement of faith. Ask the children if they think this is a clear statement and get them to consider how a Muslim might live because of this statement.

- The words that angel Jibril gave Muhammed were written down and make the book the Qur'an. Qur'an' means 'recitation' and Muslims believe that it tells

recall the name of the Christian Holy Book?

- Muslims take great care when handling the Qur'an as the 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?

- Wash hands and place a copy of Qur'an (taken from a high place) on the stand. Tell children what the book is called. What do they think it is? Has in it? Explain it is the Holy Book for Muslims and is *sacred* to them. What does this mean? Why do you have to wash before handling? Why was it kept in a high place? These are rituals used to treat this special book with respect.

- 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.

does learning something by heart help? When might it be very important?

respect. It is suggested that teachers model this by using this the first time he is mentioned in the lesson, but not subsequently. • Muslims believe that Muhammad is not divine, and capitals should not be used for pronouns that relate to him.	the final, complete & perfect will of Allah for all people. Ask children what they think a Holy Bopk is and should contain and why it is important for believers. • 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, 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.) • Look at different Islamic patterns and designs and consider what makes them beautiful. Using these ideas, ask thechildren to 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.	Alternatively, use online resources to conduct a question-and-answer session.For RE Teachers | Visit My Mosque • Listen to Yusuf Islam talking and singing about Muhammad the Messenger of Allah. Look at the words and think about what they mean. **How might reflecting on Allah's names or learning the Qur'an by heart help Muslims?** • Consider the different aspects and roles a person can have and discuss why Muslims reflect on Allah by using different names. • Do they know any words or concepts 'off by heart'? Is it helpful in their day to day lives? • Ask them to think of people that they know well. How have they built these relationships and why is getting to know a person a really important thing to do?	**SUCCESS CRITERIA** • Pupils should be able to share the basic beliefs of Islam and explain the place of Allah, Muhammed and the Qur'an and their importance in the life of a Muslim child. • They may be able to share and explain the Shahadah and why it is important to Muslims.

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*	**THEOLOGY** *Text, beliefs and context*	**HUMAN SCIENCES** *How do the actions of the believer relate to the beliefs?*	**PHILOSOPHY** *How can I apply the belief to what I see of my life and the world around me?*
• 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. • Muslims do not draw pictures or	**What is a mosque?** For RE Teachers | Visit My Mosque Use this resource to investigate, facilitate discussion and support questioning. • 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	**Why is a Mosque more than a house of prayer for Muslims?** • 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 dispute settlement. It is also where most Madrassahs take place. • Find out what activities other than prayer take 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	**What do you think are the benefits for Muslims in worshipping as a community?** • Reflect on things that you do as a class – what benefits are there to being together? What things would you rather do on your own? What do they like doing together? • Muslims can pray on their own but pray together when they can. It connects Muslims as a worldwide community of believers. How might praying as a community change prayer for a Muslim?

representations of Allah, the Prophets or angels. *You might use the following questions to guide your journey of learning:* **What is a mosque?** **Why is a Mosque more than a house of prayer for Muslims?** **What do you think are the benefits for Muslims in worshipping as a community?** **Why don't Muslims draw pictures or representations of Allan, the Prophets or angels?** **How do the features of the mosque help Muslims to worship Allah?** **ENGAGE** Opening activities • Discuss how routines are a part of daily life. Act out different routines. Can others	how different prayer positions help Muslims to worship. **How do the features of the mosque help Muslims to worship Allah?** • 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'ba in Makkah. An alcove called the mihrab shows the direction believers should face. Discuss why Muslims would do these things. Use an online compass to show children where Makkah is and to explain how the positioning for prayer is worked out for Muslims today. Qibla Pointer: Guide to Qibla Direction (Makkah) using Google Map (al-habib.info) • 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. Explore how what happens in a mosque demonstrates respect for Allah.	with what they know about Muslim beliefs and explain how they might aid prayer for a Muslim. • Interview a Muslim Iman or mosque member to explore what the mosque means to them and how salat helps them in their daily life. The following website and videos is a useful starting point to aid discussions and ensure a modern and inclusive Islamic view is shared with children Religious Studies KS2: Being a young Muslim - BBC Teach • 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 Ka'ba. Research the Ka'ba and show a picture/video to help children to understand the focus of prayer.Religious Studies KS2: The Muslim pilgrimage, Hajj - BBC Teach • Design a prayer mat remembering that Muslims make their mosques and mats beautiful to express their belief in Allah and help	• Explore how people demonstrate 'submission' in everyday life: is submission the same as 'giving in'? • 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? • 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? • 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. What

guess their purpose? Discuss the difference between a routine (functional) and 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. • 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	• An Iman leads the congregation in salat. Each rak'a 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? Before prayer the Muslim must wash in a special way (wudu). Men and women pray separately so that they can focus on Allah. • Use cards showing individual mosque features for pupils to pick and explain what they shows about Muslim beliefs. Then try to rank features in terms of their importance and give reasons for choices. • Make a lift-the-flap poster of a mosque, showing the key features and explaining	them focus as they pray. **Why don't Muslims draw pictures or representations of Allan, the Prophets, or angels?** • 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.patterninislamicart.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. • 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	weekly routines do pupils participate in? How would pupils life change if they had to take part in regular weekly routines like this?

out what happens in a Mosque and how • Muslims worship.	connected Muslim beliefs under the flaps. • Give the children key words and symbols/patterns.Ask the children to make a connections sheet to show how beliefs and practices are connected. • Many mosques have gardens demonstrating the harmony and peace of Allah's creation to focus the mind on prayer and remind Muslims of paradise. Design an Islamic garden, demonstrating beliefs about Allah.	five times a day alter the life of a believing child like you? 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?	
KEY VOCABULARY			**SUCCESS CRITERIA**
Adhan Arabic Muezzin Calligraphy Mihrab Submission Ka'bah Wudu Jumm'ah Tawhid minaret Salah or salat Minbar Rak'ah Iman			• 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. • Pupils may be able to compare salat and the mosque to prayer and places of worship within Christianity or another faith.

UPPER KEY STAGE TWO

WHAT ARE THE FIVE PILLARS OF ISLAM?

Explore the 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*	THEOLOGY *Text, beliefs, and context*	HUMAN SCIENCES *How do the actions of the believer relate to the beliefs?*	PHILOSOPHY *How can I apply the belief to what I see of my life and the world around me?*
The 'pillars' (or duties) are: • 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 Explore how these pillars influence Muslims' daily lives Key celebrations for Muslims are linked with two pillars: • Id-ul-Fitr – celebrating the end of Ramadan • Id-ul-Adha - celebrating the end of Hajj *You might use the following questions to guide your journey of learning:*	• What can you recall about Islam? Remind about Allah, Muhammad (pbuh) and the importance of the Qur'an. **What are the five pillars of Islam and what is the purpose of The 5 Pillars of Islam?** (For Muslims they are a guide to leading a good and responsible life) • Introduce the Five Pillars of Islam and explain that they are the five obligations that every Muslim must satisfy to live a good and responsible life according to Islam. • Use these resources to support the exploration of these beliefs. The 5 Pillars of Islam - BBC Teach • What do they think about these pillars? Do they have	**How do the pillars give shape and strength to Muslims' lives?** • 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 sourcesThe 5 Pillars of Islam - BBC Teach 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;	• Discuss the importance of rules or duty from their own and a Muslim point of view. • 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 Islamic Aid | Muslim Relief Charity Working to End Poverty (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? Why?

What are the five pillars of Islam and what is the purpose of The 5 Pillars of Islam? **How do the pillars give shape and strength to Muslims' lives?** **What is Zakah and why is it important for Muslims?** **Why is Sawm-fasting an important practice for Muslims?** **How is following the Pillars an obligation and a choice?** **How do pilgrimages differ from other journeys?** **ENGAGE** Opening activities • Use construction kits or Lego and ask groups to build something that has pillars. What do the pillars do and why are they necessary?	similar beliefs? • 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. **What is Zakah and why is it important for Muslims?** • Zakah is giving 2.5% of a Muslim's 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. • The Power of Zakat | Islamic Relief UK (islamic-relief.org.uk) • Ask the children to consider the impact of Zakah and reflect on hoe beliefs can make a huge difference. • The last two pillars are linked to the life of Muhammed	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. **How is following the Pillars an obligation and a choice?** • 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. • 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? **Why is Sawm- fasting important to Muslims?**	**How do 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? • Could they draw their journey of life so far using a line 'graph' to reflect key events. • Discuss the idea of 'pillars' for other religions they have studied. What might they like look? Are there any similarities and differences that could be explored?

• Discuss whether pillars are always physical? What might someone mean by someone being '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. (Diamond nine) • Explain that they are going to learn about the pillars of faith in Islam.	(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. 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. • 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. • 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. • The Hajj shows that everyone	• 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. Have they seen Halal signs in restaurants or on food and drink products before? • Religious Studies KS2: The Muslim pilgrimage, Hajj - BBC Teach Write a diary entry as if a pilgrim on Hajj. Include sights, sounds and feelings. Is the journey worthwhile?	
KEY VOCABULARY			**SUCCESS CRITERIA**
Pillars of Islam Sawm Shahadah Zakah Salah/salat Wudu Id-ul-Adha Id-ul-Fitr Hajj Surhur Halal			• Describe what Muslims do to practise the pillars and connect them to key Muslim beliefs. • Describe how the pillars of Islam give strength and shape to life for Muslims.
POINTS TO NOTE			

• 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. • The dates of Ramadan and the Hajj are fixed by the lunar calendar, and so they move forward each year in relation to the western calendar.	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. • In groups of 5, each child chooses a pillar, researches the key ideas and belliefs (ensuring that diversity is also noted) explaining what it means and how it brings strength to a Muslim's life. Other pupils ask questions, hot-seat style. • Ask each child to summarise the key information for each pillar in 20,10, 5 and then 1 word.	• Explore how Muslims celebrate the two festivals of Eid. How are they alike and different? Design an Information card which could be shared and explains something about the meaning of the festival (remembering Islamic rules about artwork). .	• Discuss how following the Pillars can be an obligation and a choice. Explore the difference and the pros and cons when someone views the Pillars through this lense.

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*	**THEOLOGY** *Text, beliefs and context*	**HUMAN SCIENCES** *How do the actions of the believer relate to the beliefs?*	**PHILOSOPHY** *How can I apply the belief to what I see of my life and the world around me?*
Pupils will know and understand: • 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	• 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: '*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.*' How has this belief in the oneness of God been reflected within Islamic culture? • 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	Consider **how, other than verbally, a Muslim can bear witness to God?** • Whilst it is important to remember that in Islam, it is forbidden to create images Allah, Muslims express their beliefs about God through art. • 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? • For many people life is seen as a journey,	• 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? • 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? • How might things in the world change if we all had the belief that everything is on loan from God? How would we treat the world? How would we view others?

through words and actions *You might use the following questions to guide your journey of learning:* **How does a Muslim bear witness to God?** **What does it mean for God to be both omniscient and omnipotent?** **Why is God so often associated with light?** **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?** **How do the 99 names of Allah help Muslims to encounter and understand the concept of God?**	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 newborn baby. Why do pupils think this is? **What does it mean for God to be both omniscient and omnipotent?** • Surah 59: 'He is Allah the creator…' Ask the children to explore this quote? What do they think it means and why is it important for Muslims? • Muslims believe that God is the 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. Discuss whether this belief should impact behaviour. • Shirk is the sin of likening the creator to the created or suggesting that anything in	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? How could their life reflect their beliefs and desire to bear witness to God? • What could it mean for Muslims to believe that everything in the universe belongs to God (the environment and possessions) and that, as humans, we can only borrow from Him? **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?** • To help children to explore this further, 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	
ENGAGE Opening activities			**SUCCESS CRITERIA**

• Ask the pupils to complete the statement 'God is…' both from their own view but also from another view (e.g., a Christian, a Humanist, an agnostic) Explain that although there are many different views about God, they are now going to explore the Muslim view. • 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. • 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.	the created world is in any way equal to God. How does this belief impact a Muslim view of the world? **Why is God so often associated with light?** • 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) • ymbol? • Explore key quotes and Islamic stories which highlight light **How do the 99 names help Muslims to encounter Allah?** • Consider the story of Muhammad, in what ways might the world he was living in be seen as needing the light? 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	everyday lives? How might it be challenging for Muslims? **How do the 99 names help Muslims to encounter Allah?** • Consider the names of God – are there any circumstances that Muslims might face where one name might be considered more meaningful? How can a subha (Islamic prayer beads0 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?	• 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 some of the key Muslim beliefs about God e.g., Creator, Light… • Pupils should be able to explain ways in which these beliefs impact a Muslim's life. • 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.

KEY VOCABULARY Tawhid Shahadah Omniscient Omnipotent Qur'an Hadith Suarh Ayah Sunnah Shirk	knowing them and reciting them 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?		**RESOURCES** https://www.truetube.co.uk/film/how-islam-began-ten-minutes (With teachers note to support) Think RE Book 1: Michael Brewer et al Islam: Ruqaiyyah Waris Maqsood Seeking Religion Series: The Muslim Experience: JF Aylett & K O'Donnell Moral Issues in Six Religions: edited by Owen Cole Islam in words & pictures: Sarah Thorley The Islam Book: Big Ideas Simply Explained - DK Big Ideas by DK

Exemplar units for exploring Judaism

Judaism guidelines for teachers.

i) **What do Jewish people believe? – Key Stage One**
ii) **What can we learn from a Synagogue? – Lower KS2**
iii) **What does it mean to be Jewish? – Upper KS2**
iv) **What do Jewish people believe? – Key Stage Three**

Judaism Guidelines for RE

Adapted for use within the Diocese of Lichfield with kind permission from the Diocese of Guildford

What are the 'big ideas' in the Judaism?

Jews believe in One Eternal G_d, who is the giver of all life and has a purpose for the world. Jews people believe that they are **descendants of Abraham**, chosen by G_d to show what he is like. They try to live according to G_d'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 Jewish people, life itself is a religious ceremony: living according to the Torah and carrying out the mitzvoth (commandments) are all a form of worship. **Belonging** is a key concept in Judaism, as being Jewish makes someone part of a community and 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 G_d.

What do I need to know about the Judaism?

Judaism is not just a religion but can also be understood as a tradition and a cultural identity. Some Jewish people might identify themselves as belonging to the nation of Israel, some may practise the Jewish faith 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 Jewish by converting to the Jewish religion, regardless of personal beliefs or observance of Jewish laws. 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 the 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 Jewish nation 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 Jewish people were dispersed throughout the world.

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.

HOLOCAUST MEMORIAL DAY TRUST

What do Jewish people believe?

שְׁמַע יִשְׂרָאֵל יְיָ אֱלֹהֵינוּ יְיָ אֶחָד

Sh'ma Yisra'eil Adonai Eloheinu Adonai echad.

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

Key beliefs in Judaism are expressed in the ***Shema,*** the first prayer in the Torah, which is also a declaration of what Jewish people believe. It is the oldest prayer in the 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 of 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 G_d, 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 G_d 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 G_d (Exodus 20), and which define life for a Jewish person. Jews also believe that G_d's special relationship with all humanity is expressed through obedience to the seven Noachide laws (Genesis 9), when, after the flood, G_d made a covenant with Noah, and that the purpose of the Jewish faith 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. This will take around a year to complete: if any mistakes are made when writing G_d's name in the scroll, the Torah will be given a burial, just like a person. A Torah scroll, which costs in excess of £25,000, comprises 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 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 the 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 synagogues, 3 years for Reformed). On procession of the Torah back to the Ark, the longest route is taken to involve the whole community.

The name of G_d, YHWH

(in Hebrew, above) 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 G_d 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). Jewish people believe that G_d is One and that He is the Creator of the world who cares for all His Creation. Much of G_d'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).

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: Jewish people believe they are descendants of Abraham, who abandoned the polytheistic idol-worship of his ancestors to follow the One Eternal G_d, leaving his home in Ur and becoming a nomad. G_d'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 G_d 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 Judaism?

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 Wall, is located (this is sometimes referred to as the 'wailing wall' but Jewish people prefer the term 'Western Wall'). 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!)

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 Jews, 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)*, 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 publicly read from the Torah and say the blessings for the first time (though for girls, only in progressive synagogues).

Why should Jewish people '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 2023), 5783. 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, G_d 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'.

Shabbat, the 'Day of Delight'

After creating the world, G_d rested on the seventh day, as the account in the book of Genesis relates. For Jewish people, 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 G_d 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.

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

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 Jewish people: 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 Jewish people to remember how G_d 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 Jews 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 freedom and remembering G_d's faithfulness to the Jewish nation 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, focusing 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, 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 'Knowledge' tab to find out what you want to know, or try here: Jewish worldview traditions - RE:ONLINE (reonline.org.uk)
- There is also plenty of information for teachers at http://www.bbc.co.uk/religion/religions/judaism/
- The British Library website has an excellent video on Jewish sacred texts: www.bl.uk/learning/cult/sacred/stories/
- Information on the Hanukkah story for teachers can be found at: http://www.history.com/topics/holidays/hanukkah
- My Life, My Religion' can be found as individual clips, and as complete programmes at BBC Two - My Life, My Religion, Judaism Although these programmes are aimed at KS2 pupils, many would be suitable for KS1, with some teacher input. There are plenty of clips about the Jewish faith on this site that would be suitable to support the Diocesan units, notably 'Shabbat', 'Torah' and 'Chanukah'.
- BBC bitesize have some additional videos to support teaching of the Jewish faith for KS 1: Year 2 Religious Education - BBC Bitesize
- **'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: **978-1444122251**

KEY STAGE ONE

WHAT DO JEWISH PEOPLE 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 Jewish people.

LEARNING OBJECTIVES Core knowledge	THEOLOGY *Text, beliefs and context*	HUMAN SCIENCE How do the actions of the believer relate to the beliefs?	PHILOSOPHY How can I apply the belief to what I see of my life and the world around me?
• 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 G_d and His people. • Torah is written in Hebrew in the form of a scroll. • Shabbat is an important part of Jewish family life and helps Jews to feel closer to G_d • 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 G_d	• Show a replica Torah or photographs. Explain 'scroll'. For Jews, Torah contains the key teaching from G_d. It helps them keep their part of their covenant with G_d, the two way promise at the heart of the Jewish faith. • 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 G_d. The	• Remembering is important for Jewish people. Why? Can we learn from things we have done? Jews have many ways of remembering about what their history has taught them about G_d. The most important is celebrated every week. • What is the very first story in Torah or the Bible? Revise the Creation story. What did G_d do on the seventh day? Link this with the 4th Commandment. • Jews call the seventh day Shabbat. It is the	• 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. • What do children do at the weekend. Make a zig-zag book with the seven days of the week. Annotate each day with

rested on the seventh day after creation • The words of Torah forms the opening of the Christian Bible	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. More able pupils could write instructions of how to handle and read Torah. • Some of the Torah contents are stories 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 G_d 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	day when Jewish people rest, spend time with their family and remember G_d. It is very special. In groups, look at photos of Jewish families celebrating Shabbat. Annotate with questions about what happens. • 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 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.	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 rest one weekend. Might they need to think about their own behaviour? Do they think G_d really needed a rest, or did He know that people did? • Some pupils could compare Shabbat with special days celebrated by people from other faiths
ENGAGE Opening activities			
Pupils share a book that is special to them. Explain why. Talk about what makes books special. Ask if pupils know anything about Judasim or Jewish people. Jews believe in One G_d and that G_d 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 that Jews have a very special book called the Torah. Jews believe it contains G_d's teachings and laws and tells them how to live as He wants. What would they like to find out about this special book?			

