

# Agreed Syllabus for Religious Education 2020-2025

## Religion and worldviews: Believing, behaving, belonging



# Acknowledgements

This agreed syllabus was written by Revd. Dr. Andrew Williams (Senior Lecturer and Subject Lead for Religious Education at Roehampton University).

## Curriculum review processes, publication and communications with schools

Ealing Learning Partnership: Angela Doherty (Quality and Partnerships Lead), Mirela Temo (Education Adviser), Saynap Isman (Business Support Manager), Lesley Prior (SACRE Adviser)

## Curriculum review groups

Ealing primary schools, special schools and high schools; Ealing Learning Partnership LA officers: Angela Doherty and Mirela Temo

## Primary lesson planning and resources

- Berrymede Junior School
- Clifton Primary School
- Dormers Wells Junior School
- Gifford Primary School
- Grange Primary School
- Holy Family Catholic Primary School
- Lady Margaret Primary School
- Little Ealing Primary
- Perivale Primary School
- Selborne Primary School
- Tudor Primary School
- West Acton Primary School
- Mirela Temo (Ealing Learning Partnership)

## Agreed Syllabus Conference July 2020

### Local Authority group

Cllr Jon Ball, Cllr Theresa Byrne, Cllr Thejinder Dhami, Cllr Tariq Mahmood (Chair of SACRE), Cllr Mohinda Midha, Cllr David Millican, Cllr Aysha Raza, Cllr Sarah Rooney, Cllr Kamaldeep Sahota

### Church of England group

Rev Karen Greenidge, Rev Canon Mark Poulson, Mr Mark Newton

### Other faiths group

Ms Jaswant Kaur Bola (Sikh Missionary Society), Ms Kim Burke (Roman Catholic), Mr S K Dhanda (Sri Guru Ravi Dasia Sabha), Mr Luxman Dissanayake (Buddhist), Dr Marianne Izen (Jewish), Mrs Barjinder Lall (Ramgarhia Sabha), Rev Susan McCoan (United Reform Church), Mrs Marion McNeill (Free Church Federal Council), Mr Sikander Minhas / Mr Kasim Minhas (Islam-Sunni), Mr Simon Motz (Liberal Jewish), Mr Oliver Murphy (West London Humanist and Secularists), Mrs P Pank (Ramgarhia Sabha), Mr Rabindra Pathak (Hindu), Ms Kath Richardson (British Humanist Association), Ms Nadine Sayir (Baha'i), Mr Naif Sheikh (Discover Islam)

### Teachers' Associations group

Dr Liz Day (Vice-chair of SACRE), Mr Glenn Burchell, Mrs Lori Greenglass, Ms Emma Lauder

### Photo credits

Featherstone Primary School (school assembly) and St Raphael's Catholic Primary School (displays)

## Foreword

Ealing SACRE is pleased to commend this new Ealing Agreed Syllabus for Religious Education

‘Religion and Worldviews: Believing, Behaving and Belonging’ for use in all maintained schools in the borough. We hope that the new syllabus will also be adopted by academies in Ealing too.

This document replaces the previous syllabus for Religious Education, *Sowing the Seeds of the Future: An Exploration of Human Beliefs and Values*, which was published in 2014. The new syllabus seeks to build on the earlier provision in a number of distinctive, yet integrated, ways. It will become the legally binding Agreed Syllabus for implementation in Ealing schools from September 2020 (with a transition period to full teaching from the summer term 2021).

This new Agreed Syllabus has been developed by the Ealing SACRE, supported by Religious Education professionals in the borough including members of the primary and secondary networks of RE subject leaders and teachers. We are grateful

to the many teachers from primary, secondary and special schools in the borough and to SACRE members for their engagement in the process of reviewing the syllabus and their detailed and thoughtful feedback. Teachers of RE have also shown a tremendous spirit of collaboration in producing and sharing teaching resources for the new syllabus.

In particular, SACRE members wish to provide special thanks to Reverend Andrew Williams, Senior Lecturer and Subject Lead for Religious Education in the School of Education at the University of Roehampton for designing the new syllabus and writing the detailed content.

Religious Education is an essential element of the curriculum and contributes to the personal and intellectual development of children and young people. The new Agreed Syllabus will help them to develop an understanding of the religious traditions and worldviews represented in Ealing, preparing them to encounter the diversity of beliefs and values present locally, nationally and globally.



We are confident that the new Agreed Syllabus will enrich teaching and learning in RE throughout the borough, cultivating a sense of shared values and understanding and respect for the diversity of religions, beliefs and cultures that enrich the

community in the London Borough of Ealing.

Councillor Tariq Mahmoud  
Chair of Ealing SACRE  
**July 2020**



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**Detailed contents of the syllabus units can be found in the separate document: Agreed Syllabus for Religious Education 2020-2025 (Teaching units)**

For further information or queries, please contact: [elp@ealing.gov.uk](mailto:elp@ealing.gov.uk) or visit [www.egfl.org.uk/religious-education](http://www.egfl.org.uk/religious-education)

# Implementation

## Implementing this syllabus

This new locally agreed syllabus for Religious Education should be adopted by all maintained schools without a religious character within the London Borough of Ealing from September 2020 (with a transition period for full teaching of the new syllabus to be in place for the summer term 2021). Schools with a religious character, academies, free schools and private schools have separate arrangements for the organisation of the Religious Education curriculum but can choose to follow the Ealing syllabus if they wish.

The syllabus contains unit outlines for all year groups from Reception through to Key Stage 3. In early years, Key Stage 1 and Key Stage 2 each of the units is designed to be taught over a half term in a weekly RE lesson. It is recommended that all units are covered, however the sequence of the units in the year group can be flexible. It is also acceptable for schools to replace one or two of the *thematic units* with alternatives that have been

agreed by the school governors and are included in the school's RE policy. *Thematic units* refer to the units which do not focus exclusively on one religion or non-religious worldview e.g. 'How can significant figures inspire us?' Alternative units, which may be chosen to reflect the ethos of the school or the local community, for example, may be units from the previous syllabus, another Agreed syllabus or designed by the school.

All of the units on religions and non-religious worldviews must be covered. This is to ensure that the school meets the legal requirement to 'reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain' (Education Act 1996) and also to include non-religious worldviews that are represented in this syllabus by two units on Humanism and one on Atheism (High Court judgement 2015).

Primary schools that do not offer a weekly RE lesson should endeavour to meet the expected time allocation and curriculum coverage as closely as possible. Where RE is integrated with other subjects, pupils should be made aware when the subject knowledge they are being taught is Religious Education.

At Key Stage 3 it is recommended that all units should be covered, with the time allocation depending on the weekly time allocated to RE and whether Key stage 3 covers two or three years. The units on religions and non-religious worldviews must be covered. There is also flexibility to replace one or two of the *thematic units* as outlined above.

The Religious Education subject leader will work with the framework provided in this document to determine the most appropriate approach for teaching RE lessons in the school. It is expected that existing lesson plans and resources will be adapted for some of the new units.



## Support for RE subject leaders

The Ealing Learning Partnership offers termly RE subject leader networks for primary and secondary RE subject leaders. The meetings will provide an opportunity to share good practice, discuss the implementation of the syllabus and further develop subject knowledge and assessment practice in RE. A Google Drive site is also available for schools to share lesson plans and teaching and subject knowledge resources. Further guidance documents will be made available as required.

## Syllabus structure

### Key themes

Teaching and learning in Religious Education will inevitably focus on different facets of human experience as it manifests itself in a range of faith and non-religious belief traditions. This will include learning about not only the beliefs and convictions that religious people may have. It will also involve an examination of the ways in which these beliefs shape the actions and practices of believers in a variety of domains, such as the home, places of worship and within wider society. Furthermore, Religious Education will also need to consider the way in which religious traditions influence community life and cultivate a sense of collective identity.

These three dimensions of religion – **believing, behaving and belonging** – form the basis for the organisation of the modules within this new Ealing Locally Agreed Religious Education Syllabus, as will be evident from the unit outlines. They are also summarised in the table right.

<b>Believing</b>	<p>In the context of religions and worldviews, believing is associated with a number of different aspects of faith and belief. These may include:</p> <ul style="list-style-type: none"> <li>• the convictions that are held by religious and non-religious traditions about the nature of reality, its origins, ultimate purpose and value;</li> <li>• ideas about the nature of God and the way in which God has disclosed himself within the world through divine revelation;</li> <li>• the sources of authority or teaching that help to inform religious and non-religious beliefs;</li> <li>• the purpose and function of particular religious and non-religious rituals;</li> <li>• the impact of belief on personal relationships and individual behaviour;</li> <li>• the relationship between faith and reason, or between religion and truth.</li> </ul>
<b>Behaving</b>	<p>Within the world of religion and worldviews, behaving will be associated with:</p> <ul style="list-style-type: none"> <li>• rituals, ceremonies, services and acts of worship within sacred buildings;</li> <li>• expressions of personal piety, such as prayer, contemplation and meditation;</li> <li>• ethical and moral decision-making that is informed by faiths and non-religious beliefs;</li> <li>• observation of those commandments and duties that signify adherence to a religious tradition;</li> <li>• putting faith and non-religious beliefs into action through engagement with initiatives that promote social justice, assist those in need and build community wellbeing.</li> </ul>
<b>Belonging</b>	<p>There are many ways within religious and non-religious communities demonstrate the notion of belonging. These include:</p> <ul style="list-style-type: none"> <li>• forms of collective identity, which may be expressed through a shared culture, forms of dress and food and the celebration of festivals;</li> <li>• the generation of communities that are connected with specific places of worship;</li> <li>• the cohesive function of religious and non-religious worldviews within the context of home and family life;</li> <li>• the sense of participation in a worldwide community of faith and non-religious worldviews.</li> </ul>



## Foundation Stage and Key Stage 1 units

	Believing		Behaving		Belonging	
Area of enquiry	<ul style="list-style-type: none"> <li>A. Beliefs, teachings, sources of wisdom and authority (AT1)</li> <li>E. Meaning, purpose and truth (AT2)</li> </ul>		<ul style="list-style-type: none"> <li>B. Practices and ways of life (AT1)</li> <li>F. values and commitments (AT2)</li> </ul>		<ul style="list-style-type: none"> <li>C. Ways of expressing meaning (AT1)</li> <li>D. Identity, diversity and belonging (AT2)</li> </ul>	
Key questions	<ul style="list-style-type: none"> <li>How do religions and worldviews understand and develop beliefs and teachings within their traditions?</li> <li>How do people tackle the big questions of life?</li> </ul>		<ul style="list-style-type: none"> <li>How do people keep in touch with their faith and/or worldview?</li> <li>What is the best possible use of life?</li> </ul>		<ul style="list-style-type: none"> <li>How do people communicate their beliefs and values to others?</li> <li>What do religions and worldviews say about human nature?</li> </ul>	
EYFS	What makes people special to us?	What can we learn from special stories?	What times are special to us?	How should we look after our world?	What makes a place special?	What things are special to us?
KS1 Year 1	What do Christians believe about God?	What can we learn from Creation stories?	What is Islam?	Why is prayer important for many people?	What does it mean to be a member of the Jewish community?	What role do festivals and holy days play in the life of faith?
KS1 Year 2	What is Buddhism?	What is the place of the church in Christianity?	What is Humanism and what do Humanists believe?	How do we mark stages in the human journey?	What does it mean to be a Hindu?	What does it mean to be a Sikh?

### Key Stage 2 and Key Stage 3 units

	Believing		Behaving		Belonging	
<b>Lower KS2 Year 3</b>	What is the significance of Easter within Christianity?	How do sacred scriptures inform religious beliefs?	Why is pilgrimage important in some religious traditions?	What does Sikhism teach us about selfless service?	What can we learn from different symbols?	Why are festivals, celebrations and High Holy Days so important within Judaism?
<b>Lower KS2 Year 4</b>	What do Muslims believe?	What do Jewish people believe about God?	How can significant figures inspire us?	What does it mean to follow the Buddha?	What do sacred texts within Hinduism say about God?	What contribution can religion make to our society?
<b>Upper KS2 Year 5</b>	What does Buddhism teach us about human experience?	What is significant to Christians about Jesus' life and teaching?	In what ways can the art and design express different beliefs?	What place do festivals, worship and celebrations have within Hinduism?	How is human identity and belonging shaped by faith and belief?	What does it mean to be a Muslim?
<b>Upper KS2 Year 6</b>	What can we learn from Humanism?	Why is the Torah so important within Judaism?	In what ways do Christians in different denominations worship?	How can religion promote peace and justice in our society?	What happens in the mosque?	What happens in the Gurdwara?

<b>KS3 Years 7-8 or 7-9</b>	Arguments for and against the existence of God	Atheism in the modern world	Does religion help us to understand human suffering?	Sources of authority in Judaism
	Who was Jesus?	Perspectives on life after death	Sikh belief and practice	The Qur'an and other sources of authority in Islam
	Hindu belief and practice	The world of Buddhism	Religious perspectives on life after death	

The sequence of the units can be determined by the school.

## Religious education in the Foundation Stage

Religious Education in the Early Years Foundation Stage (EYFS) will have a distinctive character that is appropriate for young children who are beginning their journey through the school. There is no statutory requirement to teach Religious Education to children in nursery education, although there are examples of good practices where nurseries do, voluntarily, decide to explore religious themes with very young children. Religious Education must, however, by law, be taught to all children within the Reception year, unless their parents withdraw them from this provision.

The teaching of Religious Education within the EYFS will normally focus on approaches that start with the experience of the child and develop this so that beliefs, practices and community identity within different religious traditions can be explored. The subject should enable young children to:

- develop confidence and self-assurance;
- reinforce their sense of belonging and identity;
- grasp notions such as specialness, celebration, tradition and diversity;
- reinforce ideas of right and wrong actions, in the context of both self and others;
- promote a sense of care for the wellbeing of themselves, others and the world;
- come to recognise that there are many views and ideas about God;
- recognise that prejudice and unkindness are not appropriate in the context of religious diversity;
- learn to gain respect for those who hold different faiths and beliefs.

Effective Religious Education in the EYFS will draw on several different approaches. These may include:

- play, role-play, drama and stories;
- the use of the creative arts, both in exploring the work of existing artists and in the creative activities of the children;
- listening, talking together, discussing and articulating their feelings;
- visits to places of worship;
- songs, singing and music (in the context of both religious and Humanist ceremonies);
- listening to visitors who are invited into the classroom;
- providing time for quietness, stillness, contemplation and reflection;
- creating displays to celebrate the key religious festivals;
- interacting with religious artefacts, symbols and other objects.

Whilst the distinctiveness of individual traditions should be honoured, it will also be important to highlight the common themes that emerge when different religions and worldviews are explored. Children should be encouraged to relate their learning to their own experiences of life and make sense of the material and ideas that they interact with. Some rudimentary religious terminology

may be introduced within the EYFS although it will not be appropriate to expect children in this Stage to master large amounts of technical religious vocabulary or to engage with complex and subtle themes. Assessment will focus on observation, visual recording and listening, rather than on extensive written records.

Religious Education in the EYFS will make important contributions to the **Early Learning Goals**, which set out the expectations for the learning that children should achieve by the time they reach the end of the Foundation Stage. These are expressed as Areas of Learning and Development. The Areas of Learning and Development are classified as two groups, Prime Areas and Specific Areas, with each goal itself divided into several Aspects. Some of the ways in which Religious Education can support the progress of children in reaching these goals are indicated in the table overleaf.

Areas of Learning and Development	Aspect	The contribution of Religious Education
<b>Prime Areas</b>		
<b>Communication and Language</b>	Listening	Providing children with the opportunity to hear stories, make sense of their meaning and express their own insights; respond to memorable and special experiences in their own lives; talk about special events that they have participated in with their family or community.
	Understanding	
	Speaking	
<b>Physical Development</b>	Moving and handling	Handling religious objects, artefacts and symbols; visiting and moving through religious buildings; connecting religious teachings with the imperative to look after self and others.
	Health and self-care	
<b>Personal, Social and Emotional Development</b>	Making relationships	Empathising with the characters in religious stories; making connections with their own world of emotions and feelings; engaging in role-play and drama; developing a sense of identity and belonging; thinking about right and wrong actions and behaviours; becoming conscious of their own moral decisions; developing respectful relationships with those who hold different positions.
	Self-confidence and self-awareness	
	Managing feelings and behaviour	
<b>Specific Areas</b>		
<b>Literacy</b>	Reading	Reading stories from different faith and belief traditions; expressing their own perspectives through short writing activities.
	Writing	
<b>Mathematics</b>	Numbers	Considering the significance of numbers in some religious traditions (such as the days of creation of the number of daily prayers in Islam); handling and thinking about religious symbols, shapes and objects.
	Shape, space and measure	
<b>Understanding the World</b>	People and communities	Learning about the religions and worldviews that are associated with different communities; recognising that the world is complex and diverse and that its peoples hold many different faiths and beliefs; understanding how technology can support faith (e.g. a Qibla app).
	The world	
	Technology	
<b>Expressive Arts and Design</b>	Exploring and using media and materials	Engaging with and responding to religious art and design; responding to religious themes, stories and principles through displays, art, craft and design; recognising that the quest for religious commitment provokes but also exceeds our imaginations.
	Being imaginative	

## Foundation Stage: What makes people special to us?

This unit provides an opportunity for children to reflect upon the question of why people are special. Pupils are invited to consider those people who are special, including themselves, family members, their peers and those within the wider community. They are also able to explore those people who are special in religious communities today. Religious stories provide an ideal way of highlighting the special qualities of particular individuals who people of faith may hold to be special. Children will be able to see in the lives of such people those attributes that mark them out as a special, including qualities such as vision, obedience, leadership, courage, kindness, wisdom and compassion. By investigating the notion of specialness in people, in both common life and in the world’s religions, pupils will begin to engage with one of the significant issues that underpins good Religious and Worldviews Education, namely the question of what it is to be human.