KEY VOCABULARY Torah respect Mitzvot commandments Shabbat covenant rest Shalom Challah work Havdalah Kippah Creation Spices Holy scroll Simchat Torah synagogue **POINTS TO NOTE** The Jewish 'day' starts at dusk, recalling how in the account of Creation 'there was evening and there was morning'. It's important to focus on the positives of Shabbat e.g. rest from work, rather than the 'don'ts'.	'good rules' means. • What do pupils do 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.	• 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 it's important to rest. • Shabbat ends with Havdalah. Look at the plaited 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. • Gather learning about Shabbat and create a frieze or ICT presentation explaining Shabbat. Groups take part of day and class order events.	**SUCCESS CRITERIA** Pupils should be able to share the basic beliefs of the Judaism and explain the place of the Torah and Shabbat in the lives of a Jewish child. They may also be able to: 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 G_d

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 synagogue visit (or Manchester Jewish museum: Manchester Jewish Museum) is strongly recommended, but outcomes can be achieved by a 'virtual' visit.

LEARNING OBJECTIVES *Core knowledge*	THEOLOGY *Text, beliefs and context*	HUMAN SCIENCE *How do the actions of the believer relate to the beliefs?*	PHILOSOPHY *How can I apply the belief to what I see of my life and the world around me?*
• 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 the Jewish faith and include the Shema. • The Torah's significance is reflected in its treatment in the synagogue. • Synagogue is central for community life, including festivals such as Pesach. • Jesus was Jewish and	• The synagogue is where Jews go to learn, worship G_d and be together as a community. It is where the Torah is kept. • Revise knowledge of the Torah as the most important writing for Jews. It teaches about G_d, explains how to live and reminds Jews of their role as G_d's chosen people. It also lists 613 mitzvot or rules for living life as G_d wants. Read the 'Shema': 'Hear, O Israel: The Lord our G_d, 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.	• 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 G_d. 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? • Using what pupils	• Give pupils an opportunity to reflect on how they felt at different times and places in the synagogue. Discuss their feelings. This could be used to create a poem or piece of prose or a class 'Wordle' • Compare what they see 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 G_d. This belief means that the Jewish faith does not accept Jesus' divinity and the idea of Trinity.

was celebrating Pesach at his last supper. **ENGAGE** Opening activities Children view photos of the inside and outside of a synagogue, but only through a 'keyhole' so that they can only see a part at a time. What sort of building do they think it is? Why? What's going on 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?	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. (Remember there are no representations of G_d, people or animals in Jewish art.) • What else can be seen in a synagogue? Give pairs a synagogue feature or artefact 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! • 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.	discovered from their synagogue visit or classroom learning, describe what difference it makes to a Jewish person 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? • Synagogues are also a special place for celebrating Jewish Festivals and remembering their past story and relationship with G_d. 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	• 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?

KEY VOCABULARY

Menorah	Torah
breastplate	yad
reform	orthodox
mezuzah	Tenakh
Ketuvim	Nevi'im
Shema	tallit
Ark	bimah
tallit	tzittzit
mitzvoth	minyan

Ner Tamid (everlasting light)

POINTS TO NOTE

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.

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 or reform synagogues. Explore differences, e.g., roles of men and women. Which are you visiting?
- 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?

story of Moses leading the Jewish nation out of Egypt and how the angel of death passed over the houses of Jewish people. Pesach is when Jewish people 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 for the Jewish nation's safe deliverance by G_d. 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 Jewish) 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.

SUCCESS CRITERIA

Pupils should be able to describe how attending synagogue makes a difference to Jewish people and

discuss the different artefacts found in the synagogue explaining their symbolism or relevance to worship.

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.

UPPER KEY STAGE TWO

WHAT DOES IT MEAN TO BE JEWISH?

Explore the key beliefs and practices of Judaism.

LEARNING OBJECTIVES *Core knowledge*	THEOLOGY *Text, beliefs and context*	HUMAN SCIENCE *How do the actions of the believer relate to the beliefs?*	PHILOSOPHY *How can I apply the belief to what I see of my life and the world around me?*
• Judaism has its origins in the land of Israel • Jews believe in one G_d who is creator and carer • Jews believe they are descendants of Abraham, chosen by G_d to show what he is like • Abraham, Moses & David are important figures in the Judaism • the importance of Shema as a core statement of belief • Jews believe the Torah is law, teaching and guidance • The Torah is part of the Tenakh	• Abraham became the father of the Jewish faith when he entered into a covenant with G_d. Revisit the story (Gen 16:1-8). What is a covenant? - a two-way promise. What promises did G_d make to Abraham? What did Abraham promise G_d? Jews call themselves 'Children of Abraham' & call their nation 'Israel' because G_d renamed Abraham's grandson Jacob 'Israel' – one who wrestles with G_d. (Gen 32: 22-32) Discuss how believing they are part of this covenant might make a difference to Jews, and why they see themselves as 'the chosen people'. • The Torah is part of the Tenakh, which also includes the Nevi'im and Ketuvim. Tenakh is the Old Testament	• 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. Jewish people, 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 Jewish people, called Orthodox, try to follow all the Torah's	• 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 G_d is like affect Jewish identity? • Discuss how pupils make decisions? What influences them? How might a Jewish child make the same decisions? • 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
ENGAGE Opening activities			

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, criminal/judge). Discuss how Jews believe they have a relationship with G_d 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 the Judaism.	part of the Christian Bible, and tells the story of the Jewish nation, the people of G_d. 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 G_d and their covenant with Him. • Read the story of Esther (link back to KS1 festivals – Purim) and hot seat the characters asking questions about their actions. Throughout history, Jews have been persecuted because they are different. This has been particularly marked 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. • Read Deuteronomy 6:4-9. It starts with the Shema, but	teachings exactly. Other reformed Jewish people use Torah as a guide but fit its teaching more into modern life. Orthodox synagogues 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. • There are many commandments for Jewish people, 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? • Interview a Jewish visitor	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? • Is it right to treat boys and girls differently? In what circumstances? • How does the Jewish belief in one G_d 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.
KEY VOCABULARY			**SUCCESS CRITERIA**
Relationship kosher Chosen covenant Abraham Magen David Israel Esther			Describe the key beliefs and teachings of the Judaism, and the impact they have on the lives of Jews. They may also be able to explain how the Jewish belief in

Torah Tenakh Shema mezuzah Tefillin holocaust Bar Mitzvah Bat Mitzvah **POINTS TO NOTE** 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. Teachers should draw on their class knowledge to decide to what extent it is appropriate to link work to Holocaust Day in January.	what is next? Look at photos of Jews wearing tefillin (small boxes strapped to arms & foreheads). Not all Jews use these, but many orthodox Jews 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. • Which object? Pupils are only allowed to show one Jewish artefact. Which would they choose as most significant? Why?	about the things that are most important to them, and how their beliefs affect their lives. • Draw large Magen David (star of David) and choose six most important facts about the Judaism to write in points. Compare ideas with a partner and group, and debate what to choose for a class version. • Use different formats (e.g., spider diagram, 'lift the flap' poster, scroll, leaflets, mini books) to present learning to answer the question "What does it mean to be Jewish?" 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.	one G_d compares to the key beliefs of other religions.

KEY STAGE THREE

WHAT DO JEWISH PEOPLE BELIEVE?

Explore how Jews express their beliefs through worship and prayer

LEARNING OBJECTIVES *Core knowledge*	THEOLOGY *Text, beliefs, and context*	HUMAN SCIENCE *How do the actions of the believer relate to the beliefs?*	PHILOSOPHY *How can I apply the belief to what I see of my life and the world around me?*
Pupils will develop knowledge and understanding of: • The fundamental beliefs of the Judaism • 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	• The belief in one G_d is central to the Judaism. (Deut 6:4-5) Jews believe they have a special relationship with G_d through an everlasting covenant made between G_d 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 G_d centred, holy, nation. G_d 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 G_d and Abraham. What does G_d promise? What was the sign of the covenant? (Gen 17) (Brit Milah – circumcision) • **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	• Circumcision as worship. A religious Jew tries to bring holiness into everything they do, by doing it all as an act that praises G_d, and honours everything G_d 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 G_d has done? Why is circumcision still important for Jews today? • The Torah is obviously	• 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? • Consider what the most precious thing is that you own. Why is it so special? Does it have significance? How do you treat it? How do you look after it? What part, if any, do you think the Torah has played in shaping British society and
ENGAGE Opening activities			
These could include: • Based around the game 'Call my Bluff,'			

write down some key Jewish terms with possible meanings. Have the pupils discuss the meaning of each word.

- Write true and false facts about the Jewish faith that the pupils must separate into the piles.
- 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.

KEY VOCABULARY

Worship	Jewish
Synagogue	Judaism
Torah	Abraham
Kippah	Tallit
Shabbat	Covenant
Circumcision	Tefillin
Kosher	Phylacteries
Sefer Torah	Holy

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 G_d's relationship with them. They believe that it is G_d's main communication with His people (His revelation) and as such offers them the way to G_d. Explore how the Sefer Torah is treated. Where is it kept? How is it adorned? How do Jewish people show respect to the Torah as it is being read? It is important to note that Jews are not worshipping the Torah but rather the G_d who it represents. It would be good to listen to the Torah being read in Hebrew.

- **Prayer.** As for many people of faith, Jews believe that prayer is a way of communicating with G_d. To pray is to serve and worship G_d with all your heart, obeying G_d's commandment as found in Deuteronomy 11:13. Jews pray at least three times a day. They pray:
  - so that their hearts can reach out to G_d
  - to express and exercise their beliefs
  - to share in the life of a worshipping community
  - to obey G_d's commandments
- Read some of the Jewish prayers and blessings http://www.jewfaq.org/prayref.htm

valued highly by Jews, and it is an honour to remove the scroll from the Ark. How would a Jewish person feel if they were given that honour? Is the Torah essential to the Jewish faith? Why or why not?

- Consider ways that prayer may be seen as an act of worship. http://www.bbc.co.uk/religion/religions/judaism/worship/prayer_1.shtml

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.

How do you think this could be true? How can prayer be seen as having such an impact?

- Those outside of

values?

- Discuss whether prayer ever features in our own lives. For a Jewish believer 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?
- How would life be different if we observed Shabbat?

SUCCESS CRITERIA

Pupils can explain that belief in one G_d is at the heart of Judaism and give examples of the difference that living as the chosen people of the covenant makes to the everyday lives of Jews.

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RESOURCES			
Judaism in words and pictures by Sarah Thorley Believers: Worship in a Multi-Faith Community by Celia Collinson and Campbell Miller Foundations in RE: Judaism: Ina Taylor Moral Issues in Six Religions edited by Owen Cole Seeking Religion: The Jewish Experience	Explore the significance of the tallit (prayer shawl), kippah (cap) and tefillin for prayer? • **Shabbat,** far from being a day of restrictions, Jews see the Shabbat as a precious gift from G_d, a time when they can set aside all concerns and devote themselves totally to things of G_d. In Jewish tradition, Shabbat is described as a beloved bride or queen. Shabbat involves two interrelated commandments. Zakhor - to remember that G_d 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 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 G_d. A mezuzah is found on the majority of Jewish front doors as a sign upon entering that G_d is present. Find out what is written inside the mezuzah. • Every Jewish house will have a kosher kitchen. Use Koshering Your Kitchen -	Judaism 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?	

	Chabad.org to research. What other celebrations go in the Jewish home? Life in a Jewish community – KS3 Religious Studies – BBC Bitesize - BBC Bitesize		

Exemplar units for exploring Hindu Dharma

Hindu Dharma Guidelines for teachers.

i) **What do Hindus believe? – Key Stage One**
ii) **What can we learn from a Mandir? – Lower KS 2**
iii) **What does it mean to live as a Hindu today? – Upper KS2**
iv) **What do Hindus believe? – Key Stage Three**

Hindu Dharma Guidelines for RE

What are the 'big ideas' in Hindu (Sanatan) Dharma?

The word Hinduism is a European word for describing a diverse religious tradition that developed in what is now northern India. People within the tradition itself often call Hinduism 'Sanatan Dharma' which means 'Eternal Way' and describes a complete way of life.
Hindu (Sanatan) Dharma is an ancient and very diverse series of beliefs. Some people describe it as being like the roots of the Banyan tree – perhaps it is better seen as a number of similar religious traditions, not a single faith.

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 Hindu Dharma?

Hindu Dharma 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, Hindu Dharma began to gain popularity in the West, influencing movements such as Hare Krishna, New Age and yoga. Its different worldview and 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.

Hindu Dharma 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. Hindu Dharma is not a homogeneous, organized system. Most Hindus respect the authority of the Vedas (the oldest sacred texts) and the Brahmans (the priestly class), but some reject one of 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 "Hindu Dharma" 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 he 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 goodness, 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, whom they regard as the only true God, 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 that 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.

Hindu Dharma 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 it 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 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's 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 special 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:

- Hinduism: Colour by numbers Rangoli pattern - EYFS - Reception - BBC Bitesize
- Hinduism - KS1 Religious Education - BBC Bitesize
- Hinduism - KS2 Religious Education - BBC Bitesize
- https://www.youtube.com/watch?v=X-yJM5jjhiI&list=PLcvEcrsF_9zJxDHG9JtcCmiAgwVFRW3uK&index=30 (BBC Teach My Life My Religion)
- https://www.youtube.com/watch?v=o-s0mN5P8jo&list=PLcvEcrsF_9zJxDHG9JtcCmiAgwVFRW3uK&index=31 (BBC Teach Visiting a Mandir)

- https://www.youtube.com/watch?v=Uq6_HUMtQtI&list=PLcvEcrsF_9zJxDHG9JtcCmiAgwVFRW3uK&index=33 (BBC Teach Cycle of birth, death and rebirth)
- https://www.youtube.com/watch?v=j4lSnFCnGmg&list=PLcvEcrsF_9zJxDHG9JtcCmiAgwVFRW3uK&index=34 (BBC Teach A Hindu Pilgrimage)
- https://www.youtube.com/watch?v=rs83rrB5E4E&list=PLcvEcrsF_9zJxDHG9JtcCmiAgwVFRW3uK&index=35 (BBC Teach A Hindu Wedding)
- https://www.youtube.com/watch?v=uRpNNF4fB4g&list=PLcvEcrsF_9zJxDHG9JtcCmiAgwVFRW3uK&index=69 (BBC Animation Rama & Sita)
- http://hinduismfacts.org
- www.hindu.org
- www.hinduismtoday.com
- http://www.reonline.org.uk/knowing/what-re/hinduism/
- http://www.primaryhomeworkhelp.co.uk/religion/hinduism.htm
- https://www.everyschool.co.uk/r-e-key-stage-2-hinduism.html
- hwww.primaryresources.co.uk/re (go to Hinduism section for lots of PowerPoints and PDF files)
- https://truetube.co.uk/film/alien-abduction-hinduism
- https://www.youtube.com/watch?v=-weku8zt6es&list=PLcvEcrsF_9zJxDHG9JtcCmiAgwVFRW3uK&index=33 (Festival of Raksha Ban)
- https://www.truetube.co.uk/resource/diwali-in-detail-part-1/
- https://www.truetube.co.uk/resource/diwali-in-detail-part-2/
- https://www.youtube.com/watch?v=Niy1XYspVfg&list=PLcvEcrsF_9zJxDHG9JtcCmiAgwVFRW3uK&index=38 (Diwali)
- The festival of Holi | Religious Studies - My Life, My Religion: Hinduism - YouTube (Holi)

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*	**THEOLOGY** *Text, beliefs and context*	**HUMAN SCIENCE** *How do the actions of the believer relate to the beliefs?*	**PHILOSOPHY** *How can I apply the belief to what I see of my life and the world around me?*
• 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 allows 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.	• 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 and ask them to share what they think it may tell Hindus about what Brahman (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. Pictures could include: **Brahma** – the creator **Vishnu** - the Preserver **Shiva** - the Destroyer	• 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 Hindu Dharma, 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 involves no meat. What would pupils miss most? (Lots of links with nutrition) • 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	• Many Hindu stories are about the triumph of good over evil. Write and illustrate own story with the same theme and share. • 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
ENGAGE Opening activities			

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 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? **KEY VOCABULARY** Hindu Brahman Deity Murti Diwali Holi Brahma Vishnu Shiva Krishna Rama Lakshmi Saraswati Hanuman Ganesha (or Ganapati) Namkaran Mandir Aum/om	**Ganesha (Ganapati)** – elephant headed remover of obstacles **Rama** - ideal son, brother, husband & king **Krishna** - god-child, prankster and hero **Lakshmi** - goddess of good fortune, wealth, and well-being **Saraswati** - goddess of learning **Hanuman** - monkey king and devoted servant • 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 different 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.	coloured powder or water and sharing brightly coloured food will appeal greatly! Show videos of Holi celebrations. Make links to artwork - use bright colours to design friezes of new life found in spring. • Dance is an important aspect of worship 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 it to accompany dance. • 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	beliefs or traditions but are celebrated in lots of different ways. • 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 thoughtful, joyful, peaceful, etc. Do all choose the same? Hindu Dharma is very diverse and that is fine!

POINTS TO NOTE If Diwali is not explored under the festival units it can be taught during this unit. 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. Useful websites include: The festival of Holi	Religious Studies - My Life, My Religion: Hinduism - YouTube http://hinduism.about.com/od/astrology/a/Namkaran-Hindu-Naming-Ceremony.htm	• One word or sound particularly important to all Hindus is Om or Aum. It is the sound of creation and of Brahman (God) and is said during worship and to remind believers of their faith. It appears in many of the vedas and is written 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? Look at a range of Aum symbols (2d and 3d). Hindus use Aum in worship which may be at home or in a place of worship called a mandir.	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?
			SUCCESS CRITERIA Pupils should be able to share the basic beliefs of Hindu Dharma and explain the place of the deities in guiding and inspiring the lives of individual believers. They may be able to share and explain the importance of identifying and belonging to the faith.

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

LEARNING OBJECTIVES Core knowledge	**Theology & Human Science** Text, beliefs and context How do the actions of the believer relate to the beliefs?	**Philosophy** How can I apply the belief to what I see of my life and the world around me?
• 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.	• 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 mara – prayer beads) or singing hymns (bhajans) The murti may be washed and dressed. Then arti is performed - lighting a diva or candle and rotating it around the murti to ask for light and goodness. A fragrance stick will be lit and a bindi or talik may be applied - vermillion 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. • 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	• 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. • Discuss ways in which they show love and affection towards their own family members. Discuss why we
ENGAGE Opening activities		
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 aspects are known through many deities, which each show aspects of the whole. What do class remember? What questions do they have? Explain unit exploring how Hindus worship.

KEY VOCABULARY

Mandir	Murti
Trimurti: Brahma; Vishnu; Shiva	
Arti	Puja
Aum	Vedas
Bindi	Tilak
Mara	Worship
Raksha Bandhan	Rakhi
Charanamrita	parsad
Brahmin	bhajans

POINTS TO NOTE

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.

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 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?
- When entering a mandir or shrine at home shoes are always removed. This is because it is a special place and shoes get dirty. There will be shoe racks at a mandir entrance. Believers also like to look smart – visiting God's house, so often wear their best clothes, which may be Indian. Look at pictures of Indian wear. If possible, invite someone to show how e.g., saris are worn. Some Hindus worship wearing the sacred thread (over left shoulder and hanging to right hip).
- Puja in the Temple is usually led by a priest (brahmin). The murti are washed and dressed regularly and prayers led at least four times each day. Families may come to celebrate special events and many people join for teaching, festivals, and celebrations. There is no special weekday of worship

celebrate mothers' and fathers' days but not our siblings in our culture. Is it right to be rude about our siblings?

- Discuss events such as the Brownlee brothers crossing line together. Make cards for family members sharing their strengths and saying thank you. Make Indian sweets to offer as a present to someone important to pupils.

SUCCESS CRITERIA

Explain the links between the features found at the mandir and the beliefs that underlie them

Identify what happens during the Hindu ceremonies explored and the beliefs or ideas that underlie them

	• 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!' • 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 in each write something good about members of own family. Try and share what written with relatives.	

UPPER KEY STAGE TWO

WHAT DOES IT MEAN TO LIVE AS A HINDU TODAY?

Explore key beliefs and practices found within the Hindu worldviews

LEARNING OBJECTIVES *Core knowledge*	THEOLOGY *Text, beliefs and context*	HUMAN SCIENCE *How do the actions of the believer relate to the beliefs?*	PHILOSOPHY *How can I apply the belief to what I see of my life and the world around me?*
• Hindu Dharma is a very ancient religious tradition that has many diverse cultural expressions • Hindus believe that there are spiritual consequences for their actions (karma) • Hindu Dharma is a way of life aimed at reaching moksha • Braham is present in the eternal soul (atman) of all living things and so all life is of great value. • Hindus have their own sacred writings which are made up of stories with meanings • Brahman is known through the trimurti and also their avatars, especially those of Vishnu.	• Hindu 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 (e.g., yoga),	• 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 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; 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 we learn from these beliefs? When might non-violence be difficult to put into practice? Write a class 'Respect for life charter'.	• Culture and beliefs are not the same. Many traditions associated with Hindu Sanatan Dharma are cultural. Because India is a huge and diverse country Hindu Dharma is very diverse, and some things associated with the religion are performed by people of other faiths and none. For example, people all over India celebrate Diwali. In the same way 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.
ENGAGE Opening activities			
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 rebirth and reincarnation. One such faith is Hinduism. Recap existing knowledge and discuss areas to explore further.

KEY VOCABULARY

Moksha
Karma
Reincarnation
samsara
avatar
Krishna
Rama
Vedas
Ramayana
Mahabharata
Upanishads
Bhagavad Gita
Samskara
Mendhi
Upanayana
Vivaha
Antyeshti
Dharma
Atman
Ahimsa

POINTS TO NOTE

Hindu Dharma is extremely diverse and pupils from Hindu backgrounds may have very different experiences.

can change the future. Belief in karma teaches people to accept responsibility for their behaviour and learn from mistakes. Discuss reaction to these ideas – do pupils find them negative or positive?

- Brahman is present in every person as the eternal spirit or soul, the atman. Brahman is symbolised by and can be found through the sound of the sacred syllable Aum (or Om). The three most important deities or murti that depict aspects of Brahman are the Tri murti 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

- 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.

- 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.

- Hindus try to live by Dharma – a life of duty and good conduct in which they think of others first, being respectful to parents and elders, and

- 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 mehndi patterns. Look at pictures of Hindu designs, draw round own hands and design a decoration. Discuss and explore which features of marriage are unique to Hindu weddings and which are shared by weddings everywhere.

- 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? Perhaps have a class debate.

SUCCESS CRITERIA

- Explain how beliefs about moksha influence the lives of individuals and communities.

This unit builds on the knowledge from previous Hindu and festival units. If these have not been used their contents should be explored. 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.	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. • 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.	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? • Create a poster or leaflet that explains the most important features of Hinduism to a non-believer.	• Explain the cycle of samskara marking significant stages of life for a Hindu.

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

LEARNING OBJECTIVES *Core knowledge*	**THEOLOGY** *Text, beliefs, and context*	**HUMAN SCIENCE** *How do the actions of the believer relate to the beliefs?*	**PHILOSOPHY** *How can I apply the belief to what I see of my life and the world around me?*
Pupils will develop knowledge and understanding of: • 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	• 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? • 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? Are there	• 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 have exploited 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	• 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 Hindu Dharma. Why? Explore how humanity has polluted the seas and water, and the consequences. Why is water essential? • In groups imagine that they must make decisions based on the laws of karma. Give groups various scenarios that they must then think about the positive and

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

ENGAGE

Opening activities

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

KEY VOCABULARY

Atman	Samsara
Transmigration	Brahman
Creation	Stewardship
Harmony	Mediation
Contemplation	Monotheism

consequences for humanities damaging actions to the natural world?

- 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?
- Find Hinduist quotes that suggests that humanity should take care of the earth & environment. Explore these with pupils. 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.
- Explore the pantheistic idea that God is in every living thing. What do pupils think about this? What are the

to their belief in vegetarianism. Relate these beliefs to the way Hindus treat cows. Consider various quotes from Hindu sacred texts: Upanishads, Vedas & the Bhagavad Gita. How are Hindus actions influenced by these quotes?

- Explore the idea of vegetarianism. Many Hindus are totally vegetarian. In what ways has humanity exploited animals? Explore the intensive farming of animals.
- Research the Chipko Movement relating their beliefs in ahimsa and 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."
- Stilling exercise. Explore how nature can make you feel. Select images of a forest and take pupils

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?

SUCCESS CRITERIA

Pupils should develop a good understanding of some of the basic religious ideas that affects a Hindu's daily life.

Pupils should also be able to assess their own lives in light of these Hindu beliefs and practices.

POINTS TO NOTE

Hindu Sanatan Dharma 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 Hindu Sanatan Dharma polytheistic because of the number of gods & goddesses used in worship.

Polytheism Ahimsa Karma Sacred Sanctity Pantheism Sadhus Peace **RESOURCES** This is RE. Book 1 by Cath Large Exploring Questions in RE by Graham Davies et al Beliefs, Values & Traditions: Hinduism by Ann Lovelace & Joy White	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? • 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?	on a journey through images of a forest with contemplative music. Ask pupils how they would feel if they spent time in the quietness of the forest? This relates to the Hindu idea of sadhus who often go to the forest to mediate and be one with nature. Is it possible to meet with God in the stillness and quiet of a forest?	However, these only display the different characteristics of Brahman e.g., 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.

KEY STAGE THREE

WHAT DO HINDUS BELIEVE?

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

LEARNING OBJECTIVES *Core knowledge*	THEOLOGY *Text, beliefs, and context*	HUMAN SCIENCE *How do the actions of the believer relate to the beliefs?*	PHILOSOPHY *How can I apply the belief to what I see of my life and the world around me?*
• Hindu Sanatan Dharma is made up of a variety of different traditions with their origins around the Indus valley • At the centre of Hindu Sanatan Dharma 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 the relationship there is with the gods and humans • The role both the home shrines and mandirs play within Hindu Sanatan Dharma • The role that worship and the arts play in expressing	• History. Look at a map and images of the Indus valley in order to gain an understanding of the roots if Hindu Sanatan Dharma. Explore the culture and the art of this area to see how Hindu Dharma and culture are so strongly linked. http://www.bbc.co.uk/religion/religions/hinduism/history/history_1.shtml • 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. • **God.** Although there are hundreds of gods worshipped	• Art has always played an important role in both Indian culture and Hindu faith. During worship a Hindu aims to engage every one of their senses in order to fully concentrate on what they are doing and to be free from distractions. What part do you think art can play in this? What do you see as the potential downfalls of using art as an aid to worship? (Idol worship) • Is it reasonable to have different moral expectations on different individuals? What impact could the teaching of both dharma and atman and Karma and Samsara have on Hindus both individually and as a community? How could such teaching impact and their view of the world as a whole	• 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? • 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? • Is there a need to take our responsibility within society important? Who decides what this responsibility is? • 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.

belief within Hindu Sanatan Dharma	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 – Brahma, the creator; Vishnu, the preserver; Shiva, the destroyer. Look at how Hindu art has been used to express these beliefs? • **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. • **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	and their place in it? (Including choices of diet etc.) • Explore the way Hindus view the importance of Ganesha Consider why so many Hindus have a shrine to Ganesha in their home. • 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? • **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 Hindu Dharma, Hindus can worship anywhere. Many Hindus will worship at the home shrine every day, but most Hindus will also attend a mandir.	• Consider how our actions can be seen as having consequences beyond our own lifetime.
ENGAGE Opening activities			**SUCCESS CRITERIA**
Opening activities could include: • Look at Hindu art - discuss in groups what it teaches about Hinduism. • 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			• Pupils should be able to explain that Hindu Sanatan Dharma is made up of a variety of different religious beliefs and practices, originating near the river Indus in India.

main features are possible links to Hindu beliefs • Complete a class brainstorm to assess students' current knowledge of Hinduism. • Play a game of 'Call my Bluff' with number of possible meanings for key Hindu vocabulary. In groups find true meaning	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. • **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 your dharma will have positive outcomes. Samsara is the cycle of reincarnation is called samsara, which is governed by the law of karma. • **Ganesha** is the elephant headed god to whom many 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.	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? • Home shrines – explore the elements that are present in a home shrine and how and why the shrines are used 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.	• Pupils should be able to explain that central to Hindu Sanatan Dharma 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 Hindu Sanatan Dharma and suggest ways that such views may apply to a wider world.
KEY VOCABULARY			**RESOURCES**
Brahman Trimurti Brahma, the creator Vishnu, the preserver Shiva, the destroyer Om Arti Avatar Mandirs Shrine Puja Murti Prasad Darsha Dharma Karma and Samsara			Images/statues of Hindu art and gods htttp://www.bbc.co.uk/religion/religions/hinduism/history/history_1.shtml

	Consider why so many Hindus have a shrine to Ganesha in their home.		

Exemplar units for exploring Sikhi

We are using the term 'Sikhi' within this document, as a more accurate name for the beliefs and life of Sikh people. The word 'Sikh' comes from the Punjabi verb 'Sikhana', meaning 'to learn'. Thus a 'Sikh' is one who learns. The term 'Sikhi' implies a continuous state of learning and engagement.

Sikhi guidelines for teachers.

i) **What do Sikhs believe? – Key Stage One**

ii) **What can we learn from a Gurdwara? – Lower KS2**

iii) **What are the five Ks of the Sikh Khalsa? – Upper KS2**

iv) **How should Sikhs treat one another? – Key Stage Three**

What are the ‘big ideas’ in Sikhi?

Central to Sikhi is a belief in one God. God is described by Sikhs as Truth, Eternal, and Creator. These beliefs are reflected in the Mool Mantar, an important part of the Sikh holy book which is regularly used in worship.

Sikhs believe in **equality**, which is essential for ethical decision making. All people are equal, whether male or female, Sikh, or follower of a different belief system. Sikhs show their belief in equality in many ways, for example, anyone can eat in the langar, the free kitchen provided after every service in the gurdwara. Guru Gobind Singh, the tenth Guru, said that there is no difference between a temple and a mosque, or between the prayers of a Hindu and those of a Muslim.

The concept of service, Sewa, is essential to Sikhs. There are many different types of service: manual service, such as preparing and serving food in the langar, or cleaning the shoes of the worshippers; or charitable service, such as giving money or goods to charity; or intellectual service, such as teaching children about Sikhism or showing adults around the gurdwara. Sikhs should take part in honest work. This is work that is needed for the good of both the family and the wider community. Work should not exploit others. This links with the ideas of equality and the idea of generosity of possessions and time.

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)**.

'There is one God
Truth by name
Maker of all things
Fearing nothing and at
enmity with nothing
Timeless is his image.
Not subject to the circle of
birth and death
Self-existent
By the grace of the Gurus
Made known to men.'

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

What do I need to know about Sikhi?

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 approximately 26 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.

Sikhi 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 Gurus 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** (Sikh holy book), 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. Through it, God can be found.

Worldly leadership of the Sikh community was transferred to the **Khalsa.** This is the community of committed Sikhs who fight for the rights of Sikhs in the world and protect the poor and needy. It was established by **Guru Gobind Singh.** These Sikh believers have been initiated through a special ceremony. Their commitment is shown by the wearing of five symbols of faith (The 5 K's). 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 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 living things which He has created. Sikhi emphasises 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.

Sikhs believe God has many names, but the most frequently spoken is Waheguru – Wonderful Lord. Daily recitation of this keeps Sikhs focused on 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.

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 leads 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. Many Sikhs are vegetarian.

Share what you have with the needy. Sikhi teaches service to others (Sewa). This involves helping the poor and oppressed. Sikhs are expected to seize every opportunity to help their fellow-beings and serve 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. Sikhs 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. Sikhi 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 emphasises an ethical life and rejects all forms of rituals such as idol worship, pilgrimages, fasting, and superstitions. Sikhi 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 and is linked to the story of the life of Guru Hargobind in Sikhi.

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 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 Shabad (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 Guru 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 emphasise 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 clean shed 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 symbolising 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 baptised 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 Sikhi is the khanda, the double-edged sword (also khanda) representing 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 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. All are welcome, although repeat attenders are asked to help too. Only vegetarian food (or fish or egg) 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 as 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, 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.

Sikhi emphasises 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 Dastaar 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). Sikhs believe in karma - 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 totally become

God-centred and so gain Mukti. However, Sikhs believe people have the right to choose to reach God through another faith. At death bodies are taken to the Gurdwara for thanksgiving and then cremated.

Useful resources and websites for teachers and classrooms:

- https://www.bbc.co.uk/bitesize/topics/z7gjmp3/articles/zk6b3j6
- https://www.bbc.co.uk/bitesize/topics/z7gjmp3/articles/zv7fsk7
- https://www.bbc.co.uk/bitesize/topics/zsjpyrd/articles/zkjpkmn
- https://www.bbc.co.uk/bitesize/topics/zsjpyrd/articles/zr86cqt
- https://www.bbc.co.uk/bitesize/topics/zsjpyrd/articles/z6qqy9q
- https://www.bbc.co.uk/bitesize/topics/zfjpyrd
- http://www.littlesikhs.com/
- https://www.sikhnet.com/stories
- http://www.khalsakids.org/teachers.php
- http://www.primaryresources.co.uk/re/re_Sikhism.htm
- https://www.kiddiesangat.com/
- https://www.natre.org.uk/resources/termly-mailing/inspiring-re/ (NATRE paid membership provides access to numerous high-quality resources)
- http://www.primaryhomeworkhelp.co.uk/religion/sikhism.html
- www.sikhnet.com/s/sikhstories

Virtual Tours

- https://www.gurunanakdarbar.org/virtual-tour
- https://www.p4panorama.com/panos/gurudwara-dubai-360degree-virtual-reality-tour/
- https://50buildings.telford.gov.uk/virtual-tour-locations/guru-nanak-gurdwara-hadley?fbclid=IwAR0uAFyqvcqbqYqCOsyX8E_LMmA-1kragDW9_gU_peuE73mR9NlBo7_9nIU
- https://www.sgsss.org/SGSS/Gurdwara%20Virtual%20Tour.html
- https://www.dsgmc.in/DharmParchar/GurdwaraBanglaSahib3DVirtualTour

RE Facebook Groups

- https://www.facebook.com/groups/primaryre/
- https://www.facebook.com/groups/1142116002505830/
- https://www.facebook.com/groups/212329012138235/

Further Resources

Replicas of the Five Ks

BBC Video 'Pathways of Beliefs

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 *Key learning*	THEOLOGY *Text, beliefs and context*	HUMAN SCIENCES *How do the actions of the believer relate to the beliefs?*	PHILOSOPHY *How can I apply the belief to what I see of my life and the world around me?*
• Recognise Sikh symbols and begin to explain what they mean. • Know that gurus are important to Sikhs • Retell some Sikh stories and talk about what can be learnt from them • Understand some Sikh value and say what values are important to them *You might use the following questions to guide your journey of learning:* **What objects are special for Sikh people?** **Which stories about the gurus are important to Sikhs?** **What can we learn from the story of Dunni Chand and the**	**Which stories about the gurus are important to Sikhs?** Who do we learn from? Who teaches us how to lead our life? Who teaches us about God? Guru Nanak Teach pupils about Guru Nanak (founder of Sikhism), the first Guru. https://www.bbc.co.uk/bitesize/topics/zsjpyrd/articles/zr86cqt Find out about his upbringing. Tell stories from his early life. Tell the story of his call, when he disappeared for 3 days whilst bathing. Explore what pupils think happened to him. Tell pupils about his journey and his teaching about God. Guru Nanak did not agree with lots of things that others believed, so he travelled and learned and then taught other people what he had found out. The main things were: • Always remember and pray to God	**What objects are special for Sikh people?** Use either artefacts or photographs for this activity. *A feely bag could be used to generate curiosity.* Explore artefacts and symbols which are important to Sikhs: Look at a Kara, the wrist bracelet made of steel worn by Sikhs. *It symbolises the unending one-ness of God, and the strength or firmness of belief in God.* Observe an Ik Onkar being slowly removed from a wrapping. Explore artefacts from the 5 Ks. *For the above artefacts (artefacts or photos) consider the following: What might this show? How could it be used?* Explore what the Khanda, the Sikh Symbol means, and look at the kind of flags that display the Khanda at the Gurdwara Explore photos/watch film clips of Sikhs wearing **dastaar,** including	**What objects are special for Sikh people?** Which symbols do pupils wear and use? Why are they important? How could they be respected? What symbol can children invent to show their own identity and belonging? 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 3 class/table rules that show we respect everyone and treat them equally. **Which stories about the gurus are important to Sikhs?** What questions do the stories about the gurus make us ask?

needle? **Why is there a kitchen in the Gurdwara?** **What values are important to Sikhs?**	• Work hard and honestly • Share what you have with the needy • Everyone is equal. How do these compare with class ideas? Guru Nanak wrote his beliefs in a prayer called the Mool Mantar which is the opening of the Guru Granth Sahib (Sikh holy book). Read the prayer and look at the Ik Onkar, the opening symbol meaning 'God is one'. Try copying it using calligraphy. Create a symbol to show 'God is one'. Guru Har Gobind (the sixth Guru) Tell the story of Guru Har Gobind which is told by Sikhs at Divali. He is remembered for helping to have prisoners released. Teach pupils this story: Guru Har Gobind was in jail, and the king gave him release. He petitioned for the release of other prisoners, and the king promised that he could take free with him all those who held his cloak. All night long they stitched a huge cloak, so that the whole prison could hold on. The next morning the Guru led all the prisoners to freedom. Children could act out the story. Use hot seating to explore how people in the story felt. What does this story show us	patka that Sikh boys of their age wear. Women wear turbans or chunni. Why might these be worn? Consider how this might affect daily lives – sport, motorcycle riding etc. Talk about how reflecting on God during the day reminds Sikhs of how they should act in order to acquire 'godly' characteristics e.g. being charitable, loving, treating others fairly. **Which stories about the gurus are important to Sikhs?** 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. Sometimes the Guru Granth Sahib is read continuously for 48 hours. Children could try reading non-stop from a favourite book. Is it hard? Easy? **Why is there a kitchen in the Gurdwara?** Explore what happens in the langar: anyone can eat free meals there. What Sikh values	*Create questions that this story might make them as. This might need to be guided initially.* What 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? **Why is there a kitchen in the Gurdwara?** Why is it important to share? Show generosity? **What values are important to Sikhs?** What can be learned from the values which are held by Sikhs? How does it relate to pupils' own ways of life? How do we decide what is good or bad?