Questions to explore	Learning objectives	Learning outcomes
<ul style="list-style-type: none"> <li>• What makes a person special to us?</li> <li>• Which people are special to us?</li> <li>• Which people do we look up to?</li> <li>• What special jobs do some people do?</li> <li>• Who is special in the world today?</li> <li>• Which special people have there been in the past?</li> <li>• Why was Jesus a special person?</li> <li>• Which other religious figures are special?</li> <li>• Which Humanist figures are special?</li> </ul>	<p>By the end of this unit most pupils should be able to show they can:</p> <ul style="list-style-type: none"> <li>• Recognise that all people are unique, special and should be treated with respect.</li> <li>• Understand that people of faith will believe that all people are loved by God.</li> <li>• Appreciate the important qualities that characterised the lives of founding figures and leaders within the world’s principal religious and Humanist traditions.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Talk about people who are special to them, including themselves, other children in their class and people within the wider community.</li> <li>• Say what qualities make other people special to them.</li> <li>• Identify and speak about the qualities that make people associated with religious origins special, for example Abraham, Mary, Jesus, the Prophet Muhammad, Gautama Buddha and Guru Nanak Nehru, Albert Einstein.</li> <li>• Talk about the attributes that made these religious figures so special.</li> </ul>
Possible teaching activities	Key vocabulary	Early Learning Goals
<ul style="list-style-type: none"> <li>• Learn about and discuss the importance of religious figures, including Moses, King David, Jesus, Mary, the Apostle Paul, the Prophet Muhammad, Gautama Buddha and Guru Nanak.</li> <li>• Listen to biblical parables that highlight how special people are in the eyes of God (for example, the Lost Sheep, the Prodigal Son).</li> <li>• Draw pictures of special people.</li> <li>• Each child can make a zigzag book about themselves and those who are special in their lives, such as family members.</li> <li>• Discuss the special people who care and look after us, for example doctors, the emergency services and leaders in local religious communities.</li> </ul>	<p>Unique, special, courageous, kind, wise, visionary, protective, loving, thoughtful, generous, thoughtful, considerate, the Bible, the Qur’an, parable, Mary, Jesus, the Prophet Muhammad, Gautama Buddha, Guru Nanak, Bertrand Russell, Nehru.</p>	<ul style="list-style-type: none"> <li>• Communication and language: Listening and attention; Understanding; Speaking.</li> <li>• Personal, social and emotional development: Self-confidence and self-awareness; Making relationships.</li> <li>• Literacy: Reading; Writing.</li> <li>• Understanding the world: People and communities.</li> <li>• Expressive arts and design: Exploring and using media and materials; Being imaginative.</li> </ul>

**Recommended resources**

- Leila Azzam (1985) *The Life of the Prophet Muhammad*, The Islamic Texts Society.
- Lisa Bullard (2002) *Marvelous Me: Inside and Out*, Picture Window Books.
- Nick Butterworth (2005) *Stories Jesus Told: Favourite Stories from the Bible*, Candle Books.
- Barbara Hume and Annie Sevier (1991) *Starting with Me: Topic Ideas for the Teaching of History, Geography and Religious Education to Children from Five to Seven*, Belair Publications.
- Jennie Lindon (1999) *Understanding World Religions in Early Years Practice*, Hodder & Stoughton.
- Humera Malik (2017) *The Story of the Holy Prophet Muhammad*, Green Key Press.
- Diana Mayo (2008) *My Little Picture Bible*, DK Children.
- Elaine McCreary (2008) *Teaching Religious Education: Primary and Early Years (Achieving QTS Series)*, Learning Matters: Chapter 7, pp. 81-93.
- Rungeen Singh (2009) *The Charismatic Guru Nanak*, Young Learner Publications.
- Whitney Stewart (2009) *Becoming Buddha: The Story of Siddhartha*, Stone Bridge Press.
- All of Us Campaign: <http://allofuscampaign.com/>
- My Prophet Muhammad PBUH – Published by Learning ([www.learningroots.com](http://www.learningroots.com))
- The Prophet Muhammad stories for children (published by Goodword, author Saniyasnain Khan available from Darussalam <https://darussalam.com/>)
- 356 Prophet Muhammad Stories (Author Saniyasnain Khan, published by Goodword, available from Darussalam book store) <http://www.goodwordbooks.com/>

**Animation / Video clips**

- What is Islam? <https://youtu.be/R241JF7zHwY>
- What happens in a mosque? <https://www.youtube.com/watch?v=GWi7pIHFJl8>
- The Quran <https://youtu.be/7zLz7YHqHp4>

## Foundation Stage: What can we learn from special stories?

In this unit, pupils will explore the importance of stories as bearers of truth about the human condition. They will be invited to hear and think about a variety of religious stories as well as non-religious stories that may open up questions and themes that overlap with the beliefs and practices that are associated with the world’s religious traditions. Stories may be used as a way of stimulating the imagination and curiosity of children and in provoking reflection on questions of meaning, purpose and value in their lives. They often open up big, and sometimes unanswerable, questions about the human experience and can provide the starting point for a variety of expressive activities. These may include creative writing, artistic endeavours and discussion about the underlying concerns within each story

Questions to explore	Learning objectives	Learning outcomes
<ul style="list-style-type: none"> <li>• Why do we love stories?</li> <li>• What are our favourite stories?</li> <li>• Can fiction tell us what is true?</li> <li>• What do stories tell us about God?</li> <li>• Why did Jesus teach using stories (parables)?</li> <li>• What can we learn from religious stories?</li> <li>• Why are religious stories regarded as sacred?</li> <li>• What can we learn from non-religious stories?</li> </ul>	<p>By the end of this unit most pupils should be able to show they can:</p> <ul style="list-style-type: none"> <li>• Recognise that we all have a favourite story or stories.</li> <li>• Understand that some stories have particular importance to people of faith. These include those within the Bible (for Jews and Christians), the Qur’an (for Muslims) and the Ramayana (for Hindus).</li> <li>• Appreciate the significance of the stories that tell of the lives of important religious figures, such as the Buddha, Moses, Jesus, the Prophet Muhammad and Guru Nanak.</li> <li>• Learn that sacred scriptures are to be treated with special respect.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Talk about the stories that are most special to them.</li> <li>• Know that books of religious stories have a special status as Holy Scripture for people of faith.</li> <li>• Acknowledge that stories from different religions will teach different things about the nature of God and about humanity.</li> <li>• Recall and respond to several important religious stories, such as those associated with the Creation (Judaism, Christianity and Islam), Exodus (Judaism), Christmas and Easter (Christianity), the revelation of the Qur’an (Islam) and Rama and Sita (Hinduism).</li> </ul>
Possible teaching activities	Key vocabulary	Early Learning Goals
<ul style="list-style-type: none"> <li>• Discuss why stories are special.</li> <li>• Listen and respond to stories about the life of Jesus, the Prophet Muhammad, Gautama Buddha and Guru Nanak.</li> <li>• Listen to the story of Rama and Sita from the Ramayana and learn about how this is recalled at Diwali.</li> <li>• Explore the objects used that are associated with sacred scriptures, for example a Yad (the Torah), a lectern (Christianity), a stand (the Qur’an) and the Guru Granth Sahib’s takht or throne (Sikhism).</li> <li>• Hear some non-religious stories (e.g. Dogger, Hansel and Gretel, and the Elves and the Shoemakers) and discuss the spiritual themes (e.g. loss and retrieval, sacrifice, pilgrimage and compassion) that they contain.</li> </ul>	<p>Story, fiction, truth, fable, parable, Holy Scripture, sacred texts, Bible, Qur’an, Torah, meaning, character, meaning, spiritual, love, memory.</p>	<ul style="list-style-type: none"> <li>• Communication and language: Listening and attention; Understanding; Speaking.</li> <li>• Personal, social and emotional development: Managing feelings and behaviour.</li> <li>• Literacy: Reading; Writing.</li> <li>• Understanding the world: People and communities.</li> <li>• Expressive arts and design: Being imaginative</li> </ul>

## Recommended resources

- Shoshana Boyd Gelfand (2017) *Jewish Tales*, Barefoot Books.
- Nick Butterworth (2005) *Stories Jesus Told: Favourite Stories from the Bible*, Candle Books.
- Frasier Cox (2017) *There's a Boy Just Like Me*, Little Tiger Press.
- Yahiya Emerick (2014) *My First Holy Qur'an for Little Children*, CreateSpace Independent Publishing Platform.
- Anita Ganeri (2013) *Buddhist Stories*, Tulip Books.
- Anita Ganeri (2013) *Hindu Stories*, Tulip Books.
- Anita Ganeri (2013) *Islamic Stories*, Tulip Books.
- Anita Ganeri (2013) *Jewish Stories*, Tulip Books.
- Anita Ganeri (2013) *Sikh Stories*, Tulip Books.
- Anita Ganeri (2017) *The Divali Story*, Tulip Books.
- Shirley Hugues (2009) *Dogger*, Red Fox.
- Sara Khan (2017) *My First Book about the Qur'an*, The Islamic Foundation.
- CS Lewis (2009) *The Lion, the Witch and the Wardrobe*, HarperCollins Children's Books.
- Elaine McCreary (2008) *Teaching Religious Education: Primary and Early Years* (Achieving QTS Series), Learning Matters: Chapter 7, pp. 81-93.
- Maggie Pearson (1995) *A Treasury of Stories from the Old Testament*, Larousse Kingfisher Chambers.
- Charlotte Ryton (2008) *The Lion Book of Five-Minute Parables*, Lion Hudson.
- Shahada Sharelle Abdul Haqq (2008) *Stories of the Prophets in the Holy Qur'an*, The Light Inc (US).
- *Understanding Humanism*: <https://understandinghumanism.org.uk/>
- The Prophet Muhammad story book (Author Saniyasnain Khan, published by Goodword, available from Darussalam book store)
- School Muslim Pack – available for FREE from Discover Islam ([www.discoverislam.co.uk/school](http://www.discoverislam.co.uk/school))



## Foundation Stage: What times are special to us?

This unit will enable children to reflect upon and learn about times that are special, either personally or in the context of communities of faith. It will provide the opportunity to explore notions of thankfulness, joy, celebration and memorial, which are associated with specific times, days and seasons. Children will be encouraged to consider those times that are most special to them in their own lives. They will also learn about how religious traditions structure the day, week and year in ways that underline the special significance of particular points within these cycles of time. The unit will explore the history, traditions, actions, customs, practices and beliefs that are associated with these special times and the reasons why they are accorded such an elevated status in different religious traditions.

Questions to explore	Learning objectives	Learning outcomes
<ul style="list-style-type: none"> <li>• What times and days are most special to us?</li> <li>• What and why do we celebrate?</li> <li>• Why do we give and receive presents on birthdays?</li> <li>• Why are wedding days so special to those who get married?</li> <li>• Which times, days and seasons are held to be special in the world's major religions?</li> <li>• Why are these times regarded as sacred?</li> <li>• What happens within different religious traditions at special times, on special days, or during special seasons?</li> </ul>	<p>By the end of this unit most pupils should be able to show they can:</p> <ul style="list-style-type: none"> <li>• Recognise that everyone's birthday is a particularly special day to them.</li> <li>• Understand that Christians attach particular importance to Sundays, and to Harvest, Christmas and Easter.</li> <li>• Appreciate the great importance that Jewish people attach to the weekly festival of Shabbat and how other festivals and High Holy Days are of great significance in Judaism (e.g. Rosh Hashana, Yom Kippur and Pesach).</li> <li>• Recognise that most Muslims will pray at five special times within the day and that particular importance is attached to Ramadan and Eid al-Fitr.</li> <li>• Identify the special role of Diwali within Hinduism.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Talk about their own cherished memories and the days (such as their birthday and family holidays) that are most special to them.</li> <li>• Recognise that, in Hinduism, Judaism, Christianity and Islam, time is divided up in a way that makes certain times of the day, individual days and periods of days especially important.</li> <li>• Be able to identify and name the most significant celebrations and festivals within the major religious traditions.</li> <li>• An understanding of why certain times, days and seasons are treated with respect for people of faith.</li> <li>• A knowledge of the religious beliefs and practices that are linked with special times.</li> </ul>
Possible teaching activities	Key vocabulary	Early Learning Goals
<ul style="list-style-type: none"> <li>• Discuss why we like to celebrate and say thank you on certain days.</li> <li>• Create greeting cards to be exchanged on special festivals.</li> <li>• Learn about the origin and meaning of the special times in religious traditions, such as Diwali, Pesach, Christmas, Easter and Ramadan.</li> <li>• Reflect on the items and objects that are associated with special religious days, including Shabbat artefacts, Christmas presents, the foods and forms of dress used at Eid al-Fitr and Diwali lamps.</li> </ul>	<p>Special times, days, seasons, celebration, memory, remembrance, present, gift, thank you, joy, story, birth, Shabbat, Pesach, Yom Kippur, Christmas, Easter, Harvest, Ramadan, Eid al-Fitr, Diwali.</p>	<ul style="list-style-type: none"> <li>• Communication and language: Listening and attention; Understanding; Speaking.</li> <li>• Personal, social and emotional development: Managing feelings and behaviour.</li> <li>• Literacy: Reading; Writing.</li> <li>• Understanding the world: People and communities; The world.</li> <li>• Expressive arts and design: Exploring and using media and materials; Being imaginative.</li> </ul>

**Recommended resources**

- Lisa Bullard (2012) *Rashad's Ramadan and Eid al-Fitr*, Millbrook Press.
- Malachy Doyle (2018) *Rama and Sita: The Story of Diwali*, Bloomsbury Education.
- Hannah Eliot (2018) *Diwali*, Little Simon.
- Bachar Karroum (2018) *Tell me more about Ramadan*, Bachar Karroum.
- Leanne Kilpatrick (2013) *One Night on Earth: The Story of Christmas*, Oleander Press.
- Thomas Nelson (2013) *The Story of Easter*, Tommy Nelson.
- Tracy Newman (2014) *Shabbat Is Coming!* Bravo Ltd.
- Tracy Newman (2016) *Passover is Coming!* Bravo Ltd.
- Jane Ray (1994) *The Story of Christmas*, Orchard Books.
- Whitney Stewart (2019) *What do you Celebrate? Holidays and Festivals Around the World*, Sterling.
- Two Eids- Muslim celebration <https://www.youtube.com/watch?v=XAxHfkWmr1g>

## Foundation Stage: How should we look after our world?

In this unit, children have the chance to learn about the precious nature of our environment, whether this is the immediate space we inhabit, the wider neighbourhood or planet Earth. The unit will highlight the responsibilities that everyone has for looking after their world and emphasise the importance of caring for living things. The unit will also provide the opportunity for children to learn about the religious ideas connected with Creation and the expectation that religious life and positive Worldviews like Humanism will promote a caring approach to the world around us. Creation stories may be used to explore this theme. Although their poetic, rather factual, character is emphasised, these stories may prompt a variety of responses and generate work in which children can express their understanding of creative acts.

Questions to explore	Learning objectives	Learning outcomes
<ul style="list-style-type: none"> <li>• How did our world come into existence?</li> <li>• How has it changed over time?</li> <li>• What do religions tell us about the creation of the world?</li> <li>• What does science tell us about the creation of the world?</li> <li>• Why is our world so special?</li> <li>• What problems are there in the world?</li> <li>• How can we harm our environment, for example through littering, pollution, climate change, and the destruction of living things?</li> <li>• How is the Earth's environment being damaged?</li> <li>• Why should we look after our world?</li> </ul>	<p>By the end of this unit most pupils should be able to show they can:</p> <ul style="list-style-type: none"> <li>• Recognise that we are all responsible for looking after for our environment. This may range from the classroom, our homes, our neighbourhood, the nature that surrounds us and our planet.</li> <li>• Understand that God is believed to be the ultimate source of the world's existence in most religious traditions and that many people have faith in God the Creator.</li> <li>• Learn that caring for living things, our environment and the Earth, are principles promoted by the world's theistic and non-theistic religious traditions.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the importance of protecting and caring for the environment.</li> <li>• Recognise that living things need to be looked after and cherished. This includes plants, animals and people, all of which are part of the natural world.</li> <li>• Give expression to feelings that are prompted by their experience of the natural world.</li> <li>• Recall the Creation stories from different religious traditions.</li> <li>• Say what is meant by the religious idea of a Creator God.</li> </ul>
Possible teaching activities	Key vocabulary	Early Learning Goals
<ul style="list-style-type: none"> <li>• Read, discuss and reflect upon Creation stories from a range of religious traditions.</li> <li>• Tell a simple version of the Judeo-Christian Creation story from Genesis 1.</li> <li>• Invite children to listen to stories about looking after our environment. Use these to provoke discussion about class activities to demonstrate care for living things.</li> <li>• Lead children on a nature walk.</li> <li>• Develop art activities inspired by nature, the stories of Creation and Darwin's theory of evolution.</li> <li>• Invite children to create a set of rules that govern how they should look after their classroom.</li> </ul>	<p>Environment, world, planet, nature, living things, Creation, God, Creator, responsibility, care, protection, growth, classroom, neighbourhood, waste, pollution, recycling.</p>	<ul style="list-style-type: none"> <li>• Communication and language: Listening and attention; Understanding; Speaking.</li> <li>• Physical development: Moving and handling.</li> <li>• Personal, social and emotional development: Managing feelings and behaviour.</li> <li>• Literacy: Reading; Writing.</li> <li>• Understanding the world: People and communities; The world.</li> <li>• Expressive arts and design: Exploring and using media and materials; Being imaginative.</li> </ul>

**Recommended resources**

- Georgia Amson-Bradshaw (2019) *Caring for the Environment*, Franklin Watts.
- Nick Butterworth (1998) *Wonderful Earth*, Hunt and Thorpe.
- Rachel Elliot (2017) *In the Beginning: The Story of Creation*, Parragon.
- Jess French (2019) *What A Waste: Rubbish, Recycling, and Protecting our Planet*, DK Children.
- Linda Kranz (2013) *Only One You*, Taylor Trade Publishing.
- Ann Pilling (1997) *Creation Stories from Around the World*, Walker Books.
- Jo Readman (2006) *George Saves the World by Lunchtime*, Eden Children's Books.
- Jane Ray (1996) *The Story of Creation*, The O'Brien Press.
- Steve Turner (1997) *In the Beginning*, Lion Children's Books.
- Jeanna Zivalich (2014) *A Children's Bible Story about Creation*, CreateSpace Independent Publishing Platform.
- Michael Rosen & Annemarie Young (2015) *What is Humanism?* Wayland
- *The Great Mosque Game* (Author Saniyasnain Khan, published by Goodword, available from Darussalam book store)
- A Mosque - <https://www.youtube.com/watch?v=GWi7plHFJl8>

## Foundation Stage: What makes a place special?

Learning about special places, in both non-religious and religious contexts, will form the focal points for this unit. Children will be provided with the opportunity to consider what places are most special to them and to recognise that other people and groups, including religious communities, will have places that they also regard as special. The unit will highlight the notion of sacred spaces, such as religious buildings and places of pilgrimage. Pupils will be encouraged to reflect on how such places should be treated and what behaviours and actions are appropriate for those who visit such places. A trip to a place of worship would be a fitting activity within this unit. The visit would provide the opportunity for both learning about a sacred building and also for reflection on the feelings that it arouses.

Questions to explore	Learning objectives	Learning outcomes
<ul style="list-style-type: none"> <li>• What makes a place special to us?</li> <li>• Which places do you consider to be special?</li> <li>• How do special places make you feel?</li> <li>• What are special religious buildings used for?</li> <li>• How should we behave in special religious buildings?</li> <li>• How does it feel to be inside a religious building (for example, on a class trip)?</li> <li>• Why do both religious and non-religious people visit special places?</li> <li>• How do Humanist people choose special places for their ceremonies?</li> </ul>	<p>By the end of this unit most pupils should be able to show they can:</p> <ul style="list-style-type: none"> <li>• Appreciate that everyone has a place or places that are special to them.</li> <li>• Recognise that special places can provoke a wide range of memories, feelings and emotions.</li> <li>• Understand that special buildings play a key role within religious communities. These include synagogues (Judaism), churches and cathedrals (Christianity), mosques (Islam), temples (Hinduism and Buddhism) and gurdwaras (Sikhism).</li> <li>• Appreciate the special significance of places of pilgrimage, such as Mecca, Jerusalem, Rome.</li> <li>• Understand that natural features can also be regarded as special in such as the River Ganges in Hinduism and places for Humanist ceremonies.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Talk about their own home, their favourite holiday locations and other places that they have visited, which are special to them.</li> <li>• Name the special places that people of different faiths worship in or visit on pilgrimage.</li> <li>• Demonstrate a respectful attitude to special religious spaces and be attentive to the way in which these are regarded as sacred by faith communities.</li> <li>• Understand the behaviours and actions that are appropriate within special religious buildings.</li> <li>• Express the feelings aroused by a visit to a special place.</li> </ul>
Possible teaching activities	Key vocabulary	Early Learning Goals
<ul style="list-style-type: none"> <li>• Listen and respond to children’s stories that address the question of what makes somewhere special.</li> <li>• Create artwork or poetry that is inspired by a visit to a special place.</li> <li>• Learn about why people visit special religious places on pilgrimage, such as Jerusalem, Lourdes, Rome, Mecca.</li> <li>• Discuss the importance of special natural features in some religions, such as the River Ganges in Hinduism.</li> <li>• Visit a place of worship and reflect on what makes it special.</li> <li>• Look at pictures of the interiors of special religious buildings and discuss the features that are found there.</li> </ul>	<ul style="list-style-type: none"> <li>• Place, room, building, holiday location, church, mosque, synagogue, temple, Mecca, Jerusalem, Lourdes, Rome.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication and language: Listening and attention; Understanding; Speaking.</li> <li>• Personal, social and emotional development: Managing feelings and behaviour.</li> <li>• Literacy: Reading; Writing.</li> <li>• Understanding the world: People and communities; The world.</li> <li>• Expressive arts and design: Exploring and using media and materials; Being imaginative.</li> </ul>

**Recommended resources**

- Michael Bond (2018) *Paddington at St Paul's*, HarperCollins Children's Books.
- Lisa Bullard (2012) *Rashid's Ramada and Eid Al-Fitr*, Millbrook Press.
- Julia Donaldson (2017) *The Gruffalo*, Macmillan Children's Books.
- Paula Gatheshill and Jan Thompson (2000) *Visiting Places of Worship*, Hodder Education.
- Ruth Nason (2013) *Visiting a Church*, Evans Brothers Ltd.
- Ruth Nason (2011) *Visiting a Gurdwara*, Evans Brothers Ltd.
- Ruth Nason (2011) *Visiting a Mosque*, Evans Brothers Ltd.
- Ruth Nason (2011) *Visiting a Synagogue*, Evans Brothers Ltd.
- Dr Seuss (2016) *Oh, The Places You'll Go!* HarperCollins Children's Books.

## Foundation Stage: What things are special to us?

In this unit, pupils will focus on the items that are most precious to them and the reasons why such objects are special. The unit will also enable children to explore the special role that artefacts have within places of worship and in the lives of people of faith. It will highlight the respect that is accorded to particular objects and the actions that are appropriate in handling and protecting these objects. The role of artefacts in prayer and worship will also be explored.

Questions to explore	Learning objectives	Learning outcomes
<ul style="list-style-type: none"> <li>• What are our special things?</li> <li>• Why are these objects precious to us?</li> <li>• When do we receive and give special things?</li> <li>• How do we respond when something special is given to us?</li> <li>• What things are regarded as special in places of worship or in religious life (for example sacred texts, statues, vestments, icons, religious art, chalices, the Sefer Torah,)?</li> <li>• How should we treat and look after special things?</li> <li>• What role to museums, exhibitions and galleries play in enabling us to view special objects?</li> </ul>	<p>By the end of this unit most pupils should be able to show they can:</p> <ul style="list-style-type: none"> <li>• Recognise that we all have items that are special to us.</li> <li>• Understand that, in addition to physical items, memories can also be precious.</li> <li>• Demonstrate how to care for and protect special objects.</li> <li>• Name the particular objects that are most precious within religious traditions, including those items that aid prayer and worship in sacred buildings.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Pupils should be able to identify and talk about those objects and memories that are most precious to them.</li> <li>• Children should be sensitive to those things that are held to be special by other individuals and groups.</li> <li>• Children should be able to name and describe the purpose of some items that are of special importance within places of worship.</li> <li>• Pupils should understand how valuable or precious religious artefacts should be handled and looked after.</li> <li>• They should appreciate the role of museums, exhibitions and galleries in enabling special objects to be seen by people.</li> </ul>
Possible teaching activities	Key vocabulary	Early Learning Goals
<ul style="list-style-type: none"> <li>• Discuss the items and memories that are special to the children in the class.</li> <li>• Invite children to draw and write about an item that is special for them.</li> <li>• Read and respond to children’s stories that focus on special objects and memories (e.g. Dogger and Wilfrid Gordon McDonald Partridge).</li> <li>• Explore the special objects and memories associated with significant rites of passages, such as baptisms, bar/bat mitzvahs and weddings.</li> <li>• Examine the symbolism of objects and items used in Christian worship, including crosses, chalices, the altar, font and vestments.</li> <li>• Discuss the ways in which special non-religious and religious objects should be treated.</li> </ul>	<p>Object, artefact, memory, special, precious, valuable, treasured, present, gift, Torah scroll, Bible, Qur’an, chalice, vestments, museum, gallery.</p>	<ul style="list-style-type: none"> <li>• Communication and language: Listening and attention; Understanding; Speaking.</li> <li>• Personal, social and emotional development: Managing feelings and behaviour.</li> <li>• Literacy: Reading; Writing.</li> <li>• Understanding the world: People and communities.</li> <li>• Expressive arts and design: Exploring and using media and materials; Being imaginative.</li> </ul>

**Recommended resources**

- Vida Barnett (1995) *Sikh Artefacts Teaching Pack*, Articles of Faith Ltd.
- Pamela Draycott (1997) *Religious Artefacts: Why? What? How?* Christian Education Movement.
- Mem Fox (1987) Wilfrid Gordon McDonald Partridge, Puffin.
- Paul Gatheshill and Jan Thompson (1992) *Religious Artefacts in the Classroom*, Hodder Education.
- Christine Howard (2009) *Investigating Artefacts in Religious Education*, Religious and Moral Education Press.
- Shirly Hugues (2009) *Dogger*, Red Fox.
- James Mitchem (ed.) (2016) *My Encyclopedia of Very Important Things: For Little Learners Who Want to Know Everything*, DK Children.
- Gill and David Rose (2003) *RE Photopacks – Artefacts for Worship*, Folens.
- Speechmark (2000) *Early Objects (Pocket Colorcards)*, Speechmark Publishing Ltd.
- Speechmark (2016) *Everyday Objects (Colorcards)*, Speechmark Publishing Ltd.
- Quaran, Prayer mat, beads – Available for FREE from [www.discoverislam.co.uk](http://www.discoverislam.co.uk)
- [www.reislam.co.uk](http://www.reislam.co.uk)



## Key Stage 1 units

Religious Education in Key Stage 1 will build on the exploration of different religions and worldviews, which was introduced in the Foundation Stage. Children in Key Stage 1 will be provided with opportunities to reflect upon the human religious quest in its many expressions and consider the value of a range of different religions and worldviews. They should be

encouraged to raise and investigate a variety of questions about meaning, purpose and value and come to appreciate that there are many different responses to these questions. They should also be invited to make connection between different religions and worldviews, identifying those elements that are similar and distinctive, and to draw on their own insights, reflections and

perspectives as these are provoked by the studies that they engage in.

The Key Stage 1 units in this new Locally Agreed Syllabus include a combination of units with a systematic focus, which explore specific religions and worldview, and those that have a thematic approach, which will draw on many different religions and worldviews. The

units have also been grouped into categories, depending on whether the primary area of enquiry relates to believing, behaving or belonging.

The outcomes expected of pupils at the end of Key Stage 1, as set out by the Religious Education Council, are shown in the table below.

Aim	By the end of end of Key Stage 1, most pupils should be able to:
Know about and understand a range of religions and worldviews.	<p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>
Express ideas and insights about the nature, significance and impact of religions and worldviews.	<p>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p>
Gain and deploy the skills needed to engage seriously with religions and worldviews.	<p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>

## KS1: What do Christians believe about God?

The unit will provide an opportunity for pupils to engage with and consider the significance of the central beliefs of Christianity as they relate to belief about the nature of God. It will introduce the Christian doctrines of God's indivisible yet triune nature, the concept of revelation, the importance of the Bible and the place of Jesus within the Christian faith.

Questions to explore	Learning objectives	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>Where do Christians derive their understanding of God from?</li> <li>What does the Bible say about God?</li> <li>How does Jesus represent God?</li> <li>For Christians, what are the main attributes of God?</li> <li>What do Christians mean by the Trinity?</li> <li>For Christians, how does God show his love for humanity?</li> </ul>	<p>By the end of this unit most pupils should be able to show they can:</p> <ul style="list-style-type: none"> <li>Understand that Bible is the principal source for Christians in their understanding of God.</li> <li>Recognise the central place of Jesus as the revelation of God.</li> <li>Understand that Christians believe in God as Creator, redeemer and sustainer.</li> <li>Appreciate the likeness of human beings to God and the love of God for humanity.</li> <li>Recognise the role of worship in shaping the Christian understanding of God (for example, baptism, eucharist, prayer, confession).</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>Talk about the importance of belief in God for Christians.</li> <li>Articulate the significance of Jesus as the image of the invisible God and the sign of God's love.</li> <li>Identify and discuss the distinctive attributes of the three persons of the Holy Trinity: Father, Son and Holy Spirit (for example, Creator, Saviour, Sustainer).</li> <li>Retell a Bible story that underlines the Christian doctrine of God.</li> <li>Say how Christian worship reflects belief in God.</li> </ul>
Possible teaching activities	Key vocabulary	Learning outcomes (AT2)
<ul style="list-style-type: none"> <li>Listen to Bible stories that present the Christian belief about God (for example, the parables of the Prodigal Son and the lost sheep, the stories of the feeding of the 5,000 and the raising of Lazarus).</li> <li>Invite a leader from a local church to speak to the children about their understanding of God and to take questions from the class.</li> <li>Examine and reflect upon the stories of Jesus' birth and his passion, death and resurrection. Invite children to consider their underlying meaning.</li> <li>Study the beliefs and actions associated with the sacraments of baptism and eucharist. Encourage children to identify the way in which these rites highlight Christian belief in God.</li> <li>Reflect upon artistic representations of Jesus.</li> <li>Lead children in a study of the Lord's Prayer and discuss how this shows Christian belief.</li> <li>Reflect upon the different names of Jesus or God (for example, Good Shepherd, King, Saviour, eternal High Priest, Creator, Redeemer, protector, judge, Lord, friend).</li> </ul>	<p>God, Jesus, revelation, Trinity, Father, Son, Holy Spirit, incarnation, Creator, love, Bible, church, parable, story, love, baptism, Eucharist</p>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>Discuss the similarities and differences between the Christian belief in God and the beliefs about God held by members of other religious traditions.</li> <li>Articulate the meaning of the statement 'God is love' and discuss how belief in this principle shapes the lives and actions of Christians today.</li> <li>Identify the different features of, and artefacts contained within, a church and point to the way in which these highlight different aspects of the Christian understanding of God.</li> <li>Describe how, in Christianity, as in other religions, God is essentially mysterious.</li> <li>Speak about the relationship between God and peace and, in particular, the notion of Jesus as the Prince of Peace.</li> </ul>

### Recommended resources

- Derek Bastide (2007) *Teaching Religious Education 4-11*, Routledge (pages 62-92, 171-177).
- Lat Blaylock (2012) *Opening up Christianity*, RE Today Services.
- Alan Brown (2006) *World of Faiths: Christianity*, QED.
- Anita Ganeri (2017) *Christianity*, Raintree.
- Anne Geldart (1999) *Examining Religions: Christianity*, Heinemann.
- Honor Head (2009) *Christianity*, Wayland.
- Susie Hodge (2009) *Christianity*, Heinemann.
- Ruth Holmwood (1996) *Living Religions: Christianity (Parts One and Two)*, Nelson.
- Elaine McCreery (1995) *Ideas Bank Religious Education: Christianity*, Folens.
- Fiona Moss (2014) *RE Ideas: Christmas*, RE Today Services.
- Sue Penney (2008) *Christianity*, Heinemann.
- Kathryn Walker (2007) *World Religions Today: Christianity*, Wayland.
- RE:Online – Christianity subject knowledge: <https://www.reonline.org.uk/subject-knowledge/christianity/>
- RE:Online – teaching resources (select Christianity from the RELIGION/WORLDVIEW dropdown menu): <https://www.reonline.org.uk/teaching-resources/>

## KS1: What can we learn from Creation stories?

This unit will explore the religious notion of God as Creator and ultimate source of all that there is. The unit will examine the idea of Creation as both a primal event and as an ongoing process. The study of Creation stories and reflection about the way in which people of faith seek to respond to a belief in God as Creator will provide a way to explore this theme. Pupils will also examine and reflect upon contemporary issues associated with the natural world and the responsibility we all share for looking after the Earth.

Questions to explore	Learning objectives	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What does religion teach us about origins?</li> <li>• Where does our idea of beauty come from?</li> <li>• How does the Bible help Jews and Christians to understand Creation?</li> <li>• What do other religious traditions believe about Creation?</li> <li>• How can religious and scientific views about Creation be harmonised?</li> <li>• Is Creation an ongoing process?</li> <li>• What makes our world so special and how do faith communities seek to look after it?</li> </ul>	<p>By the end of this unit most pupils should be able to show they can:</p> <ul style="list-style-type: none"> <li>• Understand the key elements of the biblical account of the Creation.</li> <li>• Talk about the significance of Creation stories within other religious traditions.</li> <li>• Appreciate the ethical responsibilities associated with looking after our planet.</li> <li>• Understand the importance of importance of the Harvest and Sukkot festivals.</li> <li>• Recognise the contribution of science and its compatibility with religious conceptions.</li> <li>• Speak about the imperative to care for the Earth within all religious traditions.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Retell more than one Creation story and identify the religious traditions that they belong to.</li> <li>• Identify the most important aspects of the Creation accounts in different religious belief systems.</li> <li>• They should be able to speak about the ongoing processes involved in creation.</li> <li>• Articulate an understanding of what the notion of God as Creator means to people of faith.</li> <li>• Highlight the responses that faith communities make to a belief in divine Creation, in both worship and practical contexts.</li> </ul>
Possible teaching activities	Key vocabulary	Learning outcomes (AT2)
<ul style="list-style-type: none"> <li>• Read, reflect upon and discuss Creation stories, in either book or video format.</li> <li>• Read some of the Creation Psalms (e.g. Psalms 8, 19, 22, 33, 65, 100 and 102) and use these as the basis for responses in poetry or art.</li> <li>• Discuss the status of these stories as mythopoetic statements.</li> <li>• Compose prayers or other statements of thanksgiving for the natural world.</li> <li>• Study the ceremonies and actions involved in the festivals of Harvest and Sukkot.</li> <li>• Examine the role of Brahma, the god of creation, within the Hindu religious tradition.</li> <li>• Create artwork on the theme of Creation.</li> <li>• Discuss the ways in which the natural world is being damaged by human activities.</li> </ul>	<p>Creation, Creator, faith communities, religious traditions, Bible, Genesis, sacred scriptures, story, myth, science, Harvest, Sukkot, responsibility, stewardship, environment, beauty.</p>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Reflect on the importance of Creation stories.</li> <li>• Speak about the similarities and differences between different religious understandings of Creation.</li> <li>• Consider the sense of beauty, awe and wonder that accompany some facets of the natural world.</li> <li>• Express their ideas about how we all share a responsibility for looking after our planet and how this expectation is understood within different religious traditions.</li> <li>• Identify activities in their own lives where they are creative.</li> <li>• Recognise the importance of scientific advances, particularly following the theory developed by Charles Darwin, in relation to evolution and acknowledge that, for many religious believes, there is no conflict between religion and science.</li> </ul>

### Recommended resources

- Rasamandala Das and Ananta Shakti (2005) *Creation: A Story from Ancient India*, Iskcon Educational Services.
- Rachel Elliot (2017) *In the Beginning: The Story of Creation*, Parragon.
- David Haidle (2009) *The Creation Story for Children*, New Leaf Publishing.
- Mindy MacDonald (2007) *The 7 Days of Creation*, Multnomah Press.
- Margaret Mayo (1995) *The Orchard Book of Creation Stories*, Orchard.
- Jane Ray (1996) *The Story of Creation*, The O'Brien Press.
- Ruth Samuels (1973) *Bible Stories for Jewish Children: From Creation to Joshua*, Ktav Pub & Distributors Inc.
- Paul Turner (2018) *When God Made Light*, Waterbrook Press.
- Desmond Tutu (2014) *Let There Be Light*, Zonderkidz.
- Jeanna Zivalich (2014) *A Children's Bible Story about Creation*, CreateSpace Independent Publishing Platform.
- Buddhist Understanding of the Universe: [https://www.bbc.co.uk/religion/religions/buddhism/beliefs/universe\\_1.shtml](https://www.bbc.co.uk/religion/religions/buddhism/beliefs/universe_1.shtml)
- Hindu Creation Story: <https://www.youtube.com/watch?v=Y9yWwFWpbRo>
- Islam Creation Story: <http://www2.nau.edu/~gaud/bio301/content/iscrst.htm>
- Islamic Mythology: [https://en.wikipedia.org/wiki/Islamic\\_mythology#Creation\\_of\\_humanity](https://en.wikipedia.org/wiki/Islamic_mythology#Creation_of_humanity)
- Sikh Beliefs about Creation: <https://www.learnreligions.com/sikhs-believe-about-god-and-creation-2993486>
- Sikh Creation Stories: <https://creationstoriesmyths.weebly.com/sikhism.html> (see also <https://www.basicsofsikhi.com/> and <https://www.sikhnet.com/>)

## KS1: What is Islam?

In this unit, pupils will be introduced to the fastest growing religion, both in Britain and across the world. The key beliefs, practices and principles of collective belonging that are central to Islam will be studied. Pupils will have the opportunity to engage with authentic expressions of Islam through a visit to a mosque and/or by hearing from a member of the Islamic community. The principal dimensions of Islamic faith and life, as these are found in the Five Pillars, will enable pupils to determine what is most important to Muslims. They will also learn about the great esteem with which Muslims hold the Prophet Muhammad and the Qur'an.

Questions to explore	Learning objectives	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What does the word Islam mean?</li> <li>• Who is a Muslim?</li> <li>• How does someone become a Muslim?</li> <li>• What do Muslims believe about God (Allah)?</li> <li>• How did Allah reveal himself to humanity?</li> <li>• What roles did the Prophet Muhammad and the Angel Jibril have in the receiving God's revelation?</li> <li>• What is the Qur'an and why is it so important?</li> <li>• What are the Five Pillars of Islam?</li> <li>• What festivals are most important to Muslims?</li> </ul>	<p>By the end of this unit most pupils should be able to show they can:</p> <ul style="list-style-type: none"> <li>• Understand the core beliefs that Islam holds about God, revelation and both the purpose and destiny of humanity.</li> <li>• Understand the close integration of believing, behaving and belonging for Muslims.</li> <li>• Account for the importance of the Five Pillars in governing Islamic life.</li> <li>• Identify the primary purpose of Islam in promoting human peace, harmony, happiness, and order, and in submission to God.</li> <li>• Appreciate the significance of Islamic values such as honesty, submission, respect, peacefulness and charitable activity.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Speak about the Islamic belief in Allah as the sole and true God who is alone as the Creator, sustainer and judge of all.</li> <li>• Appreciate the importance of Muhammad as the final prophet (although not as the founder of Islam).</li> <li>• Express how important the Qur'an, Ramadan and the two Eid festivals are.</li> <li>• Explain what the Five Pillars of Islam are and how these shape the lives of Muslims.</li> <li>• Retell some stories about the Prophet Muhammad</li> </ul>
Possible teaching activities	Key vocabulary	Learning outcomes (AT2)
<ul style="list-style-type: none"> <li>• Discuss the significance of Abraham as the father figure of Judaism, Christianity and Islam.</li> <li>• Explore the idea of revelation and examine the distinctive Islamic understanding of this.</li> <li>• Hear from a Muslim child or parent about the place of Islam in their daily life.</li> <li>• Study the words and actions associated with corporate prayer in Islam.</li> <li>• Visit a Mosque to learn about its features and functions within the Islamic community.</li> <li>• Discuss why Muslims hold the Prophet Muhammad is held in such high esteem by Muslims and why the word <i>salla-allahu alaihi wa sallam</i> (peace and blessings of Allah be upon him) are said after his name is said or written.</li> </ul>	<p>Islam, the Prophet Muhammad, God/Allah, the Qur'an, Jibril, Five Pillars, Shahada, Salah, Sawm, charity, generosity, Zakat, Hajj, Ramadan, Eid al-Fitr, Eid al-Adha, mosque.</p>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Express an understanding of why the beliefs, practices and belonging are so important in Islam.</li> <li>• Appreciate how Islam impacts on life within the Muslim home.</li> <li>• Identify those aspects of Islam that are praiseworthy and from which those of other (or no) faith can learn.</li> <li>• Talk about the role of prayer in the life of a Muslim and the role of the mosque within the community.</li> <li>• Show an appreciation of the beauty of Islamic design, architecture and calligraphy.</li> <li>• Pupils should be able to highlight the similarities and differences between Islam and other religious traditions.</li> </ul>

### Recommended resources

- Andrew Egan (2002) *Islam Today*, Heinemann.
- Andrew Egan (2002) *Islam: Teacher's Resource Pack*, Heinemann.
- Anne Geldart (1999) *Examining Religion: Islam*, Heinemann.
- Rohail Islam (2009) *Stories from Faiths: Islam*, Heinemann.
- Anita Genari (2018) *Islam*, Raintree.
- Christine Moorcroft (1995) *Ideas Bank Religions: Islam*, Folens.
- Sue Penney (2002) *Religions of the World: Islam*, Heinemann.
- Richard Tames (1999) *World Religions: Islam*, Franklin Watts.
- Jan Thomspson (2003) *World Faiths: Islam*, Belitha.
- Victor Watton (1993) *Islam*, Hodder & Stoughton.
- RE Online teaching resources (select Islam from the RELIGION/WORLDVIEW dropdown menu): <https://www.reonline.org.uk/teaching-resources/>
- BBC Key Stage 1 video clips about Islam: <https://www.bbc.co.uk/bitesize/topics/zj3d7ty/resources/1>
- The Five Pillars of Islam (BBC): <https://www.youtube.com/watch?v=H9U8T8x1AhQ>
- Introduction to Islam (for teachers): <https://www.khanacademy.org/humanities/ap-art-history/cultures-religions-ap-art-history/a/introduction-to-islam-2>
- The Mosque (TrueTube): <https://truetube.co.uk/film/holy-cribs-mosque>
- The Adhan: <https://www.youtube.com/watch?v=5iFUAhZoLJQ>
- Discover Islam: [www.discoverislam.co.uk](http://www.discoverislam.co.uk)
- RE Islam: [www.reislam.co.uk](http://www.reislam.co.uk)
- KS1- KS3 Teachers' Teaching Pack – Islam [www.discoverislam.co.uk](http://www.discoverislam.co.uk) – 020 7471 8275

### Animation/Video clips

- What is Islam? <https://youtu.be/R241JF7zHwY>
- What happens in a mosque? <https://www.youtube.com/watch?v=GWi7plHFIJ8>
- The Quran <https://youtu.be/7zLz7YHqHp4>
- Two Eids Muslim celebration <https://www.youtube.com/watch?v=XAxHfkWmr1g>
- Quran, Prayer mat, beads Available for FREE from [www.discoverislam.co.uk](http://www.discoverislam.co.uk)
- [www.reislam.co.uk](http://www.reislam.co.uk)
- Kit & Finn discuss 'What is Islam?' <https://www.youtube.com/watch?v=R241JF7zHwY>

## KS1: Why is prayer important for many people?

In this unit, pupils will encounter one of the central elements of religious practice for many believers, namely prayer. The purpose, nature, format, content and benefits of prayer will all be considered. Children will have the opportunity to examine the core prayers used in several religious traditions, to construct their own prayers (where this is appropriate) and to think about the parallel activities undertaken by non-religious people, such as meditation, silence, contemplation and reflection.