ENGAGE *Opening activities*			
Show/display symbols which pupils wear and use, and what symbols they are aware of in the community. *These might be religious symbols, school badges, football emblems, Rainbow/Beaver badges etc.* Match symbols to people/groups who might use them. *Could use a sorting activity.* What do these symbols mean? Why are they important? How could they be respected?	about Guru Har Gobind? What does it teach about God? **What can we learn from the story of Dunni Chand and the needle?** Tell the story of the Dunni Chand in an interactive way. Act out the story or create freeze-frames for events in the story. How can we show generosity? What could rich Dunni Chand do with his wealth? **Why is there a kitchen in the Gurdwara?** 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. What rooms are usually found in place of worship (churches, mosques, mandirs, synagogues)? None of these buildings has to have a kitchen, but every Gurdwara needs a langar (kitchen). Why?	does the langar represent? *Generosity, equality, sharing, service etc.* What examples of generous behaviour have they seen in the films, real life or Sikh stories? Create a lego or playmobil model of a langar. Pupils could make a figure to sit down in the kitchen together. **What values are important to Sikhs?** Explore what values are important to Sikh people (from the stories, symbols, and use of the langar kitchen)? Explore what values the children have. Show 3-4 values and explain what they mean (give examples). Children to choose the most important to them and say why. Repeat with other values. Create a 'values guide'. Sikh values/my values. Children to draw actions for values.	**SUCCESS CRITERIA** • Recognise Sikh symbols and begin to explain what they mean • Begin to talk about the 5ks • Understand that the Guru Granth Sahib is the Sikh holy book • Know that Sikh people worship in a Gurdwara • Know that the 10 gurus are important to Sikhs • Retell some Sikh stories and talk about what can be learnt from them • Understand some Sikh values • Say what values are important to them
KEY VOCABULARY			
Sikh Guru Guru Nanak Guru Har Gobind Gurdwara Guru Granth Sahib Langar Mool Mantar Wahegur			
POINTS TO NOTE			
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. The title Ji is often added after names of Sikh gurus and martyrs to show honour. Sahib is also a term of respect. Ik onkar – God is one The Khanda symbol. 			

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*	**THEOLOGY** *Text, beliefs, and context*	**HUMAN SCIENCES** *How do the actions of the believer relate to the beliefs?*	**PHILOSOPHY** *How can I apply the belief to what I see of my life and the world around me?*
• Recognise the main features of a Gurdwara and understand the word Gurdwara means 'doorway to the Guru'. • Explore and describe the artefacts & symbols seen at the Gurdwara and understand the meaning of these. • Understand that the Guru Granth Sahib is always central in a gurdwara and its worship services.	**Who is the Gurdwara a special place for?** • Share several pictures of different Gurdwaras. Children work in small groups/pairs to discuss the following questions: • What is similar about the Gurdwaras? What is different? • What might this place be used for? Who is it special for? • 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.* Can they find the khanda? Design posters advertising a visit to a gurdwara and why it is important for Sikhs	**Who is the Guru Granth Sahib and how is it treated?** https://www.youtube.com/watch?v=h2LbTwwGsAY • What do children notice about how the Guru Granth Sahib is treated? • Create a guide for showing respect to the Guru Granth Sahib. **How do Sikhs worship in the Gurdwara?** Listen to recordings of kirtan music. *Worship consists of singing hymns from Guru Granth Sahib, accompanied by instruments. This hymn-singing is called Kirtan and is very important. There may 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*	**How is the Langar important?** • Why is it important that everyone can share a meal from the Langar? Who might be excluded? What about allergies? • Can kindness/love change the world? **How do Sikhs worship in the Gurdwara?** *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?

• Provide examples of how Sikhs worship at the Gurdwara. *You might use the following questions to guide your journey of learning:* **Who is the Gurdwara a special place for?** **Who is the Guru Granth Sahib and how is it treated?** **How do Sikhs worship in the Gurdwara?** **How is the langar important?** **What celebrations take place in the Gurdwara?** **ENGAGE** Opening activities Read an extract or watch a short clip from 'The Lion, the Witch and the Wardrobe' by C S Lewis, where some children discover a doorway through a wardrobe to the magical kingdom of Narnia. Talk about the excitement of discovering new places. What could be behind the door? Ask the children to think of	*Although, Sikhs believe God is everywhere,so they can worship anywhere, they believe the Gurdwara is special. 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 readinEx from the Guru Granth Sahib. They also go to share festivals and ceremonies, learn more about Sikhi, teach children, and share food and friendship with other Sikhs.* • Explore features of the Gurdwara. This could be done through a visit or virtual visit. What do children notice about the Gurdwara? They could make notes while watching a film clip. What features do they notice? Why do they think they might be important? *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.* • Create a Gurdwara guide, explaining the main parts and what happens in these places. **Who is the Guru Granth Sahib and how is it treated?** • Watch a film clip bout the Guru Granth Sahib. What is	*placing food, or money in front of Guru Granth Sahib to help run the Gurdwara and Langar.* • Watch a film clip of worship in the Gurdwara. • Visit a Gurdwara (virtually or in person). • Invite a Sikh to explain why a visit to the Gurdwara is important to them. Towards the end of a service parshad, a sweet vegetarian food that has been blessed, will be served as a gift from God. **How is the Langar important?** *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. 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. • 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? **What celebrations take place in the Gurdwara?** • Many Sikhs celebrate festivals in the Gurdwara. One is Diwali. Remind children how Sikhs remember how the sixth guru, Guru Hargobind, and 52 other	

a special place for them which they enjoy. Discuss places that are of special importance to different children **KEY VOCABULARY** Gurdwara Kirtan Darbar Sahib chaur takht chanani Karah parshad Khanda Langar Diwali Anand Karaj Granthi Sri Harimandir Sahib, Amritsar **POINTS TO NOTE** 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.	contained in the holy book? Who contributed to it? What do children notice about how it is treated? https://www.youtube.com/watch?v=h2LbTwwGsAY *The Guru Granth Sahib – the Sikh holy book. It is the presence of this book that is most important. The Guru Granth Sahib is covered by a beautiful cloth when it 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.* **How is the Langar important?** *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). .	princes were imprisoned by Emperor Jahangir in 1619. *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.	**SUCCESS CRITERIA** • Descrive the main features of a Gurdwara. • Explain the importance of the different parts of the Gurdwara. • Describe the artefacts & symbols seen at the Gurdwara and understand the meaning of these. • Understand that the Guru Granth Sahib is always

			central in a Gurdwara and its worship services. • Provide examples of how Sikhs worship • Talk about the celebrations that take place in the Gurdwara. • Explore how the Sikh faith impacts on the lives of believers

UPPER KEY STAGE TWO HOW DO SIKHS SHOW THEIR COMMITMENT TO GOD?

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*	THEOLOGY *Text, beliefs, and context*	HUMAN SCIENCES *How do the actions of the believer relate to the beliefs?*	PHILOSOPHY *How can I apply the belief to what I see of my life and the world around me?*
• To recognise the symbol of the Khanda and explain how the Khanda is an important symbol for Sikhs representing justice. • To know how Sikhs wear the 5 Ks to show their religious commitment. • To recognise that there are 10 gurus, and each story teaches Sikhs something different about how to live their lives. Guru means teacher. • To know that the Sikh community of men and women is	***How do people show their beliefs, values, and commitments in public*** • *Recap what children know already about Sikhi. Collect ideas that children already have on initial mind-map. Watch https://tinyurl.com/mvt or https://www.bbc.co.uk/bitesize/topics/zsjpyrd/articles/zkjpkmn to provide a brief review of the faith, revisiting some of the concepts taught in earlier units. Add to initial mind-map (different colour).* ***What do Sikhs learn from the stories of the Gurus?*** • *Recap the story of Guru Nanak and that there were ten Gurus who all taught what it meant to be a good Sikh.* • *Recap the main themes taught in some of these stories encountered (service, equality, sharing)*	**How do people show their beliefs, values, and commitments in public?** • Explore at what age they can do various activities. Use clubs/activities which children are familiar with (cubs, scouts, drive, drink etc) Create a class timeline and consider reasons for ages. How old are they when 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. Sikhs can make a commitment at any age, as long as they understand.* • Which do they think best? Why? • Explore children's responses and reasons. *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*	**How should we live our lives?** *Sikhs always have to look different with their turbans and 5 Ks. 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.* • Does it matter if we are different? • How would school, society, the world change if everyone was treated equally? • Are there things individuals would stand up for against everyone else? • How important is it to make a commitment to something? • Write a manifesto for something you have or might consider committing to. • Do children think what we can decide what happens when we die? What do other faiths they have studied believe?

known as the Khalsa.
• To understand that the foremost principles of Sikhism are:
  • The equality of men and women
  • Service to God, the Khalsa and the community they live in (sewa)
  • Earning an honest living
  • Sharing talents, time and earnings with those less fortunate
• To use subject specific language to describe how and why Sikhs show their religious commitments
You might use the following questions to guide your journey of learning:
 	
How do people show their beliefs, values,
	What is the Khalsa and how does this story guide Sikhs in their life?
	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 first members of the Khalsa. Khalsa members dedicate their lives to following God, serving others and pursuing justice.
	• *Watch a film clip of the story. https://www.youtube.com/watch?v=FRpygummmh8*
	• *Retell or act out the story.*
	• *Freeze frame scenes from the story. How were the Sikhs feeling when the 5 men went into the tent? What did they think about the Guru? What do Sikhs learn from this story?*
	• *Create a mind map to show or discuss the key beliefs taken from this particular story e.g., equality of all, service to the community and charity/sharing.*
	How does visiting the Gurdwara help Sikhs to live a good life?
		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.
		• Watch a film clip of the Amrit ceremony. https://www.bbc.co.uk/programmes/p02mx69p
		• Create a 'Guide to Amrit'.
		
		What is the Khanda and the 5Ks? How do these reflect Sikh beliefs?
		• Investigate the Sikh symbol (the Khanda) and explain how it reflects Sikh beliefs and values in one eternal God and standing up for justice. *It is made up of 3 images - The Khanda, which is a double-edged sword. This represents the belief in one God. The Chakkar is a circle representing God without beginning or end and reminding Sikhs to remain within the rule of God. Two crossed kirpans representing spiritual authority and political power.*
		• Investigate the symbolism of the 5Ks that are worn by members of the Sikh Khalsa: The Five Ks https://tinyurl.com/586rmb62 (Kara, Kachera, Kirpan, Khalsa, Kesh and Kanga)
		***Kesh** – uncut hair covered by a dastaar. Uncut hair symbolised holiness and the turban leadership. (Spirituality)*	

and commitments in public? **What is the Khanda and the 5Ks? How do these reflect Sikh beliefs?** **What do Sikhs learn from the stories of the Gurus?** **What is the Khalsa and how does this story guide Sikhs in their life?** **How does visiting the Gurdwara help Sikhs to live a good life?** **How should we live our lives?** **ENGAGE** Opening activities Look at images of people wearing various uniforms and discuss how wearing that uniform might impact a person's sense of identity and purpose. How might it also influence the person's behaviour? Consider the impact of being seen as a representative of a community rather	• Recap importance of the Gurdwara and how Sikhs show respect when visiting. • Re-visit what happens in the Langar kitchen. Make links to the stories encountered. Why do they think Sikhs are inspired to share food from the Langar kitchen?	***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)* • Look at each in detail. Use artefacts or photos where this is not possible. Discuss meaning of the 5Ks and the implications of wearing it all day. • Design an informative leaflet or poster for someone exploring Sikhi which explains the Five Ks, how they are worn, the beliefs behind them, and how to join the Khalsa. • Discuss why Sikhs wear them- to display a commitment to following Sikhism. • Invite a Sikh child or adult to talk about the 5 Ks. **What is the Khalsa and how does this story guide Sikhs in their life?** • The Vaisakhi festival celebrates the founding of the Khalsa. It is also the Sikh new year. Explore how it is celebrated	

than just as an individual.		and write a diary account of Vaisakhi day for a Sikh family.	
KEY VOCABULARY		• Learn about the Langar and why sharing food is an important part of Sikh hospitality and service (sewa). *Explain that this concept extends out into the wider community and that many Gurdwaras are involved in projects to feed the homeless, support food banks and provide aid to those in need.* https://www.blogpreston.co.uk/2018/10/preston-sikh-community-to-feed-city-at-the-markets/ https://www.khalsaaid.org/	**SUCCESS CRITERIA**
Guru Nank Guru Granth Sahib Panj Pyares Khalsa Five Ks: Kesh Kangha Kirpan Kara Kachera Amrit Samsara Mukti Karma		• *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.*	Explain the importance of the Khalsa in Sikhi. Explain the religious symbolism and beliefs behind the khanda and each of the Five Ks. Explain how the commitment of the Khalsa is seen as contributing to Karma and the journey towards Mukti.
POINTS TO NOTE		• Discuss whether this belief might help a Sikh to make the sacrifices demanded by belonging to the Khalsa.	
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. 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 defend the faith			

KEY STAGE THREE

HOW ARE SIKH TEACHINGS PUT INTO PRACTICE TODAY?

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 – what is permissible and what is not, the whole 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*	**THEOLOGY** Text, beliefs and context	**HUMAN SCIENCES** *How do the actions of the believer relate to the beliefs?*	**PHILOSOPHY** *How can I apply the belief to what I see of my life and the world around me?*
• Explain the key beliefs of Sikhi (e.g., about God and the Gurus; Nam Simran, Kirat karna and Vand chhakna) and their importance for Sikhs living in Britain today • Explain how Sikhs interpret the Mool Mantar and what it tells them about God, life and how to live • Give reasons and examples to explain how and why Sikhs put their beliefs into action in different ways (e.g., compare Kartarpur to UK today; choice to become amritdhari or not) • Show how beliefs and teachings guide Sikhs in responding to the challenges of life in Britain today (e.g., call for equality and service) • Offer an account of the value and impact of Sikh practice of	**Mool Mantra & Ik Onkar -** these are the opening words of the Mool Mantra, meaning One God. It is written in Gurmukhi script. • Find out how and why Sikhs remember God: use stories of Guru Nanak, including his disappearance and revelation of God; use Guru Nanak's words in the Mool Mantar and analyse what these say about Sikh beliefs about God *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:* *1. Belief in one God* *2. All human beings are equal* *3. In doing good actions*	• Examine how the teachings and lives of Guru Nanak and the Gurus guide Sikh living today. • Explore examples of how they are put into practice by Sikhs (e.g. impact of sewa (loving action); equality of women; langar meal; gurdwara open to all). How are these teachings communicated in the Guru Granth Sahib? • Find out about a Sikh's three duties: Nam Simran (meditation on God's name), Kirat karna (hard work) and Vand chhakna (sharing, charitable giving). Discover how these can be fulfilled in the gurdwara and how the gurdwara helps Sikhs in their relationship with God.	• 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. Would any of these attributes be important to people of other faiths? • 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.

service and equality in the UK today

- Comment on whether the Sikh emphasis on equality and service says anything to students themselves, offering reasons and justifications for their responses.

ENGAGE

Opening activities

This will depend on which topics you focus on. Introduce through discuss of you first focus subject.

KEY VOCABULARY

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
Sewa
Nam japo

POINTS TO NOTE

Sikhism is one of the youngest faiths starting in 1469 with the first guru, Nanak. There were ten human gurus finishing with Guru Gobind Singh who then made the holy book, Adi Granth, into the final Guru – Guru Granth Sahib. Sikhism builds on the

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

- Explore Guru Nanak's teaching about equality, exemplified in the community he founded at Kartarpur. What implications did this teaching have for Muslims and Hindus at the time?
- Find out about what it means to be amritdhari Sikh: the obligations (rahit – 5 Ks, prayer) and prohibitions (kurahit – prohibitions such as not cutting hair, no harmful drugs, no adultery, etc).
- 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.

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.*

Sewa. *This means service to others. This is a distinctive feature of Sikhism.*

Sewa Panthi *are Sikhs who dedicate their lives to the service of*

- Explore the Sikh path of life, from being self-centred (manmukh) to being God-centred (gurmukh), overcoming the ego (haumai) by living according to the will of God (hukam); how this enables a person to escape from the cycle of life, death, and rebirth (samsara) and achieve liberation (mukti).
- Consider the implications of being amritdhari at school. Note that there is diversity in Sikh practice and that not all Sikhs are amritdhari.
- Consider the questions of Sikh identity in modern British culture, from religious and sociological perspectives. Investigate what it means to be a young Sikh in Britain today.
- Read the annual 'British Sikh Report (BSR)' online, a quantitative analysis of the attitudes and actions of the British Sikh community. List the ways Sikhs view life in Britain as good, and ways Sikhs make a positive difference to life in Britain. Devise a diagram of the multiple identities of British Sikhs.

- 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? Which ones would Sikhs approve of? Link this to their beliefs of equality, kirt karo & vand chako.
- What makes a good life? Think of nine things, prioritise these into a diamond nine then write conclusions.
- What does the word honesty mean to you? Use a Roget thesaurus to find other words related to honesty. Write a piece of prose or poem about honesty. What would honesty look like, feel like, sound like, taste like? In pairs / groups try and answer. Now contrast this to dishonest.
- Explore the concept of service to others. What does this really mean? Is it more than just giving money to charity? Explore sewa in greater depth with pupils. Really drill down to understanding service to others. Service = Servant
- Explore the caste system with pupils. What do they think about it? Link the idea of caste to human rights? Make

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 is now split between Pakistan and India. The birth place of Guru Nanak now in Pakistan. Some Sikhs would still like their own state which they refer to as Khalistan.	*others. In helping others, they are serving God.* ***Guru Nanak Dev Ji (1469-1539)*** *He is the first of the ten gurus. He taught the following: 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 you, actions can bring you closer to God, service to humanity is key to a good life, religious rituals are useless if they come in the way of knowing God and reach out to those who do not know God* ***Guru Gobind Singh Dev Ji (1666-1708).*** *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.* ***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.* ***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 h the 5 K's Sikhs must also abide by the rules found in the Rahit*	• Find out about Gurmurkhi, the language developed by Guru Nanak so people from all castes could read the Sikh scriptures. The 2014 BSR notes that only 26% of British Sikhs can understand Gurmurkhi or Punjabi (2014, p.23). To what extent is this a challenge for Sikh teenagers: are they losing touch with their roots, or putting down new ones? • 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. • *Sewa 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 was following the Grenfell Tower disaster	the connection with Guru Nanak's story of Bhai Lalo and Malik Bhago. • Explore the symbolic meaning of the 5K's. Pupils create own symbols that mean something about them and their famil **SUCCESS CRITERIA** 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. RESOURCES This is RE. Book 2 by Cath Large et al Leaders of Religion. Guru Nanak by Dilwyn Hunt Moral Issues in Six Religions edited by Owen Cole Any book by Piara Singh Sambhi Seeking Religion Series: The Sikh Experience by Philip Emmett Discovery Religions. Sikhism by Sue Penny Sikhism. A new approach by Pamela Draycott

		when local gurdwaras offered food and shelter to the victims. • *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 children of God.* • *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.* • *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.*	

Exemplar units for exploring Buddhism

Buddhism Guidelines for teachers.

i) **What does it mean to be a Buddhist? – LKS2**
ii) **What is the Buddhist goal in life? – UKS2**
iii) **What is a Buddhist worldview? – KS3**

Buddhism Guidelines for RE

What are the 'big ideas' in Buddhism?

Buddhism is not strictly a religion, but a philosophy, a way of living or worldview centered on achieving **enlightenment** and **nirvana**, a state in which desires, which lead to suffering, are overcome. **Buddha** was a Prince who lived in Northern India 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.

- **The Mahayana Tradition** is a term from Sanskrit that is translated as the "great vehicle," and it refers to a wide range of Buddhist teachings and practices. Mahayana tradition teaches people that a path that leads to their awakening is a path toward the awakening of all sentient beings because there isn't a real self. 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. Mahayana Buddhism rapidly spread from India in the first century CE to areas in Asia, including China, and later Vietnam, and others. By the 9th century, it became the dominant influence on Buddhist cultures in Central and East Asia. Nowadays, Mahayana Buddhism is one of the many Buddhist doctrines practiced in Asia. Other examples of Buddhist doctrines practiced in Asia are Tibetan Buddhism and Theravada Buddhism.

- **Theravada Tradition** of Buddhism gradually spread eastward, establishing a Theravada school in Sril Lanka, and becoming dominant in Myanmar in the late 11th century and in Cambodia and Laos by the 13th and 14th centuries. This tradition believes 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 and 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 Siddhartha 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. Siddhartha 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).

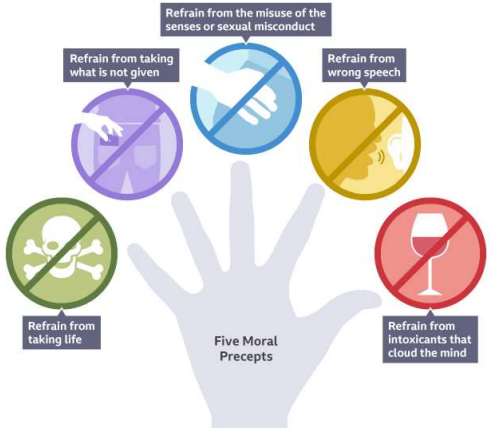
As Buddhism spread throughout the Far East and the teachings developed, many different traditions and schools evolved. Buddhism became a major influence in India, Sri Lanka, China, Japan Thailand, Tibet, Burma and many other countries, and is now growing rapidly in western countries. There are many Buddhist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

What do Buddhists believe?

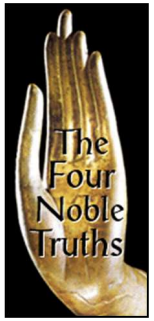
The Three Jewels
Buddham saranam gacchāmi
I go for refuge in the Buddha.
Dhammam saranam gacchāmi
I go for refuge in the Dharma.
Sangham saranam gacchāmi
I go for refuge in the Sangha

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.
A Buddhist is best described as someone who takes refuge in the Three Jewels (also known as Three Refuges, Three Treasures, or the Triple Gem). The Dharma holds the key beliefs for Buddhists.

Buddhists also follow the '**Five Moral Precepts**':
avoid killing,
avoid stealing,
avoid misusing sex,
avoid lying,
avoid using intoxicants.



More detail can be found at: https://www.bbc.co.uk/bitesize/guides/zf8g4qt/revision/9



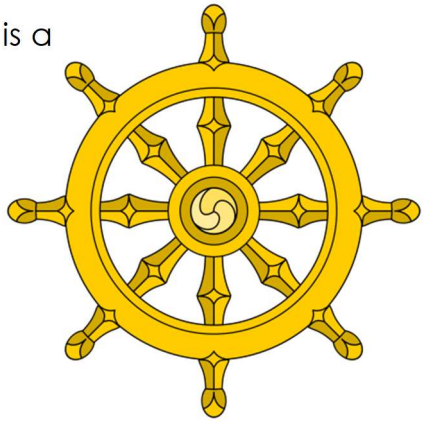
Key beliefs: The Four Noble Truths

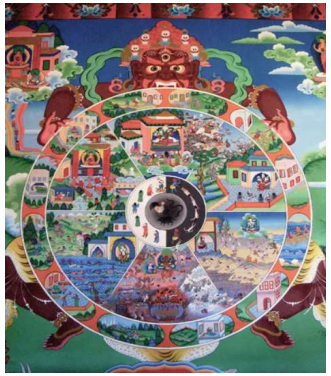
1. The belief that suffering (dukkha / duhkha) exists – in negative events such as sickness and death, and also in things that are pleasing, because the pleasure will end.
2. The acceptance that the origin of suffering is craving. This keeps beings in samsara, the eternal cycle of rebirth and, hence 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.

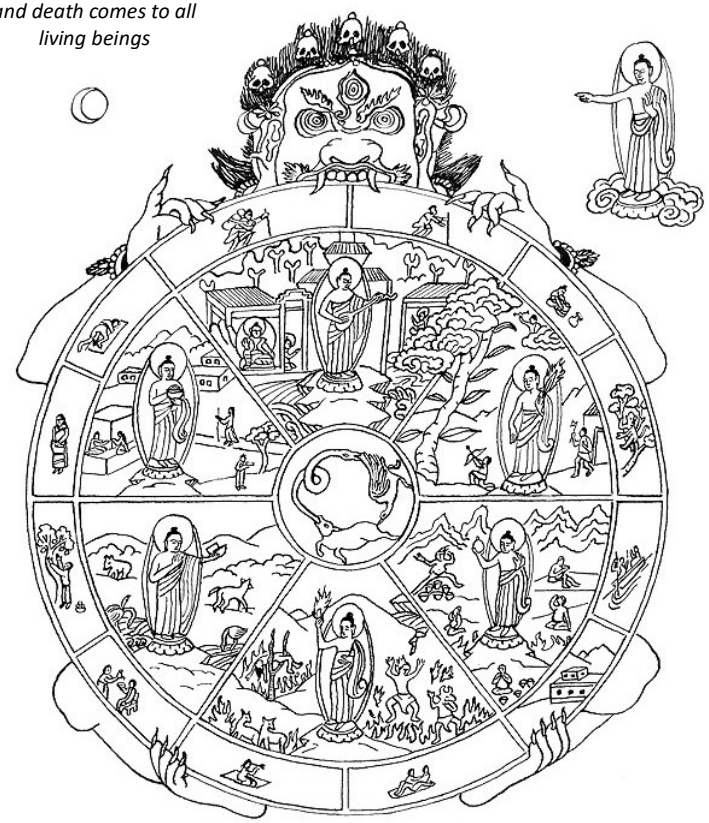




An image that 'explains' Buddhism: Bhava chakra (Wheel of Life)

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 hear from a Buddhist perspective: https://www.reonline.org.uk/resources/what-answers-might-be-given-by-buddhists-and-other-people-to-questions-about-life-and-suffering/

Yama, Lord of Death
Symbolises the impermanence of everything & that suffering and death comes to all living beings



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

The middle ring: the six realms

'World' represented	***Buddha holds….***	***Meaning***
Realm of the gods (PRIDE)	**a lute**	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.
Realm of the titans (half-gods) (JEALOUSY)	**a flaming sword**	There is war and there are weapons, but the Buddha seems to have most power.
Realm of hungry ghosts (GREED)	**a jar of nectar**	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.
Realm of hell (DOING EVIL)	**a flaming torch**	Beings who live in darkness need light to bring them hope.
Realm of animals (IGNORANCE)	**a book**	Books contain knowledge and learning – a being cannot escape suffering through ignorance.
Realm of human beings (SELFISHNESS)	**an alms bowl like a wandering monk**	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.

The outer ring: Nidanas – the twelve causes and 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 and death**

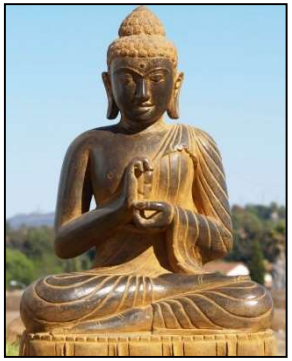
Buddha statues: look carefully at the hand positions….

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/knowing/what-re/buddhism/ RE:Online 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/
- A great video about how the Buddha gains enlightenment https://www.youtube.com/watch?v=1wUh3E9PSbI
- Introduction to Buddhism https://www.bbc.co.uk/bitesize/topics/z99q7yc
- Images of the Buddha: www.bbc.co.uk/programmes/articles/1VfqJ0PqvSS8cwFqFwbrGY2/images-of-the-buddha
- https://thebuddhistcentre.com/stories/schools/ A Buddhist organisation that provides resources for schools and Buddhist families.
- www.buddhanet.net/ There is a section for children on a tab.
- Also useful is the explanation of Buddha mudras at: http://www.lotussculpture.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

- 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.

- "**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)

A map showing the spread of the main Buddhist pathways.

	Tibetan Mahayana
	East Asian Mahayana
	Theravada

Lower KEY STAGE TWO

WHAT DOES IT MEAN TO BE A BUDDHIST?

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

LEARNING OBJECTIVES Core knowledge	**Explore (Theology)** Text, beliefs, and context	**Human Science** How do the actions of the believer relate to the beliefs?	**Philosophy** How can I apply the belief to what I see of my life and the world around me?
• 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 **ENGAGE** 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 their lives? This unit is about the teachings of someone	**Who was the Buddha?** 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 Siddhartha Gautama (the Buddha) to show how the key events of his life influenced his teaching. **What is suffering and what was the Buddha's response to it?** 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 exits, caused	**Why do Buddhists Meditate?** 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? **How do Buddhists meditate?** 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,	**What is a perfect world? Can there ever be one?** 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. **What does it mean to be enlightened? What purpose is there to enlightenment?** 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

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.

KEY VOCABULARY

Prince Siddattha Gautama
Buddha Wheel of life
Enlightenment temple
Meditation shrine
Nirvana Rebirth
Four Noble Truths
Eightfold Path

POINTS TO NOTE

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.

Buddhist believe in the cycle of death and rebirth, reincarnation, and the idea of karma. Reaching a state of enlightment, Nirvana, is the goal.

largely by human desires. If the individual can free themselves from desire they can and 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?

What is Buddhist meditation?
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.

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.

What is it like to be a Buddhist monk?
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.
https://www.youtube.com/watch?v=4n-X2Dj01AE

Invite a Buddhist to visit school:
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.

Christian meditation might differ or be similar to Buddhist meditation.

What can we learn from the Buddhist way of life?
Do the class think there are things that Christians and pupils in a church school could learn from Buddhist beliefs?

SUCCESS CRITERIA

Describe the key beliefs and teachings of Buddhism, and the impact they have on the lives of Buddhists

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.

Upper Key Stage 2

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 (THEOLOGY)** Text, beliefs and context	**HUMAN SCIENCE** How do the actions of the believer relate to the beliefs?	**PHILOSOPHY** How can I apply the belief to what I see of my life and the world around me?
Knowledge and understanding of: • 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?	**Who is the Buddha?** Explore the story of how Siddhartha Gautama achieved enlightenment. **What is Nirvana?** Start by exploring the idea of what is the self with pupils. What makes you, you? What does it mean to be human? Are we just physical beings or are we spirit / soul as well? Link to the idea of self, soul, and the Buddhist idea of anatta (non-self). Lead to an exploration of Nirvana. 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. 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	**What does it mean to be a Buddhist? What are the key things that a Buddhist will try to live by?** **Watch BBC Bitesize: What is Buddhism?** **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 – e.g., 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. **The Noble Eightfold Path.** Buddhists will try and follow the rules that form part of the Dhamma (teachings) (one of the Three Jewels). **The Sangha (Buddhist**	**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 on this – each 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? **Pupils explore each rule of the Noble Eightfold Path. Which would be easier to follow? Which 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
ENGAGE Opening activities			
• 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

- 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

KEY VOCABULARY

Buddhist Buddhism
Buddha Meditation
The Three Jewels (The Buddha, The Dhamma, The Sangha)
Siddhartha Gautma

candles, one lit and the other blown out. Describe the Buddhist concept of Nirvana using the drawings.

How do you achieve Nirvana?
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.
The Three Jewels (sometimes 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 they do they produce 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

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 life. Watch YouTube clips about the Sangha.

The Five Precepts. Buddhists don't 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.

Meditation. This can be used to reinforce the idea that Buddhists do not believe in God. Buddhists do not worship.

the nation would have to change to accommodate each rule. Would the nation be a better place as a result?

What can we learn from the Five Precepts?
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?

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?

What can we learn from meditation?
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?

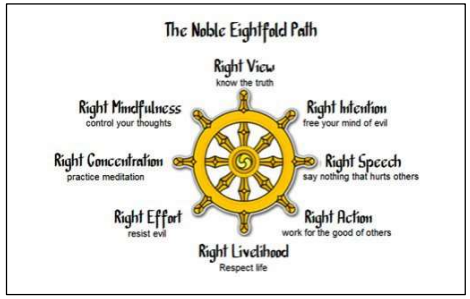
Bhikkhu Nirvana Enlightenment The Noble Eightfold Path The Five Precepts Atman Anatta Non-Self **POINTS TO NOTE** Some people regard Buddhism as a philosophy rather than a religion. Pure Buddhists do not believe in an ultimate supreme being or God. The Buddha is not a god, or prophet, he is merely seen 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. **RESOURCES**	could symbolism those following the Three Jewels – striving for enlightenment and Nirvana. The opening flower could symbolise reaching enlightenment and Nirvana. **What can we learn from Buddhist stories?** Explore stories that help Buddhists on the path towards enlightenment. The link below is a booklet of Buddhist stories to tell in class: http://www.buddhanet.net/pdf_file/jtwebv1p.pdf These are video stories: The Buddhist Stories of Siddhartha and the Swan and The Monkey King: https://www.youtube.com/watch?v=J-UwlloVvel Buddha Stories for Kids, a collection of short stories: https://www.youtube.com/watch?v=3VM9d-pJtDY Consider what a Buddhist may learn from these stories.	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 – 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. 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.	Compare Christian and Buddhist meditation. https://www.ldbe.co.uk/?s=meditation **Why is quiet important?** Write a poem on silence or quietness. Use Roget's thesaurus so that pupils use a variety of adjectives in their poems. This could be an acrostic poem. Do we need times for peace and quiet? Do we need to find the middle way between rushing about vs quiet reflection? 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. **SUCCESS CRITERIA**

Some ideas for this unit have been obtained from: This is RE. Book 1 by Cath Large Leaders of Religion. The Buddha by Dilwyn Hunt. Film, 'The Matrix' starring Keanu Reeves Film, 'The Little Buddha' starring Keanu Reeves Don't just do something, still there by Mary Stone (Stillness / Meditation)			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.

Key Stage 3

WHAT IS A BUDDHIST WORLDVIEW?

It is the intention of this unit to introduce pupils to complexity of Buddhism.

LEARNING OBJECTIVES Core knowledge	**Explore (Theology)** Text, beliefs, and context	**Human Science** How do the actions of the believer relate to the beliefs?	**Philosophy** How can I apply the belief to what I see of my life and the world around me?
This unit builds upon knowledge covered in all previous units. It further develops understanding of Buddhism as a world faith by exploring the way that Buddhism has spread across the world and the two main groups of Buddhists today. **KEY VOCABULARY** Dalai Lama Bodhisattva incarnate Theravada(n) Mahayana(n) meditate Tranquil Abiding Avalokiteshvara meditation Vipassana (special insight) Samatha (tranquil abiding) rebirth	**Recap: 'Who is the Buddha and what does it mean to be Buddhist?'** Begin by recapping on what the students know about the Buddha and Buddhism. 'Buddha Bits' is an excellent Buddhist YouTube channel that explains the basics of Buddhism. Each video is about five minutes long and they would make a good introduction to class teaching, or they could be set as homework. The Enlightenment Of The Buddha https://www.youtube.com/watch?v=nVKK-WVW2uw **Begin** by looking at the map of where Buddhism has spread. Research some of these countries, focusing on the images based around the Buddhism – e.g., temples, shrines, statues, etc. How are they different? How are they the same?	**What is the benefit of meditation according to Buddhists?** Begin by recapping and looking at images of temples and shrines from around the world. Set up a Buddhist shrine in the classroom as it might be found in a temple or download an image of a Buddhist shrine. The objects would include a Buddha image, a vase for flowers, a holder for incense, a candle holder and 7 water bowls. The Buddha image is usually placed on a box that keeps it higher than the other objects. **Draw**, label and explain the significance of items on and around the shrine and what they represent. Try out Samatha (Tranquil Abiding) meditation which is meant to help the mind to settle. https://www.youtube.com/watch?v=ZkhvbXoQ0ig Instructions: Sit in a comfortable position, hands resting gently in your lap, back straight, eyes	**What is Buddhism like in the UK? Consider – do you think it would be easy to be a Buddhist in the UK? What would be hard about this way of life?** If possible, visit a Buddhist community in the UK. Look at History of Buddhism in Britain on the BBC website. BBC – In our Time, The Buddha. This radio programme explores what it is like to be a Buddhist convert in west https://www.bbc.co.uk/sounds/play/p00548br Recap on the Eightfold Path 

	Explain that 2 main schools of Buddhism have developed in different parts of the world - Mahayana and Theravada. **What are the main pathways within Buddhism?** **The Theravada tradition** emphasises the **arahant path.** To follow the arahant path is to seek perfect understanding and perfect clam in one's own mind. An arahant can see that pleasures merely distract them and aims to seek craving. This was the tradition spread by King Ashoka who lived in India 100 years after the Buddha died. It states that each person has to find their own enlightenment – Nirvana, (the truth about the meaning of life which the Buddha gained) through meditation and help from wise monks. Their special books are written in an ancient Indian language called Pali and they will remember the birth, enlightenment, and death of the Buddha during the festival of Wesak. **The Mahayana tradition** emphasises the **Bodhisattva path,** where perfect wisdom and understanding is combined with	gently closed and just become aware of your breathing, breathing slowly in and out. Gradually try to slow your breathing while making each breath as deep as possible. (5 minutes). **Jot down notes** of how this felt and what helped or hindered you in participating. Share with the class and discuss. If possible, have a Buddhist visitor come in to discuss this practice with the class. **What is the wheel of life?** Focus on the **Wheel Of Life** poster. Before teaching anything on the image – have the students note down what they can see and what questions they have. Discuss their thoughts. Explain the symbolism of the 3 creatures in the middle. Explain the names of the realms and discuss in more detail the images seen on the wheel. https://www.learnreligions.com/the-wheel-of-life-4123213 Write a paragraph for each realm and an aspect of a person's life that might reflect that realm e.g., a 'hungry ghost' might be someone who cannot ever get enough of something.	Would that be easy to live by what would be the advantages of living in such a way? Create your own eightfold path for today's society – what would be the same and what would be different? **SUCCESS CRITERIA** Describe the key beliefs and teachings of Buddhism, and the impact they have on the lives of Buddhists 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.

	perfect compassion. This tradition is split into the Northern Traditions (found in countries such as Tibet and Nepal) and the Eastern Traditions (found in countries such as China and Japan). Their special books are written in another ancient language of India called Sanskrit and during the festival of Wesak they only celebrate the birth of the Buddha. Mahayana Buddhists believe there are many different ways to gain enlightenment and that the Bodhisattvas will help them. A Bodhisattva is someone who can gain enlightenment but decides to stop this from fully happening in order to help others gain enlightenment as well – thus showing perfect compassion. **Who is the Dala Lama?** **Recap** why people are admired. Consider that although many people believe that when people die, they are lost to us the tradition in Tibet says that they can come back to us. Introduce the idea of a Bodhisattva. Explain that the Dalai Lama is believed to be in his 14th incarnation and is a Bodhisattva. https://kids.britannica.com/kids/article/Dalai-Lama/353032		

	Watch snippets of the BBC documentary Mission: Joy with the Dalai Lama and Archbishop Desmond Tutu **Discussion:** The Dalai Lama is called Ocean of Wisdom. What is meant by this title?		