Questions to explore	Learning objectives	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What is prayer and why do many people pray?</li> <li>• What are the purposes and benefits of prayer?</li> <li>• Which prayers are most important in the principal religious traditions?</li> <li>• How do Muslims pray?</li> <li>• In what ways do non-religious people practice alternatives to prayer, such as meditation, silence, contemplation and reflection?</li> <li>• What role does prayer play in both the lives of individuals and in corporate worship?</li> <li>• What are the similarities and differences in the way people pray in different religions?</li> </ul>	<p>By the end of this unit most pupils should be able to show they can:</p> <ul style="list-style-type: none"> <li>• Recognise the importance of prayer in the theistic religious traditions.</li> <li>• Understand the significance of private prayer as well as the place of prayer within worship activities in religious buildings.</li> <li>• Acknowledge and understand why it is that not everyone prays.</li> <li>• Distinguish between prayer and meditation, recognising the importance of the latter within Buddhism.</li> <li>• Understand the importance of other forms of reflection, such as silence and contemplation, in people's lives.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Describe what prayer is and why people of faith may pray.</li> <li>• Recognise and describe what forms a prayer.</li> <li>• Speak about the importance of the Shacharit (morning prayer) in Judaism, the Lord's Prayer, the Gloria and Eucharistic prayers in Christianity and the Shahada and the five daily prayers in Islam.</li> <li>• Understand the place of aartis and mantras within Hinduism and the role of morning, evening and night prayers in Sikhism.</li> <li>• Identify the place of meditative practice within Buddhism.</li> </ul>
Possible teaching activities	Key vocabulary	Learning outcomes (AT2)
<ul style="list-style-type: none"> <li>• Discuss the place of prayer in people's lives.</li> <li>• Discuss why people either pray or do not pray.</li> <li>• Carefully examine the meaning of the Shema, the Lord's Prayer and the Shahada.</li> <li>• Study and discuss the meaning of some Christian collects (e.g. the Collects for Advent Sunday, Christmas Day and Easter Sunday).</li> <li>• Invite a Muslim visitor to explain how important prayer is for them in their life of faith.</li> <li>• Explore prayer within Hinduism and Sikhism.</li> <li>• Write prayer and/or reflections of thankfulness, hopefulness and lament.</li> <li>• Examine the artefacts associated with prayer, such as books, tallitot (prayer shawls), tefillin, prayer mats, prayer beads.</li> <li>• Discuss the links between prayer and worship.</li> </ul>	<p>Prayer, Salah, contemplation, silence, reflection, meditation, the Lord's Prayer, the Shahada, Salah, Shema Yisrael, aarti, mantra, puja, ritual, Eucharist, prayer book, prie-dieu (prayer desk), prayer beads, prayer mat, prayer shawl (tallit), Mecca, Qibla, the Amidah.</p>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Reflect on their own attitudes to and practices of prayer (if applicable).</li> <li>• Respond sensitively to the significance attached to prayer by many people of faith.</li> <li>• Identify the common elements of prayer within different religious traditions whilst also recognising those features that are distinctive to each religion.</li> <li>• Articulate the purpose and benefits of prayer for those people who pray.</li> <li>• Reflect upon the symbolic importance of the objects and gestures that may accompany prayer, including posture, movements, prayer books, prie-dieus (prayer desks), prayer shawls, prayer beads and prayer mats.</li> <li>• Describe the similarities and differences between prayers from various religious traditions.</li> </ul>



### Recommended resources

- Aameena bint Abdir-Rahman (2019) *Purity & Prayer: A Rhyming Picture Book of Sacred Rulings*, Prolance.
- Mohamed Abdir-Rahman (2019) *I'm 7, Time for Salah (prayer)*, Independently published
- Farhat Amin (2018) *My Salah & Wudu Colouring Book: An Introduction to Muslim Prayer*, Independently published.
- Lisa Bullard (2015) *My Religion, Your Religion*, Millbrook Press.
- Michelle Edwards (1993) *Blessed Are You: Traditional Everyday Hebrew Prayers*, Harper Collins.
- Alex Frith (2017) *See Inside World Religions*, Usborne Publishing.
- Jennifer Glossop (2013) *The Kids Book of World Religions*, Kin Can Press.
- Aysenur Gunes (2015) *All about Prayer (Salah) Activity Book*, The Islamic Foundation.
- Islamic Book Services (2006) *Salah: The Muslim Prayer*, Islamic Book Services.
- Deloris Jordan (2017) *A Child's Book of Prayers and Blessings: From Faiths and Cultures Around the World*, Simon & Schuster/Paula Wiseman Books.
- Susan Meredith (2005) *The Usborne Book of World Religions*, Usborne Publishing.
- Rainer Oberthur (2016) *Our Father: The Lord's Prayer for Children*, SPCK.
- Lois Rock (2002) *A Child's First Book of Prayers*, Lion Children's Books.
- Lois Rock (2010) *The Lion Book of 1000 Prayers for Children*, Lion Hudson Plc.
- Children reciting The Lord's Prayer: <https://www.youtube.com/watch?v=trpTy4PDr3o>
- Prayer in Islam: [https://www.youtube.com/watch?v=q\\_WEa9lobmI](https://www.youtube.com/watch?v=q_WEa9lobmI)
- What is the Amidah? The Jewish Standing Prayer: <https://www.youtube.com/watch?v=i0b58YpkHtQ>

## KS1: What does it mean to be a member of the Jewish community?

In this unit, children will have the opportunity to learn about the Jewish religious tradition and the practices, beliefs and sense of belonging that are important for Jewish people. The unit will enable pupils to discover something of the way in which this ancient religious tradition has developed and changed over time, the challenges that the Jewish community have faced during its history and the place of Judaism in the contemporary world.

Questions to explore	Learning objectives	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What is Judaism?</li> <li>• What role did the Patriarchs (Abraham, Isaac and Jacob), Moses and King David play in laying the foundations for Judaism?</li> <li>• Why are the Torah and the Hebrew language so important within Judaism?</li> <li>• What is the place of Israel in Jewish identity (the people as well as the land)?</li> <li>• Why is Shabbat so important to Jewish people?</li> <li>• What other festivals and holy days are marked within Judaism?</li> <li>• What is the role of Judaism in family life?</li> <li>• What happens within the synagogue?</li> </ul>	<p>By the end of this unit most pupils should be able to show they can:</p> <ul style="list-style-type: none"> <li>• Recognise the role of Abraham, Isaac, Jacob, Moses and David for Jewish self-identity.</li> <li>• Understand the key place of the Torah and Shabbat in Jewish life and practice.</li> <li>• Realise that commandments (mitzvot) are central to Jewish life, including the kashrut dietary laws.</li> <li>• Appreciate the challenges that confronted Jewish people during their history, particularly through anti-Semitism and the persecution that took place in the Holocaust.</li> <li>• Recognise that there are many expressions of Judaism, which are represented in the different streams within the religion.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the principal source of authority in Judaism, which is the TaNaKh (the Hebrew Bible).</li> <li>• Understand the particular significance of the first five books of the Bible: the Torah.</li> <li>• Understand the role of the synagogue in Jewish religious life and be able to identify its main features.</li> <li>• Identify and describe the function of the principal religious artefacts associated with Judaism.</li> <li>• Identify the importance of Shabbat, Jewish High Holy Days and festivals in sustaining Jewish identity.</li> </ul>
Possible teaching activities	Key vocabulary	Learning outcomes (AT2)
<ul style="list-style-type: none"> <li>• Read and reflect on the meaning of the Shema (see Deuteronomy 6.4-9, 11.13-21 and Numbers 15.37-41) and discuss why this passage is so important within Judaism as a statement of faith.</li> <li>• Visit a synagogue and meet with a rabbi in order to appreciate the function of this sacred building within Judaism.</li> <li>• Invite a Jewish visitor to speak to the children about Jewish family life and identity in Britain today.</li> <li>• Handle Jewish artefacts, such as copies of the TaNaKh, mini Torah scrolls, kippot, yadim, tallitot, shofar horns, mezuzot and menorot.</li> <li>• Discuss the differences between the distinctive streams within Judaism (such as Liberal, Reform, Progressive, Masorti, Modern Orthodox and Haredi),</li> </ul>	<p>Jewish, Judaism, scroll, sofer (scribe), Torah, TaNaKh, The Ten Commandments, synagogue, rabbi, yad, tallit (prayer shawl), tzitzit (knotted ritual fringes attached to the tallit), tzniut (modest dress), kippah, sheitel (wig), light, the Ner Tamid (the eternal light), mezuzah, festival, celebration, menorah, the Patriarchs (Abraham, Isaac and Jacob), Moses, the Exodus, King David, High Holy Day, Shabbat, Star of David, challah loaf, Kiddush wine and cup, Pesach, Seder meal, Rosh Hashanah, Sukkot, Yom Kippur, Simchat Torah, tzedakah (charitable giving and activities), the principle of tikkun olam (repairing the world), mitzvot (commandments), kashrut laws, kosher, Liberal, Reformed, Progressive, Modern Orthodox and Haredi.</p>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Articulate the lessons that may be learned from Judaism by members of other faiths, particularly with respect to ethical action.</li> <li>• Speak about the similarities and differences between Judaism and the other Abrahamic faiths.</li> <li>• Discuss the place of Jewish practices in the home and family life.</li> <li>• Respond sensitively to the Jewish reverence for the Torah and speak about the place that this plays within Jewish worship.</li> <li>• Articulate an understanding of both the benefits and challenges of living as a Jewish person in contemporary British society.</li> </ul>

### Recommended resources

- David Adler (2012) *The Story of Hanukkah*, Holiday House.
- Philip Blake (2015) *We are Jews*, Franklin Watts.
- Emma Carroll (2017) *Letters from the Lighthouse*, Faber & Faber.
- Douglas Charing (2003) *Judaism*, Dorling Kindersley.
- Nicholas de Lange (2003) *Judaism*, Oxford.
- Arye Forta (1995) *Examining Religions: Judaism*, Heinemann.
- Anita Ganeri (2018) *Judaism*, Raintree.
- Anne Geldart (2000) *Judaism*, Heinemann.
- Ian Graham (2003) *World Faiths: Judaism*, Belitha.
- Maureen Harris (1996) *Living Religions: Judaism*, Nelson.
- Sarah Mazor (2019) *High Holidays & More: An Interactive Guide for Kids: Rosh Hashanah, Yom Kippur, Sukkot, Shmini Atzeret/Simchat Torah*, Mazor Books.
- Rachel Mintz (2019) *The Shofar - Adventure Story for Rosh Hashanah: Jewish New Year Holiday Story for Children*, Independently published.
- Martha Morrison (2006) *World Religions: Judaism*, Facts on File.
- Sue Penney (2006) *Introducing Religions: Judaism*, Heinemann.
- Gianni Quaglia, (2007) *World Religions Today: Judaism*, Wayland.
- Sylvia Rouss (1995) *Franklin Spider's First Hanukkah*, Kar-Ben Copies Ltd.
- Angela Wood (1999) *World Religions: Judaism*, Watts.
- BBC Judaism: <https://www.bbc.co.uk/religion/religions/judaism/>
- A teacher's guide to Judaism: <http://www.icjudaism.org.uk/>
- A glossary of Jewish terms: <http://www.mmiweb.org.uk/publications/glossary/glossaries/judglos.html>
- Key Stage 1 Judaism resources: <https://www.everyschool.co.uk/r-e-key-stage-1-judaism.html>
- BBC An introduction to Judaism: <https://www.youtube.com/watch?v=73Wslne-FKg>
- Good Learning: Sharing Shabbat (5-7s): <https://www.youtube.com/watch?v=m3OU-a86uTE>
- I've Got a Feeling (The Shabbat Song): <https://www.youtube.com/watch?v=5GW-frPw2oI>
- RE Online introduction to Judaism: <https://www.reonline.org.uk/subject-knowledge/judaism/>
- RE Online teaching resources (select Judaism from the RELIGION/WORLDVIEW dropdown menu): <https://www.reonline.org.uk/teaching-resources/>

## KS1: What role do festivals and holy days play in the life of faith?

This unit will explore the role of special events within religious traditions and communities. It will examine the scriptural basis, symbolic meaning, forms of worship, traditions, customs, behaviours and types of food that are associated with the main festivals and holy days in the world's major religions. Given the significance to special days within the lives of individuals and communities, the unit will provide an insight into an important aspect of religious life and culture.

Questions to explore	Learning objectives	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What are religious festivals and holy days?</li> <li>• Why are festivals and holy days important within religious traditions?</li> <li>• What stories and beliefs are connected with the principal religious festivals and holy days?</li> <li>• What functions do special days play in shaping religious identity and belonging?</li> <li>• What ceremonies, actions, rituals, forms of clothing and foods are associated with festivals and holy days?</li> <li>• What feelings and emotions are associated with festivals and holy days?</li> </ul>	<p>By the end of this unit most pupils should be able to show they can:</p> <ul style="list-style-type: none"> <li>• Appreciate with sensitivity and respect the significance that specific days have within the principal religious traditions.</li> <li>• Identify the common elements associated with special religious days, such as memory, belief, clothing, ceremony, prayers, food, gatherings, prayer and worship.</li> <li>• Acknowledge that some special religious days are associated with celebration and joy whilst other events mark sadness and lament.</li> <li>• Demonstrate an understanding of the connections between believing, behaving and belonging that are associated with special religious days.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the main festivals or holy days that are associated with the world's major religious traditions.</li> <li>• Speak about the origins, beliefs, traditions and practices associated with these days.</li> <li>• Recall the stories that form the foundation for festivals and holy days.</li> <li>• Identify other important days, such as Remembrance Day and Holocaust Memorial Day.</li> <li>• Identify the major doctrinal elements of certain key festivals, such as Christmas and Easter.</li> </ul>
Possible teaching activities	Key vocabulary	Learning outcomes (AT2)
<ul style="list-style-type: none"> <li>• Discuss the notions of celebration, commemoration and remembrance.</li> <li>• Read, discuss and reflect upon the major stories associated with some religious festivals and holy days (for example, Passover, Christmas, Easter, Pentecost, Chanukah, Diwali and Ashura).</li> <li>• Explore the religious beliefs that are associated with some Christian festivals and holy days: incarnation (Christmas), salvation and resurrection (Good Friday and Easter Day), the sending of the Holy Spirit (Pentecost) and Creation (Harvest).</li> <li>• Discuss the periods of time in religious traditions that are connected with Holy Days (for example Ramadan and Eid al-Fitr / Ash Wednesday and Lent), reading of the Torah and Simchat Torah).</li> <li>• Hear from religious believers about how they mark festivals and holy days.</li> </ul>	<p>Festival, celebration, present, food, joy, lament, memory, memorial, ceremony, scripture, tradition, ritual, prayer, worship, identity, Shabbat, Pesach, Chanukah, Yom Kippur, Rosh Hashanah, Sukkot, Simchat Torah, Christmas, Ash Wednesday, Lent, Easter, Pentecost, Harvest, All Saints' Day, Ramadan, Eid al-Fitr, Eid al-Adha, Ashura, Mawlid al-Nabi (the Prophet Muhammad's birthday), Holi, Diwali, Jodo-e (the Buddha's enlightenment), Nehan-e (the Buddha's passing away), Remembrance Sunday, Holocaust Memorial Day.</p>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the contemporary significance of festivals and holy days for members of faith and belief communities.</li> <li>• Speak about the common elements and distinctive aspects of special days across the different religious traditions.</li> <li>• Comment on learning that members of other or no faith can derive from studying festivals and holy days from different religions.</li> <li>• Articulate an understanding of the importance within contemporary society of remembering important events in world history (such as Remembrance Day and Holocaust Memorial Day).</li> <li>• Speak about their own experience of marking religious or non-religious ceremonies and special days.</li> </ul>

### Recommended resources

- John Bailey (1984) *Religious Buildings and Festivals*, Schofield & Sims.
- Anne Bancroft (1984) *Festivals of the Buddha*, Religious and Moral Education Press.
- Lisa Bullard (2012) *Rashad's Ramadan and Eid Al-Fitr*, Millbrook Press.
- Nancy Dickmann (2011) *Holidays and Festivals: Harvest Festival*, Raintree.
- Malachy Doyle (2018) *Rama and Sita: The Story of Diwali*, Bloomsbury Education.
- Riadh El Droubie, Cherry Gould and Peter Woodward (1986) *Festivals in World Religions*, Religious and Moral Education Press.
- Hannah Eliot (2018) *Celebrate the World: Diwali*, Little Simon.
- Hannah Eliot (2018) *Celebrate the World: Ramadan*, Little Simon.
- Honor Head (2012) *Christian Festivals*, Wayland.
- Honor Head (2012) *Hindu Festivals*, Wayland.
- Honor Head (2012) *Jewish Festivals*, Wayland.
- Honor Head (2012) *Muslim Festivals*, Wayland.
- Joyce Mackley (2008) *Exploring a Theme: Celebrations; How and why are Religious Festivals Important?* RE Today Services.
- Joyce Mackley (2004) *Special times: Learning about and Learning from Religious Festivals*, Christian Education Publications.
- John Mayled (1988) *Christian Festivals, Teacher's Book*, Religious and Moral Education Press.
- John Mayled (1988) *Hindu Festivals, Teacher's Book*, Religious and Moral Education Press.
- Janet Mort and Linda Morris (1991) *Brainwaves: Teaching and Learning the Jewish Festivals*, United Synagogue Board of Religious Education.
- Tracy Newman (2014) *Shabbat Is Coming!* Bravo Ltd.
- Greg Paproki (2019) *R is for Ramadan*, Gibbs M. Smith.
- Cath Senker (2003) *My Buddhist Year*, Hodder Wayland.
- Cath Senker (2002) *My Christian Year*, Hodder Wayland.
- Cath Senker (2003) *My Hindu Year*, Hodder Wayland.
- Cath Senker (2002) *My Jewish Year*, Hodder Wayland.
- Cath Senker (2003) *My Muslim Year*, Hodder Wayland.
- Cath Senker (2003) *My Sikh Year*, Hodder Wayland.
- Frank Salamone (2004) *Encyclopedia of Religious Rites, Rituals and Festivals*, Routledge.
- Whitney Stewart (2019) *What Do You Celebrate? Holidays and Festivals Around the World*, Sterling.
- Flora York (2008) *A Year of Sikh Festivals*, Franklin Watts.
- Jonny Zucker (2003) *Eight Candles to Light: A Chanukah Story*, Lincoln Children's Books.

## KS1: What is Buddhism?

In this unit, pupils will engage with the ancient non-theistic religious tradition of Buddhism. They will learn about the life, sayings and teachings of the Siddhartha Gautama (the Buddha); the Buddhist understanding of the human cycle of birth, death and rebirth; the central principles of Buddhism, including the Four Noble Truths, the Eightfold Path, the Three Jewels, the Three Poisons and the Five Moral Precepts; the expression of Buddhism encountered in Buddhist communities of monks and nuns (the Sangha); and the practices associated with contemporary Buddhism.