Exemplar units for Non-religious Worldviews

Non-religious worldviews guidelines for teachers.

i. What is humanism?
ii. What does it mean to have a good life and to be happy?

Non-religious Worldview Guidelines for RE

What is a worldview?

Everyone has a worldview; that is everyone experiences the world through their own background and context. A worldview is a person's way of understanding, experiencing, and responding to the world – it can by influenced by many elements including our education, the social media we engage with, the news we listen to, our political persuasion, the views of our friends and family, and our experiences of religion. It can include ideas around God, nature, ethics, life and death, equality, identity, and even the nature of reality. A person's worldview may be religious or non-religious and may even be a mix of both. Our worldview may also be changing in response to the world and our experiences.

There are two key videos that are useful to understand worldviews and their place in RE:

Nobody Stands Nowhere: https://www.youtube.com/watch?v=AFRxKF-Jdos

Welcome to a Religion and Worldviews Approach:
https://www.youtube.com/watch?v=8UdG785EV1c&t=53s

Within these units we will be exploring some non-religious worldviews.

What is humanism? (ref. to the Humanists UK website https://understandinghumanism.org.uk/)
Roughly speaking, the word humanist has come to mean someone who:

- trusts the scientific method when it comes to understanding how the universe works and rejects the idea of the supernatural (and is therefore an atheist or agnostic.
- makes their ethical decisions based on reason, empathy, and a concern for human beings and other sentient animals.
- believes that, in the absence of an afterlife and any discernible purpose to the universe, human beings can act to give their own lives meaning by seeking happiness in this life and helping others to do the same.

Some other definitions include:

…a commitment to the perspective, interests, and centrality of human persons; a belief in reason and autonomy as foundational aspects of human existence; a belief that reason, skepticism and the scientific method are the only appropriate instruments for discovering truth and structuring the human community; a belief that the foundations for ethics and society are to be found in autonomy and moral equality…
(Concise Routledge Encyclopedia of Philosophy)

An appeal to reason in contrast to revelation or religious authority as a means of finding out about the natural world and destiny of man, and also giving a grounding for morality…Humanist ethics is also distinguished by placing the end of moral action in the welfare of humanity rather than in fulfilling the will of God. (Oxford Companion to Philosophy)

Believing that it is possible to live confidently without metaphysical or religious certainty and that all opinions are open to revision and correction, [Humanists] see human flourishing as dependent on open communication, discussion, criticism, and unforced consensus. (Cambridge Dictionary of Philosophy)
Useful video links:

How can I be happy? | Narrated by Stephen Fry | #thatshumanism
https://www.youtube.com/watch?v=Y3wraQXSSjE&t=1s

One Life, Live it Well | with Alice Roberts https://www.youtube.com/watch?v=ibLh6MDVKTo

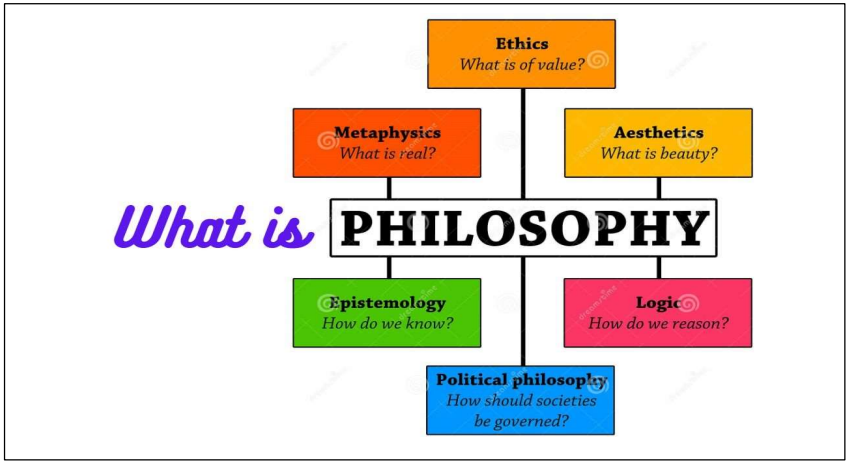
What is a philosophical worldview?
The most general definition of philosophy is that it is the pursuit of wisdom, truth, and knowledge. Indeed, the word itself means 'love of wisdom' in Greek. Philosophers think about deep, fundamental questions concerning the nature of the universe and us, the limits of human knowledge, their values, and the meaning of life, and use their reason to work out the answers.

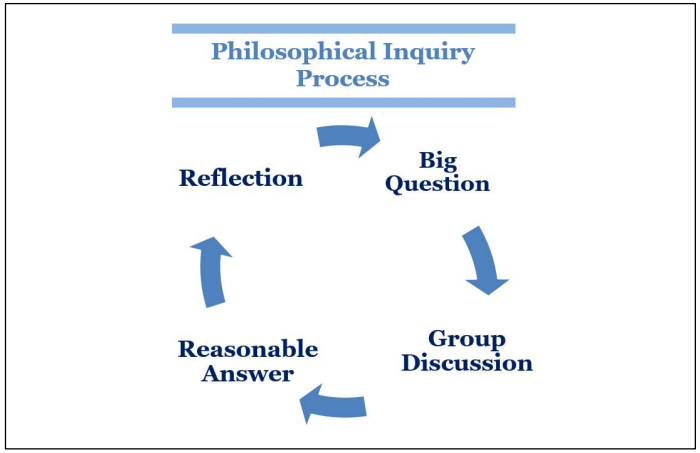
Philosophical debates are rarely resolved with certainty. The answer to a philosophical question cannot be googled!

The purpose of philosophy includes:

- To be on a path to discovering truth.

- To learn how to better live our lives.
- To examine and understand our own worldviews better, where they come from and what their strengths and weaknesses are.
- To examine our own lives and be more conscious of our choices and their implications not just for ourselves but for our communities and the wider world.
- To learn how to better think and reason better in order to consider other's worldviews in a more respectful and insightful way whilst being able to present our own thoughts more clearly.

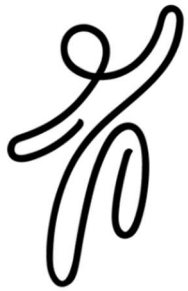




What is humanism?

It is the intention of this unit to introduce pupils to a humanist worldview.

LEARNING OBJECTIVES Core knowledge	**EXPLORE (Theology)** Text, beliefs, and context	**Human Science** How do the actions of the believer relate to the beliefs?	**Philosophy** How can I apply the belief to what I see of my life and the world around me?
• Understand that we all have a worldview • Understand where these worldviews come from • Understand that there are some people who believe in God and others that do not • Under the core elements to a humanist worldview	**What is our worldview?** Begin by creating a simple survey – this could be around favourite chocolate bars. With the aim of beginning to establish the concept of worldviews. Then go on to have a debate around some key questions that interest your students (this could be done through a silent debate) e.g., Should we all be vegetarian? Can there ever be true equality? Should air travel been banned? Should all professional sports be banned? If possible, help the students to understand that their views come from their own worldview, and this can be influenced by many different things. Discuss who or what influences our worldviews.	**How do Humanists celebrate life's big events?** Humanist Ceremonies https://humanists.uk/ceremonies/ 'What is a humanist ceremony?': https://www.youtube.com/watch?v=wzTXicmkrQ4 **Humanist naming ceremonies** A humanist naming ceremony is a way of celebrating and welcoming a new addition to your family. It focuses on the child – or children – being named and the friends and family that surround them. People choose to have a humanist naming ceremony because they want to bring family and friends together to celebrate one of life's key milestones. They are ideal for families who want to mark the occasion in a way that isn't religious. A naming ceremony also provides the opportunity for those gathered to reflect the roles that key people will play in the life of the child.	**What can we learn from a humanist worldview?** The humanist strapline is 'THINK FOR YOURSELF ACT FOR EVERYONE.' A humanist believes that a main reason to be kind and helpful rather than violent and cruel is because of the impact our actions can have on other people's feelings and wellbeing. We all have certain shared needs. We want to be happy. We want to be treated with warmth and respect, and none of us wants to be harmed or treated unfairly. Humanists believe this is the one life we have and so we should try to promote happiness and reduce suffering in the here and now. Do you think that this is a good strapline and philosophy to live by? How would it influence our decision making if we lived by this?
KEY VOCABULARY Worldview Respect	**What are different worldviews?** Using the REonline resource and knowledge that the students would already have from prior learning about different religions.		

Humanism Humanist Non-religious and religious The Happy Human is a symbol used by humanist organisations all over the world. It represents a celebration of being human – celebrating what human beings can do and celebrating that we can be happy. 	https://www.reonline.org.uk/resources/telling-my-worldview-story/ Explore some different worldviews. Set some questions for the students to answer as if they held some of these worldviews. (It may help to use persona dolls or images of people to attach the worldview to). **What is a humanist worldview?** https://www.bbc.co.uk/bitesize/topics/znk647h/articles/zmqpkmn Using the video above and the Humanist UK website explore what a Humanist worldview is. Humanism supports people to answer questions about the world and helps them to make decisions about how to live. Three things that humanists believe: 1. The world is a natural place – we should ask questions and look for evidence to help us to understand it. 2. We should all be free to find what makes us happy. 3. We should be kind to other people, animals, and the planet. How is humanism different from religions? • Humanists do not believe in a god. • They do not have a holy book. • They do not have places of worship like churches or mosques.	**A humanist wedding** is a non-religious ceremony that is welcoming, inclusive, and personally tailored to you. A humanist wedding is led by a celebrant and focuses on your love story and the things that are important to you as a couple. The wedding ceremony is conducted by a trained humanist wedding celebrant. They take the time to get to know you as a couple and they write and deliver a meaningful ceremony just for you. It can be as traditional or non-traditional, formal, or informal as you like. **Humanist funerals** offer a personal and fitting way to support families in saying goodbye to those who have lived without religion. They honour the person who has died, focusing on the life they led, the relationships they forged, and the legacy they left. A humanist funeral service is based on the humanist perspective that we each have one life only and every person is unique and valuable. **Create invites and orders of services that would reflect one or all of these key events.**	Use the example of the **sweet shop** to explore this idea further https://understandinghumanism.org.uk/area/humanist-ethics/ Take this thinking further by watching this video clip: **The Life You Can Save in 3 minutes by Peter Singer** https://www.youtube.com/watch?v=onsIdBanynY from https://www.youtube.com/@ThelifeyoucansaveOrg **SUCCESS CRITERIA** **Describe** what a worldview is and some key things that may form our worldview. **Describe** own worldview on some small and some big questions. **Demonstrate** respect when discussion our own and others' worldviews. **Demonstrate** an understanding of a humanist worldview. **Describe** how a humanist worldview can influence how a person lives

What does it mean to have a good life and to be happy?

It is the intention of this unit to introduce pupils to a philosophical view of happiness.

LEARNING OBJECTIVES Core knowledge	**EXPLORE (Theology)** Text, beliefs, and context	**Human Science** How do the actions of the believer relate to the beliefs?	**Philosophy** How can I apply the belief to what I see of my life and the world around me?
• To understand that there are different worldviews, including religious and non-religious • To begin to understand a philosophical worldview • To understand that Aristotle thought that the key to a good life was happiness • To understand that different worldviews develop habits of doing good • To describe habits that they could adopt to help their lives to be good. **KEY VOCABULARY** Worldview Religious and non-religious	**What is a worldview?** **What are different worldviews** Begin by exploring what it means to have a worldview (if the 'What is Humanism' unit has not been previously studied it is possible to use the ideas from there. If the students have prior knowledge of what is meant by worldviews do a quick recap. **What is a philosophical worldview?** One of the most unique and wonderful of Greek inventions was philosophy. Philosophy was the special way Greeks attempted to make sense out of the world, in a non-religious way. This means that rather than using myths and stories to understand the world, they would use their intelligence and reasoning skills. "Philo-" means love, and "sophia" means wisdom, so the word "philosophy" really means "the love of wisdom." Basically, philosophy is thinking about the world and making sense out of it.	**What is happiness?** Watch the advert: Happiness what are you waiting for? https://www.youtube.com/watch?v=JBg_sJzyycg And look at images from the media that depicts happiness. Then ask the students: what is happiness? Record their answers without commenting. **Get creative** – write poems and create pictures to depict their thoughts around happiness. **What does Aristotle say about a good life and happiness?** https://www.pursuit-of-happiness.org/history-of-happiness/aristotle/ Aristotle seeks to answer the question: "What is the ultimate purpose of human existence?" Aristotle is famous for his theory of the "good life," or eudaimonia. He thought that the good life is an excellent, flourishing, happy life and that the good life can only be	**Does the 'Golden Mean' lead to happiness?** Aristotle argued that in order to become a better person you must train and practice. He talked about the 'Golden Mean' – getting to a place of balance in your life e.g., a balance between being: • reckless and a coward • over-confident and too timid • impatient and not acting • mean and over generous • rude and a pushover Create scenarios where these characteristics may play a significant part. Discuss whether a Golden Mean is always the best way. **What habits or practices might we develop to become a better person? Will these lead to happiness?**

Philosophy Philosopher Reason Happiness Habits and practices Wisdom	**Explore some philosophical questions** (use creative ways to explore some philosophical questions e.g., silent debate, conscience alley, two sides to every story). Begin with a warm-up. Present an idea and ask students if they think it is a Good idea or a Bad idea. The key is to make sure that there isn't one single correct answer. This is at the heart of this simple way of promoting thinking and talk. It means that many more students will be willing to speak up, because, as long as they can provide a reason, everyone's thinking is valid. E.g., Good or Bad idea: Tourist trips to space? Have Miss Piggy as a pet? Be friends with Scooby-Doo? Singing all your answers in every lesson? Live with the Teletubbies? **Who was Aristotle?** Aristotle studied plants, animals, and rocks. He carried out experiments to find out about the world we live in. Modern scientists do the same kind of thing.	achieved by people with exceptional character who have taken excellent care to develop their virtues. The key question. Aristotle believed that what made humans special, as compared to other animals, was their ability to reason. Only humans are capable of acting according to principles, and in so doing taking responsibility for their choices. We can blame Johnny for stealing the candy since he knows it is wrong, but we wouldn't blame an animal since it doesn't know any better. Aristotle believed that humans could use their reason to become wiser and therefore happy. Aristotle said that true happiness was not just about pleasure. True happiness is when we try to become a good person by using our reason. If we are good, we will have a happy and flourishing life. **Go back** to their ideas on happiness from the previous lesson. Would Aristotle think the same? **Ask pupils:** 'Do you agree with Aristotle's view that happiness is gained by being a good person?'	In the video clip of 'Big Ideas for Little Philosophers,' it says that developing true friends is one way of developing true happiness. True friends help us to develop good habits and tell you when you are making a mistake. What habits would be could to cultivate that would also lead to true happiness? How could a true friend help to develop these? Are there any connections with religious worldviews that you have studied? E.g., regular exercise trying hard at school eating healthy foods buying sustainable products looking after the planet not spending time on harmful things smiling at people saying thankful helping others to tidy up **Make pledge with a friend**: 'A good habit I want to develop is…. You can help me by….'

	Watch: https://www.bbc.co.uk/bitesize/clips/z9r634j A look at the evidence for the Earth being round or spherical. Aristotle's reasoning is explained. The evidence includes a ship's hull disappearing first over the horizon, the stars, the constellations, and the shadow on the moon during an eclipse. Aristotle was also a philosopher **Watch: Happiness With Aristotle** **https://www.youtube.com/watch?v=r-ZUu8TsWRA** **Research more about Aristotle's life and design a fact file for him, or do some hot seating, with the students posing the questions.** **Biography of Aristotle:** https://www.ducksters.com/history/ancient_greece/aristotle.php		**Get creative** – write poems and create pictures to depict Aristotle's thoughts around true happiness and friendship. **SUCCESS CRITERIA** Demonstrate an understanding that philosophers are people who seek the truth by exploring tough questions Explain who Aristotle was Explain that Aristotle tried to find the answer to the question, 'How should we live a good life?' Explain that for Aristotle being happy was the key to having a good life Understand what Aristotle meant by being happy Explain their own view of having a good life and being happy.

What Matters Most to Christians and Humanists?

BIG QUESTION: What matters most to Christians and Humanists?

- Why do people do good things and bad things? Do rules matter? Why?
- Who is a humanist? What codes for living do non–religious people use?
- What can we learn from discussion and drama about good & bad, right & wrong?
- What codes for living do Christians try to follow?
- What matters most?
- Can we create a code for living that would help the world?

Key Skills		
Theology	**Human Sciences**	**Philosophy**
• Identify and explain beliefs about why people are good and bad • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')	• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view • Make clear connections between Christian and Humanist ideas about being good and how people live	• Raise important questions and suggest answers about how and why people should be good • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.

	Objectives Key Vocab	Lesson Planning:	Outcomes:
1	Identify and explain beliefs about why people are good and bad Suggest reasons why it might be helpful to follow a moral code and why it might be difficult **Vocab** rules, values, moral code	**Why do people do good things and bad things? Do rules matter? Why?** • **10 min** Mind-map bad actions/thoughts in our lives. Think of examples of bad actions thoughts from TV, books, films. What are the consequences of these actions? *If…….then…….* *If you lie, then when you tell the truth, people won't believe you.* • **5 min** Rank these actions/thoughts from worst to less bad. • **10 min** Pose 'Big Question' for lesson – Why do people do good things and bad things? Are we all a mixture of good and bad? *Make a link with previous learning on the Christian belief about humans being made in the image of God (Genesis 1:28) and also sinful (the 'Fall' in Genesis). Why do some Christians think this is a good explanation of why humans are good and bad? Note that not everyone agrees with this idea. Other faith traditions have different explanations. People who are non-religious may just say that people have developed with a mix of good and bad.* • **10 min** What rules do we make to help use be good? Why do people follow these rules – what guides them • **5 min** Which rules/ways of living make most people happy? Suggest one rule for people to follow to make a happier world. • **15 min** Often a person has a 'code for living' inside their head or heart that helps them to choose good things and say no to bad things. • Use a large outline figure of a person (1 x A4 per group). Each child writes a line of 'code for living' to stick onto their head or heart. • **5 min** Share group codes for living	**INDIVIDUAL RE BOOK** • Answer lesson question on unit overview **BIG RE BOOK** • Mind map of bad actions thoughts & consequences of these • 'Code for Living' person outlines

2	Identify and explain beliefs about why people are good and bad
	Make links with sources of authority that tell people how to be good (Humanists saying people can be 'good without God')
	
	Vocab
	Humanist, values, moral code
		Who is a humanist? What codes for living do non–religious people use?
		• **10 min** Recap – what is a code for living?
		• Discuss with the class the religions they know about and how these might guide your personal code for living. Ask - Is everyone part of a religion? Explore how religious people try to be 'good with God', but others think you can be 'good without god'.
		• **15 min** Look at a Humanist 'code for living'. Give each group with cards 4 cards – 1 for each rule
		  ○ Be honest
		  ○ Use your mind to think for yourself
		  ○ Tell the truth
			INDIVIDUAL RE BOOK
			• Answer lesson question on unit overview
			• Values Venn diagram
			
			BIG RE BOOK
			• Ranked code for living – could be compiled as a class using IWB
			• What would a Humanist class, school town look like?

		○ Do to other people what you would like them to do to you. • Why do people need rules like these? How would this help people to behave? • Rank rules from most important to least important. • Rank rules by easiest to live by to hardest to live by. • **10 min** How would a Humanist class, school or town look? Post -its used to record ideas in groups. • Discuss how values are often shared – Christians and Humanists have some values the same – and some different. • **15 min** Complete values Venn diagram. Which values are Christian, Humanist, shared? • **5 min** Discuss ideas about values - which are shared? Which are Christian? Humanist?	
	Objectives **Key Vocab**	**Lesson Planning:**	**Outcomes:**
3	Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. **Vocab** values, moral code, fairness, freedom, truth, honesty, kindness, peace.	**What can we learn from discussion and drama about good & bad, right & wrong?** • **5 min** Recap – What is a code for living? What makes people follow this code? **Group discussion to clarify ideas (20 min) & Feedback to class** ➢ Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life? Each group explore one concept, mind map discussions and feed back to class ➢ Groups explore a moral dilemma or issue from news or school (e.g., burglary, bullying, vandalism, animal cruelty). Discuss what happened and what the consequences were. Explore pupils' reactions? Why do they think people acted like they did? Do they act like that? Why do they or why don't they act like that? What stops them? Was there justice involved? What choices (freedom) did those involved have? ➢ Introduce the idea of freedom of action. Everyone is free to choose how they act in most situations, but the decision about what to do in any given situation is based on beliefs about the situation and the consequences of the action taken. **A group drama improvisation activity (30 mins)**	**BIG RE BOOK** • Photos of drama. Use post-its to record some of the pupils' reflections

		➢ Give groups a couple of scenarios: E.g. There is a robbery, or someone is hurt, or animal cruelty is discovered. Ask the group to discuss the situation, and especially to think about good and bad reactions to it. ➢ Get the group to carry on the story through a simple drama, making up two different endings. One ending should show what happens if 'good rules' are kept. The other ending shows what happens if 'good rules' are broken. OR ➢ Conscience Alley - Ask the pupils to create two lines; approximately a metre apart, each line taking an opposing viewpoint. Pupils could choose which side of the argument they wish to voice or be told which viewpoint to take. Pupils who lack confidence can 'pass' e.g. by clapping or repeat a comment that has already been spoken. ➢ One pupil is then chosen to walk between the two lines as each side voice their thoughts. This pupil then must decide what their decision will be. ➢ The pupil can be asked to walk through the alley more than once. ➢ Alternatively, several pupils could take turns. This means that pupils in line could: • Voice more than one argument • Add gestures • Use appropriate expression • Improve their argument	
	Objectives **Key Vocab**	**Lesson Planning:**	**Outcomes:**
	Make links with sources of	**What codes for living do Christians try to follow?**	**INDIVIDUAL RE BOOK**

4	authority that tell people how to be good (Christian ideas of 'being made in the image of God' but 'fallen') Make clear connections between Christian ideas about being good and how people live Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. **Vocab** values, actions, morals, forgiveness, respect, love, friendship, compassion, freedom, honesty, kindness, peace, faithfulness, wisdom, joy, gratitude, patience	• **5 min** Recap – Why do people need a code for living? What guides Humanists? **20 min Learning about Jesus' values from two texts from the Bible** • Compare 'The Good Samaritan', Luke 10:25-37 and the account of the crucifixion, in which Jesus prays for forgiveness for those who killed him (Luke 23:32-35). • What values did Jesus want people to follow? How did he lead by example? What did he not value? *How well can pupils identify Christian values of love, forgiveness, peace between people and God, honesty, prayer, worship and fellowship (togetherness).* Highlight examples of values lived out in the texts • Link to 'The Fall' (where the relationship with God was ruined) Genesis 3 Christians believe a human being is 'a good thing spoiled' – they say we are made in the image of God (Genesis 1:28) but Christians believe Jesus (God incarnate) can put this right ('Jesus' means 'he saves') **15 min Values trees: roots and fruits** • Discuss how Christian values are lived out in school. E.g: Friendship – stopping to include someone who has no one to play with; Respect – looking after others, property and the world • Jesus often compared actions to fruits. The roots are down inside us, hidden thoughts and intentions (our values), Actions show what you value. In groups, create a tree to show how Christians' values impact their actions. Fruits for good actions. On the roots/trunk, record what leads to these good actions. • **15 min** What would your tree look like? Create an honest individual tree of good actions and the values that underpin your actions. • **5 min** Are any of the values you hold Christian values? Would they be shared by any other faith group or non-religious people?	• Answer lesson question on unit overview • Identification of values from Biblical text • Individual value tree **BIG RE BOOK** • Christian value tree
5	Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. **Vocab** values, moral code, fairness, freedom, truth forgiveness, respect, love, friendship, compassion, ,	**What matters most?** **5 min** Recap: What matters most to Christians? What matters most to Humanists? Explain your ideas **Values activity.** *Potential assessment* • **15 min** Use a set of cards that list of 21 valuable things. E.g. Life, safety, sport, music, cleverness, friends, family, God, love, truthfulness, respect, Playstation, kindness, money, pets, good food, water, home, freedom, holidays, forgiveness, celebration, church (Some of these include the values of Christians and Humanists)	**INDIVIDUAL RE BOOK** • ….matters most to me (Top 5) **BIG RE BOOK** • Photos of group ranking activity (Christian and Humanist valuable things) and some pupil comments

	honesty, kindness, peace, faithfulness, wisdom, joy, gratitude, patience, responsibility,	• Ask pupils in groups to sort out the cards into 3 groups: things that really matter a lot, things that are quite valuable and things that don't matter to them. • Explain why you've grouped them as you have. • **5 min** How would a Humanist rank them? What would the top 5 be? • **5 min** How would a Christian rank them? What would top 5 be? • **5 min** Compare – similarities/differences? • **20 min** Pupils write their top five valuable things '……..matters most to me'. Include reasons for these choices and the difference it makes to their life. My number one would be love because …… • **5 min** Share some responses. Are there any shared top 'most important' values?	
	Objectives Key Vocab	**Lesson Planning:**	**Outcomes:**
6	Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. **Vocab** values, code for living, morals, rules, fairness, justice, honesty, peace, forgiveness	**Can we create a code for living that would help the world?** **Making a code for living** *Potential assessment* • Recap Christian and Humanist codes for living. Ten commandments Exodus 20, Romans 12; Humanist website.What can pupils recall? Similarities and differences? • Recap why people do good and bad things. Do people need commandments (Christians) or guidelines (Humanists) or could we all just get along without any 'codes for living'? Why/why not? • In pairs/small groups, mind map rules for a new community (desert island, new town). • Individually, refine to ten or fewer good rules or ideas, giving reasons for their choices. Do they include ideas of fairness, truth, peace, forgiveness, honesty, and justice? Why? • Present code for living in a way to help residents remember – tablets of stone, art, calligraphy • What would help people to keep to these codes, and what would be the right thing to do to stop a person from breaking the codes for living? Both Christians and Humanists are a bit hostile to just 'keeping the rules' for their own sake. Both prefer the idea that choices are made out of love and respect, rather than just 'doing as they are told.' Consider why this is important.	**INDIVIDUAL RE BOOK** • Individual code for living

Timings are suggestions only. Teachers to use professional judgement and knowledge of class when using this planning.
Adapted from RE Today Unit

Teachers might use:

Web and texts:

- *The British Humanist Association has a useful website for schools: www.humanismforschools.org.uk There are some good primary RE materials there.*
- *Humanist site - Primary Teaching Toolkit on 'How should we treat others, and why?' It's a free download.*
- *For teachers, there is a useful introduction to this area at www.humanistvalues.org.uk,*
- *produced by a north of England Humanist group.*
- *Exploring Codes for Living (Joyce Mackley, RE today, 2007) has useful materials for this unit.*
- *Artefacts: religious artefacts for Christianity are available to purchase from: Articles of Faith (Tel: 0161 763 6232) Religion in Evidence / TTS (Freephone 0800 137525)]*
- *The National Association of Teachers of RE (NATRE) has two excellent web starting points for these issues: www.natre.org.uk/spiritedarts enables pupils to view and judge numerous works of pupil art on key Biblical stories and spiritual ideas from young people.*
- *RE Quest - www.request.org.uk is a good site for KS2 pupils to explore Christian values*
- *Online searchable sacred texts from different religions at: www.ishwar.com*
- *Try www.reonline.org.uk for a good general gateway to RE materials.*
- *RE Ideas: Christianity (ed. Draycott, RE Today: Copiable pack of 50+ lessons for KS2 Christianity*
- *The 'Developing Primary RE' series, editor Joyce Mackley, RE Today, includes volumes on Jesus, Faith Stories, words of wisdom.*
- *The series 'Exploring a theme in RE' editor Joyce Mackley, RE Today, includes volumes on Codes for Living and the Journey of Life and Death, relevant to this unit*
- *Opening Up Values, RE Today, ed. Fiona Moss, also has relevant material, including a 'values game'*

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?
• The Bible is a very special book and we can read stories about God and Jesus in it. • That stories can teach people things • Jesus told stories to explain important truths to people • These stories are called parables and have a deep meaning • These stories are found in the Bible. • There are other faiths which also have lots of stories that have important meanings.	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. 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? Share more parables such as the Lost Son, the Good Samaritan, the Wise and Foolish Man; The Merchant & the Pearl. There are	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. 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 Make a display of their favourite stories books in the classroom. Which have a
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 of why children think people like stories e.g. humour, pictures, imagination Have you ever learnt something from a story? Show pictures/video of the story of the Lost Coin, and tell story. Explain that this was told by Jesus, but it was a special story – if had a meaning. Introduce the word Parable'. Why do they think Jesus might have told the story? Because he wanted to explain that God cares about everyone and is sad when we are lost and don't want to be Jesus' friend.	many very good 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 video/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. 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. 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.	special meaning? Put them together in the reflective area. In class worship ask God to help us learn the lessons of the stories.
KEY VOCABULARY		**SUCCESS CRITERIA**
Jesus parable meaning truth Mohammed Islam		Recognise that some stories have special meanings and are important to people Express how they think the story might affect someone's behaviour

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.

<table>
<tr><th>LEARNING OBJECTIVES
Core knowledge</th><th>EXPLORE & RELATE
Text, beliefs and context
How do the actions of the believer relate to the beliefs?</th><th>APPLY
How can I apply the belief to what I see of my life and the world around me?</th></tr>
<tr><td>• 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</td><td rowspan="3">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.

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.</td><td rowspan="3">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!

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</td></tr>
<tr><td>ENGAGE
Opening activities</td></tr>
<tr><td>Show pictures of different buildings. What are they? How do you know? Do all schools/shops/houses look the same? What clues tell us the use of the building? Role-play</td></tr>
</table>

different scenarios of how we behave in different places e.g. going on holiday, in the playground. Talk about how to behave in different places – and what inappropriate in 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 thigs that might happen in a church building.

KEY VOCABULARY

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

POINTS TO NOTE

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.

There are many ways of worshipping. Christians worship in song, prayer, drama, ritual, liturgy dance, art, 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. Learn one to sing in church. Are there any musical instruments in church? Maybe you could listen or sing to any that are there.
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 school? The term 'church' refers as much to the Christian people who meet in the building as the building itself.

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.

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.

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

time, and how to behave during them.

What communities do pupils belong to? Talk about how school community people not just building. Church 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.

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.

SUCCESS CRITERIA

Can identify when and why the school visits the local church.

www.booksatpress.co.uk offer Rev Freddie Fisher and accompanying EYFS resources that would enrich this unit. 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.	home at weekends. Christians may pray with icons, rosaries, or prayer books; they may use set words or 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? 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?	Talk about their own visit or experience of the local church Participate in or observe sensitively school services at church

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. We are all 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?
• 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.	Give pupils cotton wool balls, pipe cleaners and stickers to make sheep. Create a flock, count them, and then leave while move elsewhere. 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 spoil the plans He has for our lives. He wants to be our friend and help us. Have any pupils got baby siblings? How is the arrival of a baby celebrated? Share experiences – every major faith has ways of thanking God for a new baby, and there are	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	Explore 'Who am I?' Use it to raise self-esteem and awareness of diversity and value of all. Who are they important to? 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! Write and draw about families and friends. All different! Taste different foods and share likes and dislikes. Make heart shaped biscuits, ice children's initials on them.
ENGAGE Opening activities			

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. **KEY VOCABULARY** Precious Unique Special Love Respect Thanksgiving **POINTS TO NOTE** Be very careful to avoid stereotyping 'the poor and needy'. They live in all countries, cultures and ethnicities!	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=JJFJLIfxy5E&index=73&list=PLp601pULCY0vY3NTJO1zXU6kkKV4iRDnY	'Love one 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 other and obey what Jesus said. It maybe that the class could plan a simple activity to help or raise funds for others. 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? (e.g. '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. Christians believe we are all special and we can each know God and are special to God. If	Celebrate achievements in and outside school in an 'I'm good at…' display. Look at fingerprints through magnifying glasses. Describe them to show how special and unique they are. Make and decorate finger, hand and foot prints. 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. **SUCCESS CRITERIA**

(If there are pupils of other faiths spend time affirming that these also teach the importance of helping others.) Be very sensitive if using the fingerprint activity if any pupils have undergone chemotherapy. .	Read 'Kipper's birthday'. Birthdays are a way of showing and celebrating that we are special. 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.	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.	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.

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*	THEOLOGY *Text, beliefs and context*	HUMAN SCIENCES *How do the actions of the believer relate to the beliefs?*	PHILOSOPHY *How can I apply the belief to what I see of my life and the world around me?*
• 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.	**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. http://www.bbc.co.uk/cbeebies/watch/lets-celebrate-diwali?collection=lets-celebrate-celebrations	On their return lights were lit along the path to show Rama and Sita the way home. At Diwali Hindus make diva lights and decorate their homes. Lights are along the path to show the way to the door. Make diva t-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 diva path can lead people to the sweets, ready to share. 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?	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. Each festival involves worship and thanks. What might the class be grateful for? Write some think you prayers for the times the class has enjoyed sharing during this unit. 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.
ENGAGE Opening activities			

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 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?	**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 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	When the story of Esther is read In the synagogue children use rattles or shakers called graggers to make a noise every time Haman's name is mentioned to block out the sound of his name. Jews eat a celebratory meal and 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.	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.
KEY VOCABULARY Festival Celebration Diwali Ramayana Rama Sita Purim Haman Diva Gragger Advent Wreath **POINTS TO NOTE**	**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.	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	**SUCCESS CRITERIA** 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.

Each major world faiths (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. 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	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).	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.	

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	**THEOLOGY& HUMAN SCIENCES** *Text, beliefs and context* *How do the actions of the believer relate to the beliefs?*	**PHILOSOPHY** *How can I apply the belief to what I see of my life and the world around me?*
• Know that prayer is a way of connecting with God at any time and in any place • Understand prayer is about listening to God as well as talking to him • Understand that Christians pray in different ways and for different reasons e.g., to say thank you, sorry or please • Learn that the Bible has prayers and songs of worship that Christians often us • Understand that the Bible contains a special prayer that Jesus taught his disciples called the 'Lord's Prayer' *You might use the following questions to guide your journey of learning:* • **What is prayer?** • **What does the Bible teach about prayer?** • **When do Christians pray?**	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. 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, e.g., 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: *sorry, thank you, help, please, well done, ask, prayer, worship, God.* 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. 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.	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. Talk about the fact that as 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. Who else should we thank? We are very good at

• **How did Jesus teach people to pray simply?** **ENGAGE** Opening activities 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 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. (e.g., 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? **KEY VOCABULARY** Wonder Reflect Lord's Prayer Grace	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. 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, e.g., super dad 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 parts? I wonder which part is the most important? …. And why? 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. 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 the talk to God and some like to be quiet. Do class know other liturgical words such as the Grace or any responses? Discuss and explore. 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'. 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	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 any sorry cards too?

Celebrate Meditate Praise Repent	thoughts of God's great love (not 'emptying' it as in some other faiths).	
POINTS TO NOTE		**SUCCESS CRITERIA**
Learning about worship should not require pupils to participate. Prayer is a personal response to God. Explore how other faith communities pray if you have children from different faiths in your class. Differentiate between grace before meals, and the Grace (2 Cor. 13:14)		Know that prayer is about talking to and listening to God Talk about the different types of prayer Explain why prayer might make a difference to a Christian's life. Compare their thoughts and feelings about worship with others, giving possible reasons for the differences

KEY STAGE ONE HOW CAN I MAKE A DIFFERENCE IN THE WORLD?

This unit draws on learning about God's wonderful world and our responsibility in looking after it. It also reinforces idea of service and generosity, but care should be taken to keep an RE focus – link with the narrative of faiths. It is also an opportunity to engage class in any inter school partnerships the school enjoys.

LEARNING OBJECTIVES Core knowledge	**THEOLOGY** Text, beliefs and context	**HUMAN SCIENCES** How do the actions of the believer relate to the beliefs?	**PHILOSOPHY** How can I apply the belief to what I see of my life and the world around me?
• To look at and respond to our world and learn about caring for our world • To identify and respond to values about caring, expressed through faith stories • To understand that we are part of a wider global community • To know that their class is a community made up of different individuals • To consider who cares for them, and how they respond to that care • To know 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. *You might use the following questions to guide your journey of learning:*	*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. 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'. 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	Can we really make a difference to the world we live in when there are so many problems? What can I do to make things different? Maybe just help one person in your community. It will still make a difference to them. Invite someone from your parish church to come and 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.	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. 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 the 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

- **What does the Bible say about caring for pople?**
- **What does the Bible say about caring for the world?**
- **How can I make a difference in the world?**
- **Do I need money to make a difference?**
- **Is it always easy to make a difference?**

ENGAGE

Opening activities

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 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? Going to explore more about how charities? Try and find out who school or church support. What do they do?
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.

Jesus said He was the light of the world, but He also told His friends to shine like lights in the world.

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 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.

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.

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 that would be appreciated.

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 – e.g., sponsored 'I can', mufti day or cake bake and sale. Remember it is about caring, not amount.

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.