Questions to explore	Learning objectives	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What is Buddhism?</li> <li>• Where and when did Buddhism begin?</li> <li>• What does it mean to be a Buddhist?</li> <li>• Who was Siddhartha Gautama (the Buddha)?</li> <li>• What are the most important elements in the Buddha's life?</li> <li>• How did the Buddha achieve enlightenment?</li> <li>• What does Buddhism teach us about the human condition?</li> <li>• How are Buddhists guided to live today?</li> <li>• What is the Sangha?</li> </ul>	<p>By the end of this unit most pupils should be able to show they can:</p> <ul style="list-style-type: none"> <li>• Appreciate the distinctive place of Buddhism as a non-theistic religious tradition.</li> <li>• Recognise that the principal role of Buddhism is about diagnosing the human condition and offering a path for all to follow.</li> <li>• Understand the Buddha's teaching about suffering (Dukkha) and the role of meditation in promoting enlightenment.</li> <li>• Appreciate the importance of compassion, wisdom and ethical conduct.</li> <li>• Be sensitive to the primary place of practice within the Buddhist tradition.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Speak about who the Buddha was, what he taught and how he achieved enlightenment.</li> <li>• Describe the main events in the life of the Buddha.</li> <li>• Recall and discuss the Four Noble Truths as they related to human suffering.</li> <li>• Identify and talk about the elements of the Eightfold Path.</li> <li>• Identify the Three Jewels (or Three Refuges): the Buddha, the dharma and the Sangha.</li> <li>• Explain why Buddhism is growing within the world today.</li> </ul>
Possible teaching activities	Key vocabulary	Learning outcomes (AT2)
<ul style="list-style-type: none"> <li>• Discuss the question of human suffering and the origins of this aspect of our experience.</li> <li>• Read stories about the Buddha and discuss the lessons that may be learned from these.</li> <li>• Discuss the sacrifices that the Buddha made and how we may learn from these in our own lives.</li> <li>• Create artwork based on the wheel of life (or the Eightfold Path).</li> <li>• Visit a Buddhist temple or vihara and listen to a member of the community describe the nature of life within the Sangha.</li> <li>• Invite a Buddhist into the classroom to speak to pupils about Buddhist beliefs and practices.</li> <li>• Engage children in drama or role-play based on the forbidden acts within the Five Moral Precepts.</li> </ul>	<p>Buddha, Buddhism, bodhisattva, dharma, Four Noble Truths, Eightfold Path, Five Moral Precepts, enlightenment, Four Sights, Three Jewels, Three Poisons, Sangha, Sa s ra, puja, stupa, nirvana, anicca, anatta, karma, dukkha, meditation, lotus flower, eight-spoked wheel symbol, monastery, vihara.</p>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Make connections between the Dharma (the Buddha's teachings) and their experience of life.</li> <li>• Acknowledge the importance of meditation within Buddhist practice and be able to discuss the benefits of this.</li> <li>• Discuss how the Five Moral Precepts (that harming living things, sexual misconduct, intoxication, theft and wrong speech) relate to human life in contemporary society.</li> <li>• Discuss how karma (the law of cause and effect) is applicable to their own circumstances and experiences of life.</li> <li>• Identify the challenges and benefits of letting go of one's possessions, which is required of Buddhist monks and nuns.</li> </ul>

### Recommended resources

- Steve Clarke (2005) *Buddhism: A New Approach*, Hodder & Stoughton.
- Anita Ganeri (2018) *Buddhism*, Raintree.
- Anne Geldart (2002) *Buddhism Today*, Heinemann.
- Thich Nhat Hanh (2012) *A Handful of Quiet: Happiness in Four Pebbles*, Parallax Press.
- Bradley Hawkins (1999) *Religions of the World: Buddhism*, Routledge.
- Deborah Hopkinson (2018) *Under the Bodhi Tree: A Story of the Buddha*, Sounds True.
- Dharmachari Nagaraja (2017) *The Calm Buddha at Bedtime: Tales of Wisdom, Compassion and Mindfulness to Read with Your Child*, Watkins Publishing.
- Sue Penney (2006) *Introducing Religions: Buddhism*, Heinemann.
- Geoff Teece (2003) *Religion in Focus: Buddhism*, Watts.
- Mel Thompson (2003) *Buddhism*, Belitha.
- Kathryn Walker (2007) *World Religions Today: Buddhism*, Wayland.
- Cavan Wood (2002) *Modern World Religions: Buddhism*, Heinemann.
- The story of the Buddha for children: <https://www.youtube.com/watch?v=3gK4VO9roE>
- The Buddhist stories of Siddhartha and the Swan and the Monkey: <https://www.youtube.com/watch?v=J-Uwll0Vvel>
- Buddhist teaching for children – this precious life: <https://www.youtube.com/watch?v=P34GA4Jn0H0>
- The life of the Buddha for children: <https://www.youtube.com/watch?v=nsN7NLS-0jl>
- RE:Online introduction to Buddhism: <https://www.reonline.org.uk/subject-knowledge/buddhism/>
- RE:Online teaching resources (select Buddhism from the RELIGION/WORLDVIEW dropdown menu): <https://www.reonline.org.uk/teaching-resources/>

## KS1: What is the place of the church in Christianity?

The unit on the church will introduce pupils to the purpose, features, functions and activities of the principal place of worship within Christianity. It will enable pupils to learn about the multiple meanings associated with the word 'church' within the Christian tradition and to identify the place of the church in building the Christian community, in public worship and in initiatives that promote community wellbeing. The unit will also explore distinctive aspects of churches in different Christian denominations

Questions to explore	Learning objectives	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What does the church mean for Christians?</li> <li>• What are the biblical origins of the Church?</li> <li>• What is meant when the church is described the body of Christ or the bride of Christ?</li> <li>• What are the main features of churches?</li> <li>• How does church design reflect Christian belief?</li> <li>• How is the church used for Christian worship?</li> <li>• Who are the people who are responsible for leading churches and cathedrals?</li> <li>• How do churches vary amongst the different Christian denominations?</li> </ul>	<p>By the end of this unit most pupils should be able to show they can:</p> <ul style="list-style-type: none"> <li>• Recognise that the word 'church' carries different meanings: theological, institutional, sociological and architectural.</li> <li>• Appreciate that Christians understand the church as both united to, and as an expression on earth of, Jesus.</li> <li>• Recognise that the church is also symbolic of the Christian community.</li> <li>• Understand the significance of the church for Christian worship.</li> <li>• Be sensitive to the forms of behaviour and activities that are appropriate within a church.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Speak about the importance of the church for Christians.</li> <li>• Describe the biblical origins of the church.</li> <li>• Identify the most significant features, objects and symbols of church buildings.</li> <li>• Speak about how the church is used for worship in different Christian denominations.</li> <li>• Identify the principal types of service and ceremony that take place in churches.</li> <li>• Appreciate the special significance of Sundays for Christian worship.</li> </ul>
Possible teaching activities	Key vocabulary	Learning outcomes (AT2)
<ul style="list-style-type: none"> <li>• Reflect on the role that Jesus assigns to Peter as the foundation of the church.</li> <li>• Discuss the Christian doctrines of the visible and invisible church.</li> <li>• Discuss the Christian belief that the church represents the body of Christ.</li> <li>• Look at and discuss pictures of different kinds of church building.</li> <li>• Visit a church to learn about the elements of Christian worship and find out about the role of a priest, pastor, vicar or minister.</li> <li>• Hear from children who have witnessed a baptism, wedding or funeral in a church.</li> <li>• Experience periods of silent contemplation in an empty church building.</li> <li>• Share insights about the impact of visiting a church</li> </ul>	<p>Church, abbey, cathedral, monastery, nave, aisles, stained-glass windows, graveyard, monuments, reredos, font, altar, Bible, prayer book, chalice, Eucharist, chancel, sanctuary, pulpit, tower, spire, lectern, candles, vicar, dean, bishop, congregation, church hall.</p>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Speak about the similarities and differences between churches and sacred buildings in other religious traditions.</li> <li>• Identify the meanings associated with the features of the church and the elements of Christian liturgy.</li> <li>• Discuss the social function of the church as a centre for initiatives to promote community wellbeing and social justice.</li> <li>• Outline the role that the church plays in developing and supporting a community.</li> <li>• Reflect on the feelings and emotions generated by significant Christian buildings, including ancient churches, cathedrals and abbeys.</li> <li>• Identify the roles played by different people involve in the life of a church.</li> </ul>



### Recommended resources

- Mark Child (1998) *Church Architecture: A Glossary of Terms*, Shire Publications.
- Kathleen Crawford (2010) *My Communion Book: A Child's Guide to Holy Communion*, Church House Publishing.
- Kimberly Fries (2019) *Lectio Divina for Little Ones*, Independently Published.
- Jesse Haack (2018) *The Mass: A Bring-to-Church Coloring Book*, Independently Published.
- Rebekah McLeod Hutto (2016) *The Day When God Made Church: A Child's First Book About Pentecost*, Paraclete Press.
- Maite Roche (2009) *My Little Missal*, Catholic Truth Society.
- Susan Sayers (1993) *My Holy Communion Book*, Kevin Mahew Ltd.
- Margaret Withers (2017) *Welcome to the Lord's Table Activity Book*, Bible Reading Fellowship.
- Rosie goes to church: A children's guide the church (Part 1): <https://www.youtube.com/watch?v=6rEzegfhrWQ>
- Rosie goes to church: A children's guide the church (Part 2): [https://www.youtube.com/watch?v=wB\\_xE2uZV\\_8](https://www.youtube.com/watch?v=wB_xE2uZV_8)

## KS1: What is Humanism and what do Humanists believe?

This unit will enable pupils to engage with Humanism as a position that promotes a naturalistic understanding of the world and emphasises the role of rational analysis. Pupils will come to understand how Humanism promotes a responsible framework for shaping individual actions and collective behaviours. It will introduce pupils to the beliefs and values that are held by Humanists and the celebrations and ceremonies that are available to them.

Questions to explore	Learning objectives	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What is Humanism and what are its origins?</li> <li>• What do Humanists mean by a naturalistic understanding of life and the universe?</li> <li>• What role does reason play within Humanism?</li> <li>• What are the principal ethical attitudes and behaviours that Humanism promotes?</li> <li>• How do Humanists decide what is right and wrong?</li> <li>• What do Humanists believe are the elements of a good society?</li> <li>• How do Humanists help others in society today?</li> <li>• What is the 'Golden Rule' and its origins?</li> </ul>	<p>By the end of this unit most pupils should be able to show they can:</p> <ul style="list-style-type: none"> <li>• Acknowledge that not all people are religious.</li> <li>• Understand that Humanism offers a meaningful perspective for many individuals.</li> <li>• Recognise the importance with a secular society of freedom for a variety of religious and non-religious commitments.</li> <li>• Appreciate the most important attitudes and values that are held by Humanists.</li> <li>• Recognise the contribution that Humanists make to societal well-being, for example through healthcare chaplaincy, prison visiting, education and campaigns for justice.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Say what is meant by Humanism and what Humanists believe.</li> <li>• Identify the key ethical principles that govern life for Humanists: responsibility, truth, honesty, integrity, cooperation, thoughtfulness and compassion.</li> <li>• Speak about the elements of a Humanistic conception of a good society: fairness, equality, freedom, law and justice.</li> <li>• Identify the ceremonies and celebrations available to Humanists.</li> <li>• Highlight the place of reason and evidence in addressing the question of God.</li> </ul>
Possible teaching activities	Key vocabulary	Learning outcomes (AT2)
<ul style="list-style-type: none"> <li>• Discuss the reasons why many people reject, or are uncertain about, the existence of God.</li> <li>• Reflect on the place of Humanism within contemporary Western society and the reasons why it is growing in popularity.</li> <li>• Invite a Humanist to share their views with the class and take questions from the pupils.</li> <li>• Examine the role of ethics in governing people's lives and how these may be derived from non-religious principles.</li> <li>• Study the structure, content and language associated with Humanist celebrations, such as naming ceremonies, weddings and funerals.</li> <li>• Construct a set of ground-rules for ethical behaviour within the school.</li> <li>• Study the views and attitudes of famous humanists such as Jim Al-Khalili, Brad Pitt, Stephen Fry and Richard Dawkins.</li> </ul>	<p>Humanist, Humanism, ethics, morality, fairness, compassion, empathy, society, social engagement, responsibility, equality, reason, logic, curiosity, critical thinking, evidence, freedom, celebration, non-religious ceremonies, value, beauty, self-reliance, independent thought, ceremony, truth, honesty, behaviour., open-mindedness, respect, science, evolution</p>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the lessons that may be learned by religious believers from Humanism.</li> <li>• Respond respectfully to the principles that govern the behaviour of Humanists within contemporary society.</li> <li>• Explain why a growing number of people now describe themselves as Humanists.</li> <li>• Make connections between the principles, attitudes and values that are central to Humanism and their own outlook on life.</li> <li>• Speak about the place of religious humanism and what this has in common with the principles of non-religious positions.</li> <li>• Discuss the points of connection and similarity between Humanism and the world's major religion (e.g. by focusing on the value of human dignity, care for the environment, the promotion of a just and fair society, and in social responsibility).</li> </ul>

### Recommended resources

- Helen Bennett (2005) *Humanism What's That? A Book for Curious Kids*, Prometheus Books.
- Michael Rosen (2017) *What is Humanism? How do you live a good life without a god? And Other Big Questions for Kids*, Wayland.
- Michael Rosen (2018) *What is Right and Wrong? Who Decides? Where Do Values Come From? And Other Big Questions*, Wayland.
- Michael Rosen and Annemarie Young (2019) *Understanding Humanism*, Rosen Central.
- RE Online teaching resources (select Humanism from the RELIGIONWORLDVIEW dropdown menu): <https://www.reonline.org.uk/teaching-resources/>
- Humanism UK's resources for teachers: <https://humanism.org.uk/education/teachers/>
- "What makes something right or wrong?" Narrated by Stephen Fry - That's Humanism! <https://www.youtube.com/watch?v=9tpL1K8ZqrU>
- "What should we think about death?" Narrated by Stephen Fry - That's Humanism! <https://www.youtube.com/watch?v=pR7e0fmfXGw>
- "How can I be happy?" Narrated by Stephen Fry - That's Humanism! <https://www.youtube.com/watch?v=Tvz0mmF6NW4>
- Stephen Fry: 'What is a humanist ceremony?': <https://www.youtube.com/watch?v=wzTXicmkrQ4>
- Humanists UK – YouTube channel: <https://www.youtube.com/user/BritishHumanists/videos>
- About Humanism over time <https://humanism.org.uk/humanism/the-humanist-tradition/humanists-working-for-a-better-world/>
- About Humanist ceremonies <https://humanism.org.uk/ceremonies/>
- About Humanist care in society <https://humanistcare.org.uk/>
- Humanists around the world <https://iheu.org/>

## KS1: How do we mark stages in the human journey?

This unit will offer pupils the opportunity to learn about and reflect upon the most significant events and passages in the human experience from birth to death. The pupils will be invited to consider these from their personal perspective, recall their experiences of important events in the lives of those they know and consider how religious and non-religious traditions mark the principal stages of the human journey.

Questions to explore	Learning objectives	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• Why is life often described as a journey?</li> <li>• What are the main episodes in human experience?</li> <li>• What events do we celebrate?</li> <li>• What events cause us to struggle or lament?</li> <li>• How do religious traditions mark the major stages and events in the human journey?</li> <li>• What ceremonies and actions are associated with the key rites of passage in the human journey?</li> <li>• What artefacts, objects and symbols are connected with the religious observation of the main events in the human journey?</li> <li>• What do religious traditions and Humanism teach about what happens after death?</li> </ul>	<p>By the end of this unit most pupils should be able to show they can:</p> <ul style="list-style-type: none"> <li>• Understand the major episodes and event in the human journey, including birth, childhood, conversion, adolescence, adulthood, marriage, retirement, old age and death.</li> <li>• Be sensitive to the impact of the passage of life for individuals for family and friends.</li> <li>• Recognise the way in which the world's religious and non-religious traditions mark the major events in the human journey.</li> <li>• Acknowledge that our lives involve a complex mix of emotions, which range from joy and happiness through to anxiety and sadness.</li> <li>• Recognise the principal religious stories and traditions linked to passages of life</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the principal stages and events in the human journey.</li> <li>• Speak about the way in which different religious traditions mark the significant thresholds in human life.</li> <li>• Use religious vocabulary to describe the principal rituals and ceremonies involved in the human journey.</li> <li>• Understand the importance of non-religious ways of marking stages in the human journey within Humanism.</li> <li>• Discuss the religious importance of the prayers and ceremonies for the admission of new members of a faith tradition.</li> </ul>
Possible teaching activities	Key vocabulary	Learning outcomes (AT2)
<ul style="list-style-type: none"> <li>• Discuss the events that pupils have experienced in their own lives or witnessed in the lives of others.</li> <li>• Draw a map of life to show these events.</li> <li>• Visit a church to learn about important rites of passage, such as in baptisms, confirmations, weddings and funerals, in the Christian tradition.</li> <li>• Study the way in which other religious and non-religious traditions mark and honour the main events in the human journey.</li> <li>• Explore the artefacts and their symbolic significance that are associated with ceremonies to mark stages in the human journey (such as the font and water in baptism and rings and the stole in weddings).</li> <li>• Explore the importance of gravestones, epitaphs, memorials, and statues in honouring the dead.</li> <li>• Study poetry describing the passage of life.</li> </ul>	<p>Human life, journey, moving, transition, transformation, event, threshold, birth, birthday, coming of age, childhood, adolescence, adulthood, old age, death, initiation rite, baptism, naming ceremony, confirmation, bar and bat mitzvah, engagement, marriage, wedding, illness, suffering, death, passing, loss, grief, bereavement, mourning, funeral, thanksgiving service, year's mind, requiem, reincarnation, karma, commemoration, memorial, gravestone, soul, heaven, judgement, life after death, remembrance, relic, burial, cremation, All Saints' Day, All Souls' Day.</p>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Make connections between the stages and ceremonies in the human journey and their own lives.</li> <li>• Identify and speak about the common elements in the way in which different faith and belief traditions mark the major episodes and events in human life.</li> <li>• Speak about how different religious and non-religious traditions conceive of death, judgement, life after death and heaven.</li> <li>• Articulate what can be learned from the way in which religious and non-religious traditions mark stages in the human journey by people with differing belief positions.</li> <li>• Explain how it is important to respond sensitively to other people's experience of celebration of grief in connection with the stages of the human journey.</li> </ul>

### Recommended resources

- Alan Durant (2013) *Always and Forever*, Picture Corgi.
- Eric Kimmel (1995) *Bar Mitzvah: a Jewish Boy's Coming of Age*, Viking.
- Geoff Marshall-Taylor (2008) *Rites of Passage Whiteboard Active Pack*, BBC Active.
- Paul Mason (2004) *Rites of Passage: Birthdays*, Heinemann.
- Kelly Owen (2018) *The Dragonfly Story: Explaining the Death of a Loved one to Children and Families*, Independently Published.
- Sylvia Rouss (2016) *Sammy Spider's First Bar Mitzvah*, Lerner Publishing Group.
- Sue Stanton (2006) *Child's Guide to Baptism*, Paulist Press.
- Britta Teckentrup (2014) *The Memory Tree*, Orchard Books.
- Pat Thomas (2009) *Death: I Miss You*, Wayland
- Susan Varley (1987) *Badger's Parting Gifts*, Anderson Press.
- Rites of passage from around the world: <https://www.youtube.com/watch?v=npZ5PWHmCjk>
- Birth rituals in Islam: [https://www.youtube.com/watch?v=XrG5\\_TYeHNU](https://www.youtube.com/watch?v=XrG5_TYeHNU)
- Death rituals in Islam: <https://www.youtube.com/watch?v=3rM6AGB2MjY>
- Rites of passage in Hinduism, Judaism and Christianity: <https://www.youtube.com/watch?v=ZU0HLGHArI0>
- Bar and Bat Mitzvah: <https://www.youtube.com/watch?v=tEBnpxhb0rc>
- Jewish mourning rituals: <https://www.youtube.com/watch?v=IOAaDj7cEFw>
- Christian baptism: <https://www.youtube.com/watch?v=hysJSb38mCQ>
- What happens in a Christian wedding? <https://www.youtube.com/watch?v=SJleRRIHVEU>
- Rites of passage in Hinduism: [https://www.youtube.com/watch?v=f\\_FBX-Ox9Kg](https://www.youtube.com/watch?v=f_FBX-Ox9Kg)
- 13 coming of age traditions from around the world: <https://www.globalcitizen.org/en/content/13-amazing-coming-of-age-traditions-from-around-th/>
- How do religions and beliefs about life after death differ?: <https://www.youtube.com/watch?v=luhCHMGGIX4>
- About Humanist ceremonies <https://humanism.org.uk/ceremonies/>

## KS1: What does it mean to be a Hindu?

In this unit, pupils will learn about the complexity, richness and variety of Hinduism and way that it shapes the lives of many people in countries across the world. There will be an opportunity to explore the importance of Hinduism within the home, the role of Hindu temples as places of worship and to consider the celebrations that Hindus observe.