Christians and others try to obey this rule. Create and display a class charter based on the golden rule.	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.		
KEY VOCABULARY			
Golden rule Neighbour Generosity Charity Waste Litter Recycle Christian Aid Love Fundraising Unselfishness Tearfund			
POINTS TO NOTE			**SUCCESS CRITERIA**
Check that the way you present the lives of children round the world is not stereotypical but presents them in a real way giving positive as well as negative images.			Talk about how they feel when they give to others. Make link with golden rule and need to share love and generosity. Identify a situation, local or worldwide, in which they have a role in making a difference and relate to Jesus' teaching.

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	**THEOLOGY, HUMAN SCIENCE and PHILOSOPHY**
• 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 day celebrates goodness, hope and light, and its eve is associated with the forces of darkness. • 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.	**Christian** • Why do you light a candle in worship? Jesus said 'I am the light of the world' (John). 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'. 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. Many Christians don't celebrate this – they prefer to 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?
ENGAGE Opening activities	**Hindu & Sikh** • What do pupils remember about KS1 work on Diwali? Can they retell the story of Rama

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 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?

KEY VOCABULARY

Celebration	Hanukkah
Menorah	Hanukiah
Christingle	All Saints day
Advent	annunciation
Diwali	Rangoli pattern
Symbol	Lakshmi

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?

Jewish

- **Hanukkah** (rededication) is the Jewish festival of light. It remembers the story of a time two centuries before Jesus when Syrians and Greeks were ruling Israel. King Antiochus tried to make the Jewish people 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 all but destroyed. The Jews had to clean and repair it, and 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. Only one small jar of sacred oil was found, 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.

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 contains many promises of a Messiah (chosen one) who would one day be sent by God. Read some of them. 44-Prophecies-Jesus-Christ-Fulfilled.pdf (rcdow.org.uk) The Jewish nation 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, representing 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. Resources - RE:quest (request.org.uk)

APPLY	SUCCESS CRITERIA
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.	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.

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	**THEOLOGY** Text, beliefs, and context	**HUMAN SCIENCE** How do the actions of the believer relate to the beliefs?	**PHILOSOPHY** How can I apply the belief to what I see of my life and the world around me?
• 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	• Revisit the story of Moses, the escape from Egypt and the way this is remembered through the Seder meal at Pesach (Passover) (LKS2 Jewish unit). • Explain that Jesus, who was Jewish, planned to celebrate Pesach in Jerusalem with His disciples. Look at Biblical account of the events of this meal. (eg Luke 22:7-20) • Focus on Jesus' words and actions. Discuss why Jesus said 'Do this in remembrance of me.' What did Jesus want the	• 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	• Bread gives us strength. Jesus said 'I am the bread of life'. Share bread in class. As you pass the bread to the next person , share with them a strength that you feel they have. • 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 a communion service at your church. What will people expect to see and hear? • Privately consider whether

ENGAGE

Attach a piece of paper to each child's back. As they move around the classroom others write one thing that they think is particular and special about each person that they pass. Focus and allow individuals to read their paper. What surprises them? What do they feel is the most special? How would they most like to be remembered? How might people celebrate this thing 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 way of celebrating is through the Communion/Eucharist/Mass. Explore knowledge of this and what they hope to find out.

KEY VOCABULARY

bread wine
sharing remembering
mandate forgiveness
symbol sacrifice
chalice paten
atonement prayer
unity love
service Passover
communion sacrament
Last Supper host
Eucharist mass
represent metaphorically
Maundy Thursday
new commandment

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 'remember' Jesus' sacrifice? Why did Jesus choose such simple things as symbols to help people remember?

- 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?
- 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.

sacrament – something Jesus did and told His followers to do.

- What does communion mean for a Christian? Slowly reveal a photo of an altar laid for communion, talking about what can be seen. Annotate the whole photo explaining what they see. Add think bubbles capturing what Christians at the service might be thinking about.

Anglican communion usually has 7 parts:

1. The Invitation
2. The Preparation
3. The Word – sharing Bible teaching
4. The Intercessions – prayers for others
5. The Peace and Offertory
6. The Eucharistic Prayers
7. Blessing and Dismissal

Investigate the words and actions used and their meanings .

- Ask your vicar questions about what communion means and what makes the sacrament special. Visit or take part in a communion at your parish church. Discuss the service and pupils' reactions.
- Gather the verbs that Christians do during

there's anyone who they might need to "put things right with" in the same way Christians do with each other during the Peace. What could they do about it?

- Design a wall hanging, banner or stained glass window that would help your local church community to focus on the important parts of communion, or 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.
- 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,
- 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?
- Reflecting on the value of having symbols and actions to remember a key belief. Create a reflection area for your classroom

	What orders did Jesus give o that day?	communion e.g. eat, drink, confess, think, pray, remember, sing, share the peace, receive. Why do Christians talk about *celebrating* communion? Is it a celebration? Can an action change you inside? How? Discuss what impact the actions of communion might have on Christians? • Christians remember Jesus washing the disciples' feet and showing that 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 gradually this changed to giving them coins. Nowadays the queen still gives out Maundy money. Find out more about this custom, and also ways in which Christian in local churches serve others who are less fortunate, to follow Jesus' 'mandate'.	based on elements of communion, using objects / words / creative prayer ideas.
POINTS TO NOTE 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			**SUCCESS CRITERIA** Make links between the events of the Last Supper and the symbols and beliefs expressed in Christian worship. Explain how the 'new commandment' makes a difference to the lives of individuals and communities. Describe how taking communion is an act of remembrance and an opportunity to reflect on God's love and Jesus' sacrifice

LOWER KEY STAGE TWO

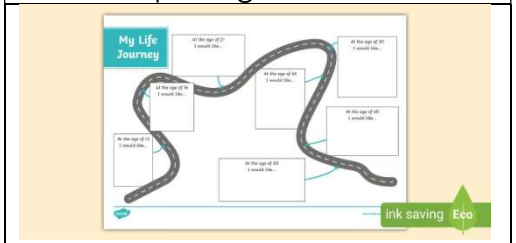
IS LIFE LIKE A JOURNEY?

LEARNING OBJECTIVES
Core knowledge

To understand:

- That people, both of faith and non-faith worldviews see life as a journey
- How and why people mark life's milestones
- The similarities and differences between Baptism, Bar Mitzvah, humanist welcoming celebrations, and Sacred thread
- The Hindi teaching of reincarnation

ENGAGE
Opening activities



Design a journey board that reflects the key milestones in a person's.
Highlight events that have been important to their own families and mark how they were celebrated.

Theology
Text, beliefs, and context

Why do some people see life as a journey?

- Describe and make connections between celebrations, worship, pilgrimages rituals in order to reflect thoughtfully on life as a journey
- Look together at the 'roads of our lives' and discuss the possibility that when we die another journey may take place.

Why do people mark milestones?

- Identify the milestones that the pupils' families mark. Widen this out to different faith families and the milestones that they recognise
- Explore and describe symbols which mark steps on the journey of life

What is similar and what is different about Baptism, Bar Mitzvah, Sacred thread, and humanist celebration?

- Take time to explore these key life celebrations.
- As part of the exploration, compare and contrast these celebrations from the different worldviews alongside their own thinking

How is reincarnation seen as a journey in a Hindi worldview?

- Reincarnation is a key belief within Hinduism. In Hinduism, all life goes through

Human Science and Philosophy

- You may want to start this unit by exploring how the pupils' own families have celebrated life's milestones.
- Discuss what the key elements for celebration are for their families.
- Discuss the pupils' own view of life as journey – in their view is it a straight line or a circular journey?
- Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage). What do these rituals mean to people of different worldviews?
- How do different people celebrate commitment? (e.g. different practices of marriage, or Christian baptism)
- **Philosophical question:** Are we the driver or a passenger on our life's journey?

	birth, life, death, and rebirth and this is known as the cycle of samsara. According to this belief, all living things have an atman, which is a piece of Brahman, or a spirit or soul. It is the atman that moves on into a new body after death. • An atman can go into the body of any living thing, such as a plant, animal or human. Once a living being dies, its atman will be reborn or reincarnated into a different body depending on its karma from its previous life. For example, if a person has good karma in a previous life, then their atman will be reborn or reincarnated into something better than they were previously. A person gains good karma for doing good things in life, such as helping others through following their dharma. • A Hindu's ultimate goal in life is to reach moksha. Moksha means liberation or freedom from samsara, and it can only happen after a Hindu has been reborn many times. If a Hindu gains good karma from many lifetimes, they will have gained ultimate knowledge and have freed themselves from the constraints of the material world. Once this happens, a Hindu's atman no longer needs to be reborn into another being and is ready to be free from samsara. As a result, the atman will achieve moksha and will be re-joined with Brahman	

KEY VOCABULARY	SUGGESTED RESOURCES INCLUDE:	SUCCESS CRITERIA
Journey: The act of travelling from one place to another. **Celebration:** The act of celebrating an important day or event. Baptism: Admission into the Christian Church. **Bar Mitzvah:** Initiation of a Jewish boy who has reached the age of 13 and is ready to take part in public worship. **Bat Mitzvah:** Initiation of a Jewish girl aged 12 years and 1 day who has reached religious maturity. **Sacred Thread**: Marks acceptance of a student by a Guru and entrance to a school in Hinduism. Reincarnation The	https://request.org.uk/ https://www.bbc.co.uk/bitesize/guides/z4w8jty/revision/11 https://www.bbc.co.uk/bitesize/clips/zmbf9j6 https://www.bbc.co.uk/programmes/p010xyj2 https://humanists.uk/ceremonies/ https://www.bbc.co.uk/programmes/p010xyj2 http://hinduism.iskcon.org/practice/602.htm	• Pupils are able to explain why life is often described as a journey by people of faith and of non. • Pupils are able to talk about the way that they and their own families have marked significant life events. • Pupils are able to discuss and compare how people of faith and non-faiths celebrate significant life events.

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	Theology Text, beliefs, and context	Science and Philosophy
• Art forms can be used to express deep feelings and emotions • People can express their religious faith through the arts: – 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	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 some pictures, especially icons, really old. Some churches use to remind and focus on Jesus. Feedback. 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. Much Bible poetry, especially the psalms, uses parallelism – different words expressing the same truths in two or three different ways.	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. 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 but could provide opportunity for maths link learning use of pair of compasses and other geometric aids.) Calligraphy also a very important aspect of Islamic art. Copying and embellishing passages from the Qur'an or the names of Allah 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. Listen to some traditional Jewish and/or Sikh music and discuss their 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
ENGAGE Opening activities		
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 each other but not touching? What about faces? Explain that art often portrays difficult feelings, emotions, and situations. In groups present a short drama showing something that could happen at school and need reconciliation. Others suggest solutions. Explore facial expressions, body language, tone of voice - shouting, whispering etc. to express feelings. Explain that drama is an art form and that this unit explores how art is used by people of faith. What other art forms known? – art, music, poetry…. Expressing faith sometimes involves feelings and emotions. Sometimes people find it easier to express their inner feelings through the expressive arts? This unit explores how. Do all faiths use the arts in the same way? Share ideas and things to explore. (ICT can be used, but not the focus of this unit).	Exploring this genre fits well with the use of the Thesaurus. All world's major faiths use the arts, but in different ways. In **Islam** pictorial representation of Allah, Muhammad or any living creature is forbidden (shirk) (although plants may be drawn). This has led to a unique form of artwork. It tries to portray spiritual truths and beauty rather than physical representations. Geometric designs are particularly important. The circle and repeat tessellations remind believers that Allah is never ending and everlasting. **Jews** also do not depict God through art or use human or animal forms in the synagogue as the second commandment forbids the use of images of God. However, the Tenakh details the decoration of the Temple, and Ark. Beauty was very important, as is music, usually unaccompanied. Dance and drama play a very important part in **Hindu** expression. Watch a traditional performance of the Ramayama. Discuss how it portrays the story and the way emotions are used and linked to movement. How do they respond to what they have seen? For **Sikh**s Kirtan, devotional singing of poems from Guru Granth Sahib, accompanied by strings and percussion, is central to worship in the gurdwara.	to the music. Write a poem expressing fear, pleasure, joy etc., and compose their own music to express the feelings and emotions. Listen to a joyful piece of music. What feelings might people of faith experience in worship? e.g. love, peace, wonder, tranquility. Use instruments to compose a joyful piece of music to express thanksgiving to God. Invite clergy to show the liturgical colours of vestments used for different seasons of the Christian year. Discuss how colours create different moods and atmosphere. Paint pictures representing fear, anger, love, peace etc. Explore the church's use of banners and design one for a Christian festival. Can a church team help create them? What sort of music does God like? Discuss. Use dance or drama to share a Bible story that expresses your current school focus value and share it in worship. Hindu or Christian dance, or Christian drama workshops are available. We are all unique and like to express ourselves differently. What art form do individuals most enjoy using? Dance, song, writing, art? Reflect own feelings. Know that others have same/different feelings, and that is fine – we need to respect our differences. Pupils choose their favourite art form and explain why. What does it mean to them? Compare own feelings from art & music with those of others, and how they might vary for people of different beliefs. Create individual autographs that express who they are through their personal chosen art form.

KEY VOCABULARY	SUGGESTED RESOURCES INCLUDE:	SUCCESS CRITERIA
feelings pattern reverence symbol wonder belief icon calligraphy masterpiece emotion geometric design	Margaret Cooling books for art in RE. The Christ we Share & Born Among Us packs. Portraying Christianity - REToday Picturing Jesus, - Lat Blaylock, Islamic Prayer mats Wide variety of examples: - art collections, drama clips, music libraries, www.springsdancecompany.org.uk offers Christian dance workshops Several companies offer Hindu dance.	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

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	**Theology** Text, beliefs, and context	**Human Science** How do the actions of the believer relate to the beliefs?	**Philosophy** How can I apply the belief to what I see of my life and the world around me?
• 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	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? 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	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 of worship from around the world e.g., 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 that many of the features also found in many English services because the beliefs of these people about Jesus, God and the Bible are the same as those of Christians here. 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	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
ENGAGE Opening activities			
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 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? **KEY VOCABULARY** Culture / Context Denomination Represent Symbol Worldwide Festival Ritual Persecution Cross / crucifix Communion	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. Jesus told Hs 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 calligram showing the prayer in English and one other language. Use the Lord's Prayer Project (www.cofesuffolk.org/resources#/) 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	British culture with the beliefs. Is this a good idea? Kenyan church now Kenyan led. Finish by watching lively English worship. How did the church spread around the world? Link with history and geography. Explain the idea of missionaries sent to tell 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. 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...'	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 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. 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

Community Global Culture Language Translation Society **POINTS TO NOTE** 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!	historic and cultural styles. Stress that the story is the same. ('Picturing Christianity' and 'The Christ we share' are useful resources). Explore the cultural elements of expression in different crosses from around the world. What is the same & what is different? What might this show? How do these differences add to the significance of the cross for Christians?	Some cultural differences are hard to understand or accept. Often men and women do not sit together to worship. Why? The Bible says all people are equal to God, yet some cultures expect men and women, and children, to behave differently. Is this right? Which of our 'normal' actions would be challenging for visitors from another culture? What do we find difficult when we host? How might we cause problems without meaning to? How can we build bridges of understanding with visitors? Should we always compromise to show respect? Write cultural bridge building manifestos.	sharing very important ways of living out faith in practice. How can school both give and receive from partners? Plan an 'event' together. **SUCCESS CRITERIA** Pupils explain something of the diversity within the church, and how they core beliefs at its heart are shared.

Exemplar additional unit for Key Stage Three

i) What do Christians believe about Jesus?

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 nw 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	THEOLOGY Text, beliefs, and context	HUMAN SCIENCES How do the actions of the believer relate to the beliefs?	PHILOSOPHY How can I apply the belief to what I see of my life and the world around me?
• The New Testament (NT) contains the 'Good News' of Jesus. • The four gospels (Gospel means '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' life follows the same pattern in all four gospels.	**Why are there different accounts of the birth of Jesus? Does this matter?** • Explore birth narratives of Matthew and Luke. Pupils work out differences between the two narratives. Introduce form criticism of the text (a method of criticism for determining the sources and historicity of biblical writings) noting the following: **Luke 1:26-2:40 and Matthew 1: 18-2:23** • **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	**How do Christians prepare and celebrate the birth of Jesus?** • 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 reminded them their need for forgiveness of sins, redemption, and reconciliation with God. This reminded them of the 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	The incarnation (God in human form) is important because: • 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) etc. 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? Why is prayer so complex? • If Jesus was born today, where would this happen? What

• 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 the coming of the Kingdom of God / Heaven. • 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. *You might use the following questions to guide your journey of learning:* **Why are there different accounts of the birth of Jesus? Does this matter?** **How do Christians prepare and celebrate the birth of Jesus?** **How can Christians understand the Nativity using art and exploring symbolism?**	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 is a king (Messiah), God on earth (worship) and looking forward 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 - Jewish tradition believed 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	branches symbolises eternal life, lighting of 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. • Some Christians today try to make their Christmas trees relate to the birth story 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. 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'	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? • Research Christian art that focuses on the nativity10 Most Famous Nativity Paintings - Artst. Create your own piece of art that represents a modern version of the birth of Jesus. Write an explanation of your piece of art. • Write an acrostic poem using each of the letters in the word INCARNATION. Make sure this relates to why Jesus came to be born. Alternatively., ask students to dual code the key ideas associated with INCARNATION and the Nativity. • Once you have taught the key ideas behind the birth accounts you could split the pupils into small groups to look at different pieces of art on the theme. Pupils need 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?

ENGAGE Opening activities Mind-map, summarise in 5 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 an activity that allows pupils to explore the NT – focussing on the gospels. Looking up passages about the life of Jesus. Group activity. 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 (or dual code) 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 e.g., Word=Jesus.	is linked to 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. • **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. They were 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	• Explore traditional Christmas hymns and what they teach about the birth of Jesus. Explore the symbolism and Christian meaning of Christmas. • Compare this idea and these examples with the modern take on Christmas using secular examples. What are the similarities and what are the differences? • Explore Christmas cards (use online images) to identify the secular and religious aspects of Christmas. **How can Christians understand the Nativity using art and? exploring symbolism** • Explore the birth of Jesus through art exploring 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	
KEY VOCABULARY Advent Birth Nativity Incarnation Annunciation Mary			**SUCCESS CRITERIA** • Pupils should be able to develop a deeper

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 **POINTS TO NOTE** This is a good topic to explore through art. There are many paintings that explore this theme. This topic could also be used to springboard into other areas of Jesus' life, particularly the crucifixion.	sings the magnificat, the Song of Mary (Luke 1:46-55). This prayer song emphasises that Jesus is born for all. • 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. Which do they prefer and why? Do they feel that one of the accounts is more closely linked to modern day thought? • **John's** gospel contrasts with Matthew and Luke's accounts. 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	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 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. • Explore the Annunciation through the art of **Bradi Barth**: Welcome to Bradi-Barth.org - Bradi-Barth - Herbronnen asbl • 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.	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?

	the Word was God….” The opening of John’s gospel is called the ‘Prologue’. In it the main ideas about Jesus n 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	• Explore the idea of difference between the birth accounts. Does this mean that the gospel writers were lying? Why aren’t they the same?	

Appendix

Model RE policy guidance (including guidance on withdrawal from RE)

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 the …….....Locally 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

<u>Spiritual, moral, social and cultural development</u> (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**)**

At ……..school/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……

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

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 withdraws 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 form 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.