Questions to explore	Learning objectives	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What is Hinduism and when did it develop?</li> <li>• What do Hindus believe about God?</li> <li>• How do Hindus believe God is made known through gods and goddesses?</li> <li>• In Hinduism, how is God encountered in nature?</li> <li>• What stories and scriptures are most important within Hinduism?</li> <li>• How does Hinduism have an impact on home and family life?</li> <li>• What takes place in the mandir?</li> <li>• How do Hindus worship?</li> </ul>	<p>By the end of this unit most pupils should be able to show they can:</p> <ul style="list-style-type: none"> <li>• Understand that Hinduism is an ancient and complex religious system.</li> <li>• Recognise that God takes many forms for Hindus.</li> <li>• Understand that for Hindus divinity is encountered in the natural world.</li> <li>• Appreciate the value of stories within Hinduism and the role that these play in Hindu life and belief.</li> <li>• Recognise the important place of karma and dharma within Hinduism.</li> <li>• Recognise that Hinduism is often referred to as the Sanatana Dharma (the 'eternal tradition').</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Use religious vocabulary to describe what Hindus believe about God.</li> <li>• Describe the origins, development and diversity of Hinduism.</li> <li>• Demonstrate an understanding of Hindu worship in the mandir and in the home.</li> <li>• Recall some of the principal Hindu festivals and their associated stories.</li> <li>• Identify and speak about the main Hindu deities, symbols and artefacts.</li> </ul>
Possible teaching activities	Key vocabulary	Learning outcomes (AT2)
<ul style="list-style-type: none"> <li>• Discuss and debate the Hindu principle of Ahimsa (non-violence and vegetarianism).</li> <li>• Read stories about Hindu gods and goddesses and discuss the ways in which these reflect Hindu beliefs about God, human morality and the world.</li> <li>• Visit a Hindu temple and hear from a Hindu about Hindu beliefs, practices and collective identity.</li> <li>• Invite a member of the Hindu community into the class to speak about their life and faith.</li> <li>• Explore the place of prayer and worship within Hinduism and create a classroom shrine to illustrate these aspects of Hindu practice.</li> <li>• Study the festival of Diwali, the Rama and Sita story upon which it is based, and the ways in which this festival is celebrated.</li> <li>• Read, reflect upon and discuss the meaning of the Guyatri Mantra from the Rig Veda, in order to highlight the Hindu understanding of divinity.</li> </ul>	<p>Hinduism, Hindu, deity, avatar, Brahman, Trimurti, Brahma, Vishnu, Shiva, murti, story, celebration, Diwali, Holi, Aum, Upanishads, Bhagavad Gita, the Vedas, mandir, temple, shrine, mandala, Sanskrit, Lord Krishna, incense, puja, ritual, prashad (offerings), mantra, Gayatri mantra, good, evil, light, compassion, kindness, Ahimsa, Ramayana, karma, dharma, the Sanatana Dharma.</p>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the similarities and differences between Hinduism and other religious traditions.</li> <li>• Speak about the impact of Hinduism on cultural and family life.</li> <li>• Speak about the behaviours and actions that are appropriate within a Hindu temple or mandir.</li> <li>• Articulate an understanding of the key themes to emerge from the main Hindu stories, such as the story of Rama and Sita, which is associated with Diwali.</li> <li>• Articulate their understanding of what can be learned from Hindu life and belief by members of other faith and belief traditions</li> </ul>

### Recommended resources

- (2007) *365 Tales of Indian Mythology*, Om Book Service.
- (2019) *Peppa's Diwali*, Ladybird.
- Malachy Doyle (2018) *Rama and Sita: The Story of Diwali*, Bloomsbury Education.
- Hannah Eliot (2018) *Celebrate the World: Diwali*, Little Simon.
- Anita Genari (2013) *Hindu Stories*, Tulip Books.
- Anita Genari (2017) *Hinduism*, Raintree.
- Sanjay Patel (2015) *Ganesha's Sweet Tooth*, Chronicle Books.
- Ranchor Prime (2003) *World Faiths: Hinduism*, Belitha.
- Katherine Prior (1999) *World Religions: Hinduism*, Franklin Watts.
- Gianni Quaglia (2007) *World Religions Today: Hinduism*, Wayland.
- Ramananda Prasad (2013) *The Bhagavad-Gita For Children*, CreateSpace Independent Publishing Platform.
- Sanjay Patel (2006) *The Little Book of Hindu Deities: From the Goddess of Wealth to the Sacred Cow*, Plume.
- Sue Penney (2008) *World Beliefs and Cultures: Hinduism*, Heinemann.
- Dinesh Verma (2009) *Hinduism for Children Activity Workbook*, CreateSpace Independent Publishing Platform.
- Madhu Wangu (2006) *World Religions: Hinduism*, Facts on File.
- RE:Online introduction to Hinduism: <https://www.reonline.org.uk/subject-knowledge/hinduism/>
- RE:Online teaching resources (select Hinduism from the RELIGION/WORLDVIEW dropdown menu): <https://www.reonline.org.uk/teaching-resources/>
- What is Hinduism book (free PDF download): <https://www.hinduismtoday.com/modules/wfdownloads/viewcat.php?cid=2>
- Hinduism Today video channel: <https://www.youtube.com/user/HinduismTodayVideos>
- Hinduism for beginners: <https://www.learnreligions.com/hinduism-for-beginners-1770069>
- Hinduism - the basics: <https://www.theschoolrun.com/homework-help/hinduism>
- Visiting a mandir (BBC): <https://www.youtube.com/watch?v=o-s0mN5P8jo>
- The Ramayana – the story of Diwali: <https://www.youtube.com/watch?v=pp59n0So-XE>

## KS1: What does it mean to be a Sikh?

In this unit, pupils will have the opportunity to learn about the Sikh tradition. It will focus on the origin and development of Sikhism under the leadership of Guru Nanak, the way in which the religion developed through the line of the Gurus and the particular importance that the sacred text, the Guru Granth Sahib, plays within Sikhism. Pupils will learn about the symbolism of the principal Sikh artefacts, the role of prayer and worship for Sikhs and the significance of sewa (selfless service) for the Sikh community.

Questions to explore	Learning objectives	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What is Sikhism and how did it develop?</li> <li>• Who was Guru Nanak?</li> <li>• What are the Five Ks and why are they so important within Sikhism?</li> <li>• What is the Guru Granth Sahib and why is it revered by Sikhs?</li> <li>• What are the main features of the gurdwara?</li> <li>• What is sewa and why is it at the heart of what it means to be a Sikh?</li> <li>• What is the Mool Mantar and what significance does it have within Sikhism?</li> <li>• Why do many Sikhs cover their hair?</li> </ul>	<p>By the end of this unit most pupils should be able to show they can:</p> <ul style="list-style-type: none"> <li>• Understand that Sikhism is a monotheistic religious tradition.</li> <li>• Appreciate the inclusive nature of Sikhism.</li> <li>• Recognise the central place of sewa (selfless service) within Sikhism.</li> <li>• Understand how the Gurus have shaped the development of Sikhism.</li> <li>• Appreciate the special reverence that Sikhs have for the sacred text, the Guru Granth Sahib.</li> <li>• Appreciate the significance of the holy city of Amritsar within Sikhism.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain what beliefs Sikhs have about God.</li> <li>• Describe the role of Guru Nanak in founding the Sikh religion</li> <li>• Explain how Sikhs practice their faith through prayer, worship and service.</li> <li>• Articulate an understanding of what the Guru Granth Sahib is and why it is so important for Sikhs.</li> <li>• Speak about the symbolic importance of the five Ks and the turban.</li> <li>• Explain the role of the Kalsa (Sikh brotherhood).</li> </ul>
Possible teaching activities	Key vocabulary	Learning outcomes (AT2)
<ul style="list-style-type: none"> <li>• Explore the role of Guru Nanak in founding Sikhism and the place of the other Gurus in its development.</li> <li>• Visit a gurdwara to learn about Sikh identity, service to all (through the food offerings provided within the langar), prayer and worship.</li> <li>• Invite a Sikh to visit the class, speak to the children and answer questions about Sikh beliefs and practices.</li> <li>• Learn about Sikh practices of prayer and worship.</li> <li>• Lead a careful study of, and reflect upon, the Mool (or Mul) Mantar in order to identify the key elements of Sikh theology.</li> <li>• Listen to stories about Guru Nanak (such as The Milk and the Jasmine Flower), discuss their importance for Sikhs and their relevance for us all today.</li> </ul>	<p>Sikh, Sikhism, Amritdhari Sikhs, Khalsa (Sikh brotherhood), kesh, kanga, kachera, kirpan, kara, turban, patka, gurdwara, guru, Guru Nanak, Guru Granth Sahib, langar, granthi, keertan, Khanda, panth (organised body of Sikhs), raagi, sangat, shabad, Mool Mantar.</p>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Identify and speak about those aspects of Sikhism that are held in common with other religious traditions.</li> <li>• Describe the Sikhs practice the principle of sewa in helping others and highlight how others can learn from this.</li> <li>• Appreciate what forms of behaviour are appropriate within a gurdwara.</li> <li>• Explain how Sikh festivals, such as Vaisakhi (or Baisakhi) are important in creating a sense of Sikh identity.</li> <li>• Talk about the place of Sikhism in modern Britain and the contribution that Sikhs make to life in our society.</li> <li>• Explain the symbolism of the Khanda (the Sikh emblem).</li> </ul>



### Recommended resources

- Philip Blake (2015) *My Religion and Me: We are Sikhs*, Franklin Watts.
- Parveen Dhillon (2016) *My First Sikh Books*, Mascot Books.
- Anita Ganeri (2003) *The Guru Granth Sahib and Sikhism*, Evans.
- Anita Ganeri (2007) *This is My Faith: Sikhism*, TickTock Books.
- Tajinder Kalia (2019) *What is a Patka?* Independently Published.
- Kanwaljit Kaur-Singh (1998) *Sikh Gurdwara*, A&C Black.
- Gurinder Mann (2004) *Religions of the World: Sikhism*, Prentice Hall.
- William McCleod (1997) *Sikhism*, Penguin.
- Williams McCleod (2000) *Exploring Sikhism: Aspects of Sikh Identity, Culture and Thought*, Oxford University Press.
- Nita Mehta (2000) *Tell Me About the Sikhs*, Nita Mehta Publications.
- Sue Penney (2006) *Introducing Religions: Sikhism*, Heinemann.
- Manpreet Singh (2014) *My Little Book of Mool Mantar*, Manpreet Singh Talwar.
- Rajinder Singh (2002) *Guru Nanak and Sikhism*, Hodder Wayland.
- Menon Sujatah (2009) *Stories from Faiths: Sikhism*, Heinemann.
- RE:Online teaching resources about Sikhism: <https://www.reonline.org.uk/teaching-resources/>
- Sikh stories for children: <https://www.sikhnet.com/stories>
- All about Sikhs: <https://www.allaboutsikhs.com/>
- The story of Guru Nanak (BBC): <https://www.youtube.com/watch?v=twkJ1pc5BvU>
- What is Sikhism? (BBC): <https://www.youtube.com/watch?v=qXhV3dMxSzE>
- The Sikh stories of The Milk and the Jasmine Flower and Duni Chand and the Silver Needle (BBC): <https://www.youtube.com/watch?v=tCVzaDGx5DM>
- The Gurdwara (BBC): <https://www.youtube.com/watch?v=BjHfAug1K8E>
- The Five Ks in Sikhism (BBC): <https://www.youtube.com/watch?v=QYW10gv3jm0>

## Key Stage 2 units

Religious Education in Key Stage 2 will extend the knowledge, understanding and skills that were developed by pupils within Key Stage 1 through a deeper and more sophisticated examination of religions and worldviews. As in the earlier Key Stage, this will involve a combination of systematic studies, which focus on specific religious traditions, and thematic explorations that may draw on several different

religious perspectives. The use of key questions, for units and lessons, will again be helpful in framing the learning for pupils and provide a basis for assessment activities.

Pupils in Key Stage 2 will be invited to move beyond recall and recognition with respect to religions and worldviews and be expected to demonstrate more advanced skills. These may include the ability to

retell religious narratives; describe with greater accuracy and detail the key elements of believing, behaving and belonging that are associated with the religious traditions being investigated; communicate an understanding of the links between sources of authority, beliefs, practices, and forms of worship; utilise a wider range of religious terms; investigate questions of meaning, purpose and value as these pertain to their own

and others' experiences; show that they can understand a range of points of view on questions of religion and belief; and provide reasoned arguments for their own perspectives.

The outcomes expected of pupils at the end of Key Stage 2, as set out by the Religious Education Council, are shown in the table below.

Aim	By the end of end of Key Stage 1, most pupils should be able to:
A. Know about and understand a range of religions and worldviews.	A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance
	A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
	A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning
B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.
C. Gain and deploy the skills needed to engage seriously with religions and worldviews.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
	C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

## KS2: What is the significance of Easter within Christianity?

This unit will explore the importance of Easter and the period leading up to it (Lent) for Christians in churches across the world. It will enable pupils to understand the biblical foundations for this period within the Christian year, the theological significance of the events associated with the period, and the way in which they are marked by the church.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>Why is Easter such an important Festival and season within the Christian year?</li> <li>What is the connection between Easter and the Jewish festival of Pesach (Passover)?</li> <li>Why do Christians mark the period of Lent before Easter as a season of prayer, fasting and penance?</li> <li>What is the significance of the Solemnity of Ash Wednesday?</li> <li>What does Good Friday represent and why is it so significant within the context of the Easter story?</li> <li>What do Christians mean by the notions of salvation, redemption and hope?</li> <li>What are the implications of the resurrection for the Christian understanding of life after death?</li> <li>How do Christians celebrate Easter within the church?</li> </ul>	<ul style="list-style-type: none"> <li>Study, discuss and reflect upon the narratives associated with Easter (Jesus' entry into Jerusalem, his agony in the Garden, his arrest, trial, crucifixion, resurrection and appearance to the disciples).</li> <li>Invite a priest or another Christian to speak to the pupils about how Ash Wednesday, Lent, Holy Week and Easter are observed within a church.</li> <li>Explore art based on the Easter story.</li> <li>Discuss the meaning of salvation for Christians.</li> <li>Study the elements of the Easter vigil service.</li> <li>Discuss the significance of, artefacts associated with Easter such as crosses and crucifixes, candles and items used in the celebration of the Eucharist.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>Describe the key events within the Christian season of Lent, the events of Holy Week and the celebration of Easter Day.</li> <li>Explain how these are linked to the biblical stories about Jesus' passion, death and resurrection.</li> <li>Connect the Easter story with Christian doctrines and practices, such as salvation, penance and reconciliation, forgiveness, heaven, eternal life, imposition of ashes, foot-washing and the celebration of the Eucharist.</li> <li>Identify the meaning of the key symbols found in artistic representations of the crucifixion and the resurrection.</li> <li>Express the significance of Jesus' death and resurrection for Christians.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>Recognise that, for Christians, Easter is the most important festival in the year.</li> <li>Understand that Easter is the term for a season in the liturgical year, as well as a single day, which lasts for 50 days until the Feast of Pentecost.</li> <li>Appreciate the solemnity of the period preceding Easter, known as Lent, and understand the importance of particular points within this season, such as Ash Wednesday, Mothering Sunday and Passiontide.</li> <li>Acknowledge the importance and theological significance of Jesus' death and resurrection for Christians.</li> <li>Recognise that, for Christians, Jesus remains as a presence in the world through the church, in the Eucharist and through the Holy Spirit.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the religious significance of the feelings associated with the observation of Jesus' passion, death and resurrection, including sorrow and joy.</li> <li>Create a display to present the key ideas associated with Jesus' passion, death and resurrection.</li> <li>Reflect upon the experiences of the principal characters in the Easter story (e.g. Judas, Peter, Mary, Pontius Pilate, Barrabas, Jesus)</li> <li>Consider the connections between the Christian themes of sorrow and sacrifice and the presence of these elements in other religious traditions (such as Yom Kippur in Judaism and Eid al-Adha in Islam).</li> <li>Visit a church during Lent and discuss the significance of its appearance (for example, without flowers).</li> <li>Create poetry or art based on the events in Jesus' life, passion, death and resurrection that are associated with the Easter story.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>Explain how many Christians mark the liturgical year and why this observation is important to them.</li> <li>Explain how the events of Easter may have impacted the lives of the major characters included within the biblical story.</li> <li>Articulate their own response to the stages in the Easter narrative and identify where these connect with personal experiences of sorrow, lament, joy and celebration.</li> <li>Propose questions for exploration associated with the story of Easter and suggest responses based on their own insights.</li> <li>Be aware of and sensitive to the faith that Christians hold regarding the death and resurrection of Jesus and recognise the centrality of these beliefs within the church.</li> </ul>

**Key vocabulary**

Ash Wednesday, imposition of ashes, Lent, Mothering Sunday, Passiontide, Palm Sunday, Holy Week, Stations of the Cross, Maundy Thursday, the Last Supper, Garden of Gethsemane, betrayal and arrest, Judas, the Eucharist (Mass, or Holy Communion), Caiaphas, Good Friday, Holy Saturday, vigil service, fire, Paschal candle, Easter Day, crucifixion, sacrifice, Golgotha or Calvary, salvation, redemption, resurrection, Mary Magdalene, the disciples or apostles, Bible, the gospels, sorrow, joy, celebration, renewal, hope, commitment.

**Recommended resources**

- Laura Alary (2016) *Make Room: A Child's Guide to Lent and Easter*, Paraclete Press.
- Heather Amery (2011) *The Easter Story*, Usborne Publishing Ltd.
- Lat Blaylock (2002) *Opening up Easter: Learning from Religion*, Christian Education Publications.
- Anita Ganeri (2002) *Easter*, Heinemann.
- Mike Hirst (2000) *Celebrate Easter*, Hodder Wayland.
- Glenys Nellist (2018) *Easter Love Letters from God*, Zondervan.
- Russell Punter (2016) *The Easter Story*, Usborne Publishing Ltd.
- Philip Sauvain (1997) *Easter*, Wayland.
- Brian Wildsmith (2008) *The Easter Story*, Oxford University Press.
- Antonia Woodward (2017) *The Promised One: The Wonderful Story of Easter*, Lion Books.
- Easter teaching resources and lesson plans: <https://www.teacherplanet.com/content/easter>
- RE Online, Christianity subject knowledge: <https://www.reonline.org.uk/subject-knowledge/christianity/>
- TES Easter teaching resources: <https://www.tes.com/teaching-resources/blog/cracking-easter-resources-eyfs-and-primary>
- Top Twenty Ideas for a Really Creative Easter in RE (Diocese of Coventry): [http://www.dioceseofcoventry.org/images/document\\_library/UDR01699.pdf](http://www.dioceseofcoventry.org/images/document_library/UDR01699.pdf)
- BBC - Easter teaching resources: <https://www.bbc.co.uk/teach/easter-collection/zf72rj6>
- BBC - KS2 Easter video: <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-easter/zknkgwx>

## KS2: How do sacred scriptures inform religious beliefs?

In this unit, pupils will have the opportunity to explore the significant role that sacred scriptures play as sources of authority within religious tradition. The unit will examine the status, content, function and purpose of holy texts and consider the part they play in both individual and collective religious practices.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What are sacred scriptures?</li> <li>• What do we know about the authorship of different sacred scriptures?</li> <li>• What are the principal scriptural sources of authority in each of the principal religious traditions?</li> <li>• What do sacred scriptures say about God, the revelation of God to humanity and the way in which human life should be lived?</li> <li>• How are sacred scriptures incorporated within acts of private or collective worship?</li> <li>• How are sacred scriptures handled and treated within different religious traditions?</li> <li>• What norms govern the interpretation of sacred scriptures within religious communities?</li> </ul>	<ul style="list-style-type: none"> <li>• Examine the structure, organization, content and major themes within the core holy texts that are associated with each major religious tradition.</li> <li>• Listen to stories of portions of teaching from some of the principal sacred scriptures and discuss their meaning and importance for religious beliefs.</li> <li>• Explore the insights that different holy scriptures offer about the nature of God within various religious traditions.</li> <li>• Watch videos that demonstrate the ritual actions connected with the use of holy scriptures (e.g. Torah and Gospel processions, veneration of the Guru Granth Sahib and the recitation of the Qur'an).</li> <li>• Listen to members of religious communities speaking about the importance of sacred scriptures in their life and faith.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the sacred scriptures that are associated within each of the world's principal religious traditions.</li> <li>• Speak about how and when these texts came into existence and the processes of authorship, redaction and interpretation that are connected with each from of scripture.</li> <li>• Identify the central purpose and key themes in each sacred scripture.</li> <li>• Discuss the relationship between sacred scripture and divine revelation.</li> <li>• Describe the way in which sacred scriptures are used, both in personal prayer and devotion, and in acts of public prayer and worship in religious buildings.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>• Appreciate the special importance that is attached to sacred scriptures within religious traditions.</li> <li>• Understand the connection between holy texts and the beliefs that are central to religious traditions.</li> <li>• Recognise the role of sacred scriptures in shaping forms of religious behaviour and action.</li> <li>• Recognise that sacred scriptures are used within both personal devotions (such as daily prayer) and in collective worship.</li> <li>• Recognise that sacred scriptures are highly esteemed or venerated in many religious traditions.</li> <li>• Appreciate that holy texts are treated with respect by members of religious communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss books and stories that are of particular personal importance to pupils and compare these responses to the place of scripture in faith communities and religious traditions.</li> <li>• Study the ethical principles promoted by holy texts and consider how relevant these are in contemporary society.</li> <li>• Examine, discuss and reflect upon the different ways in which sacred scripture has influenced the visual arts, drama, film, fiction and poetry.</li> <li>• Identify and discuss the areas of common ground between holy texts from different religious traditions.</li> <li>• Discuss the importance of specific languages, such as Arabic, Hebrew, Sanskrit, Greek and Latin, in the transmission and ongoing oral traditions associated with sacred scriptures. .</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Articulate what they understand by sacred scripture with reference to their own and others' faith or belief tradition.</li> <li>• Describe the role and relevance of sacred scripture within religious traditions and within society and culture more broadly.</li> <li>• Be aware of and be able to express the customs, traditions and actions that are appropriate in connection with the handling sacred texts.</li> <li>• Be able to speak about how sacred scriptures have influenced their own (if appropriate) and others' lives.</li> <li>• Speak about the role of sacred scripture in offering guidance to individuals and communities in response to circumstances of both joy and sorrow, as well as in shaping codes for living well together.</li> </ul>

### Key vocabulary

Sacred text, Scripture, holy book, Bible, Gospels, Greek., Latin, Vedas, the Upanishads, Bhagavad Gita, the Mahabharata, the Puranas, Ramayana, Sanskrit, the Qur'an, Arabic TaNaKh, Torah, Haftarah, Hebrew, sofer (ritual scribe), Sefer Torah (Torah scroll), aron kodesh (Torah ark), Buddhavacana (the words of the Buddha), the Guru Granth Sahib, the Agam Sutras (Jainism), the works of `Abdu'l-Bahá (Bahá'í), the Avesta (Zoroastrianism), rehal (book rest for the Qur'an), lectern, legillum, ambo, bimah, yad, tallit, kippah, incense, lectionary, Simchat Torah, portion, chapter, verse, surah, the Basmala, or Bismill h ('In the name of God, the Most Gracious, the Most Merciful' – the phrase recited before each surah of the Qur'an, except for the ninth, is read).

### Recommended resources

- (2013) *The Children's Bible*, DK Children.
- (2009) *The Usborne Children's Bible*, Usborne Publishing Ltd.
- Mary Batchelor (1995) *The Children's Bible in 365 Stories*, Lion Children's Books.
- Yahiya Emerick (2011) *The Meaning of the Holy Qur'an for School Children*, CreateSpace Independent Publishing Platform.
- Anita Ganeri (2002) *The Guru Granth Sahib and Sikhism*, Evans Brothers Ltd.
- Anita Ganeri (2009) *The Birth of Krishna*, Franklin Watts Ltd.
- Anita Ganeri (2013) *Buddhist Stories*, Tulip Books.
- Anita Ganeri (2013) *Christian Stories*, Tulip Books.
- Anita Ganeri (2013) *Islamic Stories*, Tulip Books.
- Anita Ganeri (2013) *Hindu Stories*, Tulip Books.
- Anita Ganeri (2013) *Jewish Stories*, Tulip Books.
- Anita Ganeri (2013) *Sikh Stories*, Tulip Books.
- Seth Hunerwadel (2019) *Torah: Hebrew Transliteration Translation: Genesis, Exodus, Leviticus, Numbers & Deuteronomy*, Independently Published.
- Hemant Kanitkar (1994) *Discovering Sacred Texts: Hindu Scripture*, Heinemann.
- Sara Khan and Alison Lodge (2017) *My First Book about the Qur'an*, The Islamic Foundation.
- Belinda McCallion (2018) *Children's Torah Activity Books 1-5*, Lang Book Publishing.
- Tracy Newman and Viviana Garofoli (2018) *Simchat Torah Is Coming*, Lerner Publishing Group.
- Fazlur Rahman (2009) *Major themes of the Qur'an*, The University of Chicago Press.
- Sandhya Rajesh (2019) *The Ramayana: A Tale from Ancient India*, Independently Published.
- Arshia Sattar (2018) *Ramayana: An Illustrated Retelling*, Restless Books.
- Sahih International – translation (2019) *The Qur'an (Quran): With Surah Introductions and Appendices*, Maktabah Publications.
- Mardijah Aldrich Tarantino (2012) *Marvelous Stories from the Life of Muhammad*, The Islamic Foundation.
- Kitz & Finn talk about the Quran
- <https://youtu.be/7zLz7YHqHp4> FREE Rehal available from Discover Islam

## KS2: Why is pilgrimage important in some religious traditions?

This unit will address the religious act of pilgrimage and consider why this practice represents a significant element in the life of faith for many people in all of the world's major religious traditions. Pupils will be able to learn about the origin of pilgrimage, the places of pilgrimage within different faith traditions, the practices that are associated with various forms of pilgrimage and the impact that these have on pilgrims.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What is meant by a pilgrimage?</li> <li>• Is it possible to speak of holy places if God is omnipresent?</li> <li>• What are the differences between pilgrimages and holidays, or between pilgrims and tourists?</li> <li>• What role does pilgrimage play in religious life?</li> <li>• What is the spiritual significance of pilgrimage for those who go on pilgrimage?</li> <li>• Why is pilgrimage so important to pilgrims?</li> <li>• What are the principal places of pilgrimages for members of the major religious traditions?</li> <li>• What happens during a pilgrimage?</li> <li>• Why do some non-religious people choose to participate in pilgrimages or visit pilgrim sites?</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the meaning of pilgrimage and the reasons why some people of faith undertake this act.</li> <li>• Examine the importance of shrines and holy places in different religious traditions.</li> <li>• Discuss the links between healing and pilgrimage.</li> <li>• Visit a place of pilgrimage such as the Shrine of Edward the Confessor at Westminster Abbey.</li> <li>• Study each of the key stages within the Hajj (miqat, niyyah, tawaf, sa'y, Mina, the Plain of Arafat, Muzdalifah, sacrifice, the Jamarats, farewell tawaf) and discuss their religious significance.</li> <li>• Create a class poster, which presents information about pilgrimage locations in different religions.</li> <li>• Examine images, or watch video clips, of people on pilgrimage and identify the ritual actions and religious symbols that are involved in these acts</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain what is meant by pilgrimage in the context of religious life.</li> <li>• Describe what is involved for pilgrims in taking part in a pilgrimage.</li> <li>• Speak about why some religious adherents choose to participate in pilgrimages and what impact they have on them.</li> <li>• Identify and recall the principal places of pilgrimage within each of the world's major and minor religious traditions.</li> <li>• Understand and be able to describe the acts that pilgrims undertake on the Hajj and explain the spiritual significance of each of these.</li> <li>• Explain how important pilgrimage was in the Middle Ages, particularly in connection with visits to shrines of the saints.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>• Be aware that pilgrimage is a custom, expectation or an obligation in some religious traditions.</li> <li>• Recognise the profound spiritual role that pilgrimage plays for those who participate in it.</li> <li>• Appreciate the symbolic connections between physical pilgrimage journeys and the human religious quest.</li> <li>• Appreciate the rituals, ceremonies, prayers and forms of worship that are associated with pilgrimage.</li> <li>• Acknowledge that participation in pilgrimages is growing, even amongst people without a religious faith.</li> <li>• Recognise that pilgrimage may be to non-religious locations, for example sites associated with the Holocaust.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite pupils to speak about the special places that they have visited and the reasons why they are so important to them?</li> <li>• Ask pupils to share any experiences that they have had in visiting holy places of pilgrimage sites.</li> <li>• Explore the elements of pilgrimage that are both distinctive and similar in different faith traditions.</li> <li>• Listen to a visitor who has been on pilgrimage and provide opportunities for questions and discussion.</li> <li>• Explore and discuss artistic and literary responses to pilgrimage.</li> <li>• Lead a class discussion on the connections between pilgrimage, miracles, healing and faith.</li> <li>• Undertake a faith walk in the local area and identify signs of religious life in the locality (e.g. places of worship, shops, forms of dress, posters and art).</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Be sensitive to the feelings generated by and the spiritual significance of pilgrimage for those who participate in it.</li> <li>• Explain why acts of pilgrimage are growing in popularity and why they often attract non-religious participants.</li> <li>• Talk about the importance of the Holy Land to those who visit this region.</li> <li>• Describe the challenges, as well as the benefits, of taking part in a pilgrimage (e.g. its physical, financial and spiritual demands).</li> <li>• Identify the lessons that may be learned from acts of pilgrimage for those people who do not take part in this it.</li> <li>• Explain why, for many people, the experience of going on pilgrimage generates a sense of being closer to God.</li> </ul>

**Key vocabulary**

Pilgrimage, spiritual journey, pilgrim, shrine, tomb, sacred place, 'thin' place, Lourdes, Santiago de Compostela, the Camino, Rome, Walsingham, Westminster Abbey, Iona, Canterbury, holy person, saint, miracle, healing, the Holy Land, Jerusalem, Bethlehem, Taizé, Hajj, the Fifth Pillar of Islam, Mecca, Ihram, Dhu al-Hijjah (the final month of the Islamic calendar), miqat, niyyah, Mina, Medina, Kaaba, Tawaf, the Jamarats, s'ay (walking the distance between al-Safa and al-Marwa), Karbala, the Har Mandir Sahib (Golden Temple) in Amritsar, the Kumbh Mela, the River Ganges, the Chota Char Dham (Himalayan Hindu pilgrimage circuit), the cities of Varanasi and Puri, the Shalosh Regalim (the Three Pilgrimage Festivals of Judaism: Pesach, Shavuot and Sukkot), the tombs of King David, Rachel, and Joseph, Lumbini (the birthplace of Gautama Buddha), Bodh Gaya (the site of the Bodhi Tree and of the Buddha's enlightenment), Sarnath (the location of the Buddha's first teaching), Kushinagar (the site where the Buddha died and achieved Parinirvana), the Shrine of Bahá'u'lláh (in the Bahá'í faith), Pir (in Zoroastrianism), temples and other locations associated with the lives and deeds of the Tirthankaras (Jainism).

**Recommended resources**

- Sophia Rose Arjana (2017) *Pilgrimage in Islam: Traditional and Modern Practices*, Oneworld Publications.
- Derry Brabbs (2017) *Pilgrimage: The Great Pilgrim Routes of Britain and Europe*, Frances Lincoln.
- Sue Kendall (2001) *Ceremonies and Celebrations: Pilgrimages and Journeys*, Hodder Wayland.
- Saniyasnain Khan (2001) *Tell Me About Hajj: What the Hajj is, Why it's so Important and What it Teaches Me*, Goodword Books.
- Sana Munshey (2011) *We're Off to Make 'Umrah*, The Islamic Foundation.
- Vicky Parker (2003) *The Ganges: Holy Places*, Heinemann.
- Na'ima B. Robert (2014) *Going to Mecca*, Lincoln Children's Books.
- Norman Wareham (2011) *Every Pilgrim's Guide to the Holy Land*, Canterbury Press.
- Abu Zaynah (2019) *Young Explorers' Adventures in Makkah*, Blurb.
- My life, my religion – the Hajj (BBC): <https://www.bbc.co.uk/newsround/24566691>
- Pilgrimages and miracles (BBC): <https://www.bbc.co.uk/bitesize/clips/zg6cd2p>
- A trip to Mecca (BBC video): <https://www.bbc.co.uk/bitesize/clips/z9vcd2p>
- The Hajj (BBC video): <https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-muslim-pilgrimage-hajj/zndfcqt>
- Pilgrimage in Hinduism (BBC video): <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-pilgrimage-hinduism/z4ghf4j>
- Crash Course on Hajj (Muslim Pilgrimage) by Alex - <https://www.youtube.com/watch?v=5TOPhVNul6g>



## KS2: What does Sikhism teach us about selfless service?

This unit will enable pupils to learn about the central beliefs and practices of Sikhism. In particular, it will focus on the principle of selfless service (sewa), which is, for Sikhs, the most important element of their religious traditions. The basis for, types of, and contemporary forms of sewa will all be examined. Pupils will also be invited to consider what members of other, or of no, faith may learn from this practice within Sikhism. A visit to a gurdwara would provide an opportunity to explore how sewa is demonstrated.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What is Sikhism?</li> <li>• Who was Guru Nanak and how did Sikhism begin?</li> <li>• How did Sikhism develop and spread through the Ten Gurus who followed after Guru Nanak's death?</li> <li>• What is the Khalsa?</li> <li>• What are the five Ks and why are they so important to many Sikhs?</li> <li>• What is the Guru Granth Sahib?</li> <li>• What do Sikhs believe about God?</li> <li>• Where and how do Sikhs worship?</li> <li>• How do Sikhs serve others through acts of sewa?</li> <li>• What are the three different forms of sewa?</li> <li>• How does the langar exemplify sewa?</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate why selfless service (sewa) is such a key belief within Sikhism.</li> <li>• Explore the distinctions and connections between Tan (physical service), Man (mental service) and Dhan (material service) as aspects of sewa.</li> <li>• Discuss what Guru Gobind Singh may have meant by the statement 'Recognise the whole human race as one' and how this underpins the act of sewa.</li> <li>• Read, reflect upon and discuss the key verses from the Guru Granth Sahib that describe sewa (e.g. GGS 518:14-15; 549:11; and 172:14).</li> <li>• Examine photos or videos of Sikhs serving food in a gurdwara or mobile langar and discuss how the activity demonstrates the act of selfless service.</li> <li>• Invite a Sikh visitor to speak to the pupils about the part that sewa places in their practice of faith.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain what is meant by sewa and explain why it is so central within Sikhism.</li> <li>• Connect the principle of sewa with the teachings of the Gurus and the texts in the Guru Granth Sahib.</li> <li>• Understand that sewa has three different dimensions: Tan (physical acts), Man (mental attitudes), and Dhan (the sharing of material wealth with others).</li> <li>• Cite the feeding of others through the action of the langar – in a gurdwara or on the streets – as the most common form of sewa.</li> <li>• Identify other ways in which Sikhs practice sewa, either individually or collectively.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>• Recognise that the word 'Sikh' is derived from the Sanskrit word 'Sikhna' which means to 'learn.'</li> <li>• Recognise sewa as a core principle within the Sikh religious tradition.</li> <li>• Understand that it is derived from the belief that God is committed to the welfare of all.</li> <li>• Appreciate that, in Sikhism, the promotion of social justice and equality and the challenging of unjust practices and prejudice are very important principles.</li> <li>• Understand the significance for Sikhs of humility in life and respect for others.</li> <li>• Acknowledge that Sikhs perform sewa without any expectation of reward or recognition.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss what the meaning of service to others means in the context of contemporary society.</li> <li>• Organise a group-based discussion activity to explore what non-Sikhs can learn from the Sikh principle of sewa.</li> <li>• Discuss the ways in which the Sikh commitment to sewa is both similar and different to principles associated with other religious traditions.</li> <li>• Examine, discuss and reflect upon the meaning of Guru Nanak's statement that "He who regards all men as equals is religious."</li> <li>• Visit a Gurdwara, find out about the role of the langar, and invite pupils to share their reflections and thoughts about this experience.</li> <li>• Investigate the role of the Sikh charity, Khalsa Aid, in putting sewa into practice.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain why sewa is the most important part of being a Sikh.</li> <li>• Speak about how the Sikh principle of the equality of all people (regardless of faith or belief) underpins the principle of sewa.</li> <li>• Explain how the generosity, sacrifice, compassion and social responsibility shown by Sikhs in practicing sewa has parallels in other religions and worldviews.</li> <li>• Reflect on the duties all people have to serve others and identify what the class or school might be able to learn from Sikhism.</li> <li>• Identify what members of other faiths can learn from Sikhs who put God at the heart of their lives and seek to follow all the teachings of the Gurus (a Gurmukh).</li> </ul>

### Key vocabulary

Sikhism, Sikh, Gurus, Guru Nanak, Guru Gobind Singh, Guru Granth Sahib, granthi, Gurmukhi (the language, created by the Gurus, to write the Guru Granth Sahib), Pajj Kakaar (five Ks), kesh, kara, kachera, kanga, kaccha, kirpan, turban, patka, gurdwara, amrit, karah parshad, langar, Amritsar, Kalsa, khanda (the Sikh symbol), sewa, Tan, Man, Dhan, Ik Onkar ('There is only one God'), Waheguru (the most common Sikh name for God), Mool Mantar (the opening text of the Guru Granth Sahib and the most important composition in Sikhism), naam japna (repeating the name of God as an act of worship), Singh ('lion' – the title given to a male Khalsa Sikh), Kaur ('princess' – the title given to a female Khalsa Sikh), karma, maya (the notion that all that seems real is in fact an illusion), mukti (the escape from the cycle of birth, death and rebirth and gain union with Waheguru), Gurmukh (someone who puts God at the centre of their life and follows the teachings of the Gurus), atma (the soul).

### Recommended resources

- Philip Blake (2015) *Religion and Me: We are Sikhs*, Franklin Watts.
- Alison Cooper (2010) *World Religions: Facts About Sikhism*, Rosen Central.
- Anita Ganeri (2017) *Sikhism*, Raintree.
- Gerald Haigh (2009) *A Journey through Life in Sikhism*, A & C Black Publishers Ltd.
- Kanwaljit Kaur-Singh (2006) *World of Faiths: Sikhism*, QED.
- Kanwaljit Kaur-Singh (2019) *We Worship Here: Sikh Gurdwara*, Franklin Watts.
- Gurinder Singh Mann (2004) *Religions of the World: Sikhism*, Prentice Hall.
- William McLeod (2000) *Exploring Sikhism: Aspects of Sikh Identity, Culture and Thought*, Oxford University Press.
- Sujatha Menon (2009) *Sikhism*, Heinemann.
- Mehta Nita (2000) *Tell Me About Sikhs*, Nita Mehta Publications.
- Sue Penney (2006) *Introducing Religions: Sikhism*, Heinemann.
- Michael Regan (2018) *Understanding Sikhism*, Essential Library.
- Sylvia Sutcliffe (1995) *Committed to Sikhism: a Sikh Community*, Religious and Moral Education Press.
- An outline of Sikhism for children: <http://www.primaryhomeworkhelp.co.uk/religion/sikhism.html>
- Key information about Sikhism: <https://www.theschoolrun.com/homework-help/sikhism>
- Teaching resources about Sikhism (select Sikhism from the drop-down menu and click submit): <https://www.reonline.org.uk/teaching-resources>
- Seva (sewa) in the Sikhi Wiki: <https://www.sikhiwiki.org/index.php/Seva>
- BBC KS2 resources on Sikhism: <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-what-is-sikhism/zn4h382>
- The beginnings of Sikhism video (BBC): <https://www.youtube.com/watch?v=37WrumtAEGo>
- The Five Ks video (BBC): <https://www.youtube.com/watch?v=QYW10gv3jm0>
- The Gurdwara video (BBC): <https://www.youtube.com/watch?v=twkJ1pc5BvU>
- The Sikh community feeding homeless people in London: <https://www.youtube.com/watch?v=AZmYx5DYGzc>

## KS2: What can we learn from symbols?

This unit will provide an opportunity for pupils to explore the symbolic dimension of religious and non-religious life by examining the symbols, artefacts, clothing, food and gestures that are associated with different religious traditions. It will enable them to consider the meaning that these elements hold for people of faith, both individually and collectively. The unit will highlight the non-factual dimension of religious and wider human life by enabling pupils to engage with meaning, value and mystery.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What is a sign or a symbol?</li> <li>• What signs and symbols are we familiar with in our everyday lives?</li> <li>• Why are symbols important to people of faith or of no faith?</li> <li>• How do religious and non-religious symbols help to bypass the restrictions of language?</li> <li>• Which symbols are most important in each of the world’s major religious traditions?</li> <li>• How can symbols be interpreted and understood by people within and outside each religious tradition?</li> <li>• In what ways do religious symbols convey beliefs that different traditions may hold about God?</li> <li>• What role do symbols and artefacts play in prayer and worship?</li> </ul>	<ul style="list-style-type: none"> <li>• Examine a set of religious artefacts representing each of the major religious traditions and discuss the symbolic significance of each object.</li> <li>• Read stories from holy texts related to religious artefacts (e.g. the Crucifixion story for Christians or the story of the Passover and the Exodus for Jews) and reflect on their links with associated religious symbols (e.g. the cross/crucifix and the Seder plate).</li> <li>• Look at pictures of Hindu gods and discuss the different symbolism used. Use this information to annotate a picture of a Hindu murti.</li> <li>• Examine the Sikh khanda and other artefacts and reflect on their symbolic meaning within Sikhism.</li> <li>• Arrange a visit to a place of worship, identify the use of symbols in the building design and ceremonial objects and discuss their meaning.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain what is meant by a religious symbol.</li> <li>• Understand why they play an important role within religious traditions for people of faith.</li> <li>• Describe the role of artefacts within religious ceremonies and acts of worship.</li> <li>• Identify and name the principal physical and non-physical symbols that are associated with each major religious tradition.</li> <li>• Talk about the basis of religious symbols and artefacts in the scriptural sources and lives of foundational religious figures.</li> <li>• Explain the symbolic importance of religious buildings as well the objects and artefacts contained within them.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>• Recognise the importance of the symbolic dimension of religious belief and practice.</li> <li>• Understand the significance role that symbols play in religious traditions.</li> <li>• Appreciate that symbols take many forms and may not always be physical.</li> <li>• Appreciate the role of symbols in helping religious believers bypass language as they seek to encounter the mystery of God.</li> <li>• Be sensitive to the importance that is attached to religious symbols.</li> <li>• Recognise the connection between scripture, tradition and symbol within religious communities.</li> <li>• Speak about the principal symbols associated with Humanism.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite pupils to express their insights, reflections and feelings as they examine some of the more common religious symbols.</li> <li>• Invite a religious leader to discuss the importance of symbols in worship (e.g. a priest could talk about the symbolism of colour in liturgical vestments).</li> <li>• Listen to a Jewish person describe the way in which they celebrate the Shabbat meal and then discuss the meaning of each item within this celebration.</li> <li>• Study images of the Buddha and discuss the spiritual significance of different Mudras (hand gestures).</li> <li>• Explore and discuss the symbols present in selected works of religious art.</li> <li>• Arrange talk-pair-share, or table-based, discussions to explore the question of what we can learn from religious symbols and artefacts.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the significance of symbols in mediating the mystery of God.</li> <li>• Discuss why gestures, actions, words, numbers, people, animals and images can carry symbolic meaning in addition to physical objects.</li> <li>• Speak about the common themes in religious symbolism (e.g. water, oil, fire, light) as well as the distinctive place of individual symbols within different religious traditions.</li> <li>• Appreciate the role of symbols in everyday human living outside of the sphere of religion and the role of Humanist symbols.</li> <li>• Articulate their insights about the meaning and importance of symbols.</li> <li>• Demonstrate sensitivity to and appreciation of the role of symbols within religious communities and places of worship.</li> </ul>

### Key vocabulary

Symbol, symbolic, object, artefact, sign, mystery, action, gesture, clothing, food.

**Christian symbols:** cross, crucifix, sign of the cross, stations of the cross, empty tomb, sacrament, bread, wine, altar, incense, relic, oil, water, light, star, halo, candles, Paschal candle, sanctuary lamp, dove, lamb, pelican, Ichthys (fish), crown of thorns, vestments, statue, icon, priest, colours (especially those used in the liturgy – white/gold, green, purple, red and black), bells, Chi Rho, Good Shepperd, anchor, shamrock, lily, vesica piscis (the shape created by two overlapping circles, representing the union of heaven and earth), alpha, omega, the Lion of St Mark, the Ox of St Luke, the Angel of St Matthew, the Eagle of St John.

**Jewish symbols:** menorah, chanukiah, Star of David, Lion of Judah, bread, wine, salt, candles, candlesticks, the Ner Tamid, shofar, Shin ('El Shaddai' in Hebrew or God Almighty), rainbow, olive branch, stone tablets, the Lion of Judah, mezuzah, Chai ('life' in Hebrew), circumcision (symbolic of the Covenant between God and Abraham), numbers (e.g. 1, 6, 7, 12, 40), colours (e.g. blue as the connection between heaven and earth), tallit, tefillin, tzitzit, hamsa (God's protective hand), kippah, Seder plate.

**Islamic symbols:** star and crescent, colours (e.g. green, brown, black, white), gestures and positions adopted in corporate prayer, calligraphy, 'Allah' in Arabic, the Rub el Hizb (two overlapping squares), geometric design, tile tessellation.

**Hindu symbols:** puja, aum, offering, shrine, pras da, murti, avatar, mandala, Sri Yantra, lotus, swastika, bindi, tilaka, veena (an Indian stringed instrument that represents art and learning), fire, fire altar, dhvaha flag, The Trishula (or the Trident, which is associated with Lord Shiva), saffron (the colour, also found in Buddhism and Sikhism, denotes sacrifice, religious abstinence and the spiritual quest for light and salvation).

**Buddhist symbols:** the Buddha, the eight-spoked Wheel of Dharma, bhodi tree, lotus flower, conch shell (represents the thoughts of the Buddha), endless knot, mandala, prayer wheel, mudras (the Buddha's hand gestures).

**Sikh symbols:** kesh, kachera, kara, kirpan, kanga, turban, dastar (a symbol of spirituality, holiness and humility), patka, khanda, the Nishan Sahib (the Sikh triangular flag).

**Humanist symbols:** Happy Human, Leonardo da Vinci's human, outstretched hand, flower, light bulb, heart.

### Recommended resources

- (2008) Signs & Symbols: *An Illustrated Guide to Their Origins and Meanings*, DK.
- James Cornwell (2009) *Saints, Signs, and Symbols: The Symbolic Language of Christian Art*, SPCK.
- Heather Elgood (1999) *Hinduism and the Religious Arts*, Cassell.
- Paul Gateshill and Jan Thompson (1992) *Religious Artefacts in the Classroom: A Practical Guide for Primary and Secondary Teachers*, Hodder & Stoughton.
- Alain Gheerbrandt (1996) *The Penguin Dictionary of Symbols*, Penguin.
- Christine Howard (2009) *Investigating Artefacts in Religious Education: A Guide for Primary Teachers*, Religious and Moral Education Press.
- Joyce Mackley (2004) *Symbols of Faith: Conveying Meaning*, Christian Education Publications.
- David and Gill Rose (2003) *Artefacts for Worship (Photo-pack)*, Folens.
- Jenny Rose (1995) *Christian Story and Symbol*, BFSS National RE Centre.
- Cath Senker (2008) *Religious Signs and Symbols: Islam*, Wayland.
- Louise Spilsbury (2010) *Symbols of Faith*, Franklin Watts.
- Richard Taylor (2003) *How to Read A Church: A Guide to Images, Symbols and Meanings in Churches and Cathedrals*, Rider.
- Religious symbols and their meaning: <http://religious-symbols.net/>
- Jewish symbols: <http://www.icjudaism.org.uk/symbols.html>
- The Buddha's poses and hand gestures: <https://www.catawiki.com/stories/5107-buddha-poses-and-postures-the-meanings-of-buddha-statues-hands>
- Top ten religion's symbols and their meanings: <https://www.youtube.com/watch?v=hV6Ptx0pmnQ>

## KS2: Why are festivals, celebrations and High Holy Days so important within Judaism?

This unit will explore the most important events within the Jewish religious calendar. Pupils will have the opportunity to learn about and reflect upon the festivals, celebrations and Holy Days that are associated with Judaism, to consider the foundations for these occasions, and to reflect upon why they are so important for Jewish people.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What are the main High Holy Days and festivals that are celebrated within Judaism?</li> <li>• What are the biblical and historical foundations for these events?</li> <li>• What other events are a source of celebration for Jewish people (e.g. Bar/Bat Mitzvah and weddings)?</li> <li>• Why is Yom Kippur (the Day of Atonement) regarded as the holiest day in the Jewish year?</li> <li>• What are the origins of Shabbat and how is it celebrated in the home and in the synagogue?</li> <li>• What foods are traditionally associated with each of the Jewish events (e.g. challah bread on Shabbat, apples and honey at Rosh Hashanah, the Seder food items at Pesach, and fried food at Chanukah)?</li> <li>• Which other days are commemorated (e.g. the anniversary of the foundation of the State of Israel and Holocaust Memorial Day)?</li> </ul>	<ul style="list-style-type: none"> <li>• Create a class display to incorporate a timeline of the Jewish year showing the principal Holy Days, festivals and celebrations.</li> <li>• Read and discuss the stories from the Torah, which provide the foundation for the principal festivals, such as Pesach, Purim and Shabbat.</li> <li>• Visit a synagogue to learn about the elements of the Shabbat morning service and how the other festivals and High Holy Days are observed.</li> <li>• Set up a Shabbat supper table and discuss the symbolism of each of the items that are present.</li> <li>• Invite a practicing Jew to speak to the class about the importance of the Jewish year in their lives and to demonstrate the ceremonies associated with the opening and closing of Shabbat.</li> <li>• Hear from a Jewish teenager who has celebrated their Bar/Bat Mitzvah.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain what are meant by High Holy Days and festivals within Judaism.</li> <li>• Be aware that the period of High Holy Days each autumn extends over the Ten Days of Repentance, from Rosh Hashanah ('head of the year') to Yom Kippur (the Day of Atonement).</li> <li>• Recognise the importance of celebration within Judaism and be able to identify when this takes place (e.g. Shabbat, festivals, weddings and Bar/Bat Mitzvahs).</li> <li>• Be able to explain the basis in the Bible and in Jewish tradition of the principal festivals and High Holy Days.</li> <li>• Acknowledge the importance of repentance on Rosh Hashana and Yom Kippur.</li> <li>• Be able to describe how festivals and holy days are marked both in the home and in the synagogue.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>• Appreciate the importance of festivals, celebrations and Holy Days within Judaism.</li> <li>• Understand how these are connected with the Jewish lunar calendar.</li> <li>• Appreciate why Shabbat is so significant within Judaism.</li> <li>• Recognise that some days within the Jewish year are solemn and prompt Jews to look back in sorrow (e.g. Kol Nidre, Yom Kippur and Holocaust Memorial Day).</li> <li>• Understand the how and why rites of passage are marked within Judaism (e.g. circumcision of baby boys, Bar/Bat Mitzvah and weddings).</li> <li>• Appreciate the variety of ways in which Jewish festivals and High Holy Days are observed within the different streams of Judaism.</li> </ul>	<p>Discuss the importance of gatherings, celebrations and solemn occasions in religion and life.</p> <p>Discuss how the story of the Flight from Egypt (the Exodus) resonates with contemporary experiences of refugees and others who seek safety.</p> <p>Build a class sukkah and consider its significance both within Judaism and as a symbol of flight for those people who have to flee their homes.</p> <p>Explore the issue of why rituals, celebration and observances are important for many people.</p> <p>Discuss the symbolic importance of food and the role that it places in religious observance.</p> <p>Discuss the symbolic elements that are associated with Jewish festivals and Holy Days (e.g. the shofar, wine, candles and certain foods).</p> <p>Study some of the prayers and blessings used during Jewish festivals and Holy Days.</p>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Pupils should be able to describe why certain days are important within all religious traditions and explain the significance of this principle in Judaism.</li> <li>• They should be able to articulate their own personal responses to the patterns of believing, behaving and belonging in Judaism that are exhibited in connection with festivals and Holy Days.</li> <li>• They should be able to identify both the similarities and differences between key Jewish and Christian events (e.g. Pesach/Easter, Shavuot/Pentecost and Sukkot/Harvest) as well as their historical links.</li> <li>• Discuss the importance of the Torah for Jewish people and explore the festivals that are associated within it (e.g. Shavuot and Simchat Torah).</li> <li>• They should be able to identify and articulate those elements of the Jewish observance of High Holy Days, festivals and other celebrations from which members of other faiths and none can learn.</li> </ul>

### Key vocabulary

Festival, Yamim Tovim (Jewish festivals), celebration, holy day, holy season, Yamim Noraim (High Holy Days), Rosh Hashanah, Kol Nidre (either the entire evening service before Yom Kippur or an Aramaic declaration recited in the synagogue before the beginning of the evening service on Yom Kippur), Yom Kippur, shofar, Aseret Yemei Teshuvah (the 'Ten days of Repentance' or the 'Days of Awe'), Sukkot, sukkah, Shavuot (Pentecost and the giving of the Torah), Simchat Torah (a celebration to mark the end and beginning of the annual cycle of Torah readings), Chanukkah (Festival of Lights), Purim, Shabbat, blessing, Kiddush cup, Kiddush wine, Shabbat candles and candle sticks, salt, Challah bread, Havdalah, Havdalah candle, spices, the Exodus, Pesach (Passover), the Haggadah (a book that tells the story of Pesach), Seder meal, roasted egg, roasted lamb, bitter herbs, green vegetables, salty water, Charoset (a mixture of nuts, raisins, cinnamon, apples and wine or grape juice), unleavened bread, Tu B'Shvat (the celebration of nature), Bar Mitzvah, Bat Mitzvah, the Covenant, circumcision, mohel (someone who is medically and religiously qualified to perform a circumcision), home, family, synagogue, rabbi, Bible, Torah, TaNaKh, prayer, fasting, Shoah (Holocaust), State of Israel, Yom Ha'atzmaut (Israeli Independence Day), pilgrim festivals (Sukkot, Pesach and Shavuot), commandments (Mitzvot).

### Recommended resources

- David Adler (2012) *The Story of Hanukkah*, Holiday House.
- Shmuel Yosef Agnon (1990) *Days of Awe: A Treasury of Jewish Wisdom for Reflection, Repentance, and Renewal on the High Holy Days*, Schocken Books.
- Naomi Black (1989) *Celebration Book of Jewish Festivals*, Jonathan David Publishers.
- Anita Ganeri (2003) *A Year of Festivals: Jewish Festivals Through the Year*, Franklin Watts.
- Andrew Goldstein and Charles Middleburgh (2010) *High and Holy Days: A Book of Jewish Prayers*, Canterbury Press.
- Honor Head (2012) *A Year of Festivals: Jewish Festivals*, Wayland.
- Andy Lewis (2017) *Judaism*, Collins.
- Jennifer MacLeod (2020) *Clarence's Topsy-Turvy Shabbat*, Kar-Ben Publishing.
- Liz Miles (2016) *Celebrating Jewish Festivals*, Raintree.
- Saviour Pirota (2000) *Jewish Festivals: Stories, Poems, Plays, Songs*, Hodder Wayland.
- Cath Senker (2002) *My Jewish Year*, Hodder Wayland.
- Dorothy Taylor (1997) *Shabbat Shalom!* BFSS National RE Centre.
- Angela Wood (1995) *Jewish Festivals*, Heinemann.
- Jewish Holidays:: [https://www.chabad.org/holidays/default\\_cdo/jewish/holidays.htm?gclid=Cj0KCQiA2b7uBRDsARIsAEE9XpEQU1DfBFqoWAhKmedTG-W9qzKNvszbFs9flob8s-kYbmA5Th-uuHQaAu0IEALw\\_wcB](https://www.chabad.org/holidays/default_cdo/jewish/holidays.htm?gclid=Cj0KCQiA2b7uBRDsARIsAEE9XpEQU1DfBFqoWAhKmedTG-W9qzKNvszbFs9flob8s-kYbmA5Th-uuHQaAu0IEALw_wcB)
- Jewish Festivals (Primary Homework Help): <http://www.primaryhomeworkhelp.co.uk/religion/jewishfestivals.html>
- Jewish Holy Days and celebrations (RE:Online): <https://www.reonline.org.uk/subject-knowledge/judaism/holy-days-and-celebrations/>
- Jewish Festivals: <http://www.icjudaism.org.uk/festivalsindex.html>
- Shabbat: <http://www.icjudaism.org.uk/shabbat.html>
- Pesach (BBC): [https://www.bbc.co.uk/religion/religions/judaism/holydays/passover\\_1.shtml](https://www.bbc.co.uk/religion/religions/judaism/holydays/passover_1.shtml)
- What is Shabbat? video (BBC): <https://www.youtube.com/watch?v=JpFw7DqRMec>
- I've Got a Feeling (The Shabbat Song): <https://www.youtube.com/watch?v=5GW-frPw2ol>

## KS2: What do Muslims believe?

This unit will explore the fundamental beliefs that Muslims hold about the nature of God; the manner in which God has revealed himself to humanity; the role of prophets as messengers of God; the particular importance of the Prophet Muhammad as the last and final messenger; the order and harmony of God's creation; the purpose of human life; and the purpose of the last thing: the Day of Judgement, heaven and hell.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What do Muslims believe about God?</li> <li>• How do the Six Articles of Faith express the core beliefs of Islam?</li> <li>• What is the meaning of Islam?</li> <li>• What role have the Prophets played – from Adam to Muhammad – in acting as messengers for God?</li> <li>• Why is the Prophet Muhammad considered the most special of the prophets?</li> <li>• What is the Qur'an and why is it so important to Muslims?</li> <li>• How does the Shahada convey Islamic belief?</li> <li>• What is meant by shirk?</li> <li>• What are meant by taqwa, jiahd and iman?</li> </ul>	<ul style="list-style-type: none"> <li>• Read and discuss the story of how the Qur'an was first revealed to the Prophet Muhammad by the Angel Jibril.</li> <li>• Study the structure and organisation of the Qur'an and read key surahs (e.g. 96, the first to be revealed and 1, containing some of the 99 names of God).</li> <li>• Explore the Six Articles of Faith and discuss the meaning of each of the beliefs that they represent.</li> <li>• Closely examine the Shahada and discuss how this contains the core beliefs of Islam</li> <li>• Visit a mosque and learn about Islamic belief and practice, including the role of prayer and other community and educational functions.</li> <li>• Read together a selection of the 99 names of Allah and discuss what they say about God.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain what Muslims believe about the nature of God.</li> <li>• Explain why Muhammad is so important as the Seal of the Prophets.</li> <li>• Speak about the act of revelation in Islam and the importance of the Qur'an to Muslims.</li> <li>• Identify the Six Articles of faith (belief in God, angels, God's books, prophets, the Day of Judgement and God's plan).</li> <li>• Describe how each of the Five Pillars is a reflection of Islamic belief.</li> <li>• Make connections between the requirement to, preparation for, and elements of, formal prayer (salat) and Islamic belief.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>• Appreciate that the centrality within Islam of harmony with God (denoted by the root slm in the words Islam, Muslim and salam).</li> <li>• Understand that, for Muslims, God (Allah) is beyond human comprehension and that there is nothing greater than God.</li> <li>• Recognise the enormous significance of Muhammad and the Qur'an in helping Muslims to understand God's revelation of himself to humanity.</li> <li>• Understand the importance of divine unicity (Tawhid) in the Islamic view of God.</li> <li>• Recognise that although God cannot be explained, God's attributes can be expressed through the 99 names of God.</li> <li>• Appreciate the close integration of believing, behaving and belonging in Islam and how these are represented through the Five Pillars.</li> </ul>	<p>Explore questions associated with how Muslims understand God and the purpose of human life.</p> <p>Discuss why Muslims ask for peace and blessings to be upon Muhammad after he is mentioned by name (pbuh).</p> <p>Identify those aspects of Islam that are similar to, and those that are different to, other religions.</p> <p>Study Islamic architecture and calligraphic presentations of the word for Allah.</p> <p>Examine how Muslims submit to Allah through prayer, charitable giving, fasting and the Hajj.</p> <p>Discuss some of the reason why Islam is the fastest growing religion in the world and in Britain.</p> <p>Identify what non-Muslims can learn from Islam.</p> <p>Invite a Muslim visitor to speak to the class about their beliefs and to take questions from the pupils.</p>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Speak about connections between Islam and other religious traditions and identify those elements that unique to Islam.</li> <li>• Describe how some of the 99 names of Allah highlight important aspects of the Islamic understanding of God.</li> <li>• Explain why any attempt to present figurative images of God is regarded as shirk.</li> <li>• Describe why preparation for prayer (ritual ablution or wudu) and for the Hajj (dressing in the white Ihram robes) are so important for Muslims as acts of spiritual discipline.</li> <li>• Comment on how the Islamic understanding of what constitutes a good life may be of value within contemporary society.</li> <li>• Speak about the contributions that Islam makes to the development of social well-being.</li> </ul>

**Key vocabulary**

Allah (God), Muslim, Islam, monotheism, tawhid, taqwa, iman, shirk, 99 names, Risalah (prophethood), prophet, the Prophet Muhammad, Adam, Ibrahim (Abraham), Musa (Moses), s (Jesus), Qur'an, surah, basmala, hafiz, Sunna, Hadith, mosque, imam, the Five Pillars (Shahada, Salah, Zakat, Sawm and Hajj), angels, Yawmuddin (the Day of Judgement), predestination (God's plan), Janna (paradise or heaven), Akhira (life after death), Jahannam (hell), Mecca, Ka'aba, qibla, tawaf, ihram, wudu (ablution), akhlaq (ethics governing character, conduct and attitudes), ibadah (worship), jihad, Ramadan, Eil al-Fitr, Eid al-Adha, the Ummah (the worldwide Islamic community).

**Recommended resources**

- Rohail Aslam (2009) *Stories from Faiths: Islam*, Heinemann.
- Andrew Egan (2002) *Islam Today*, Heinemann.
- Anne Geldart (1999) *Examining Religions: Islam*, Heinemann.
- Chris Hewer (2006) *Understanding Islam: The First Ten Steps*, SCM Press.
- Bachar Karroum (2017) *But... who is Allah?* Bachar Karroum.
- Christine Moorcroft (1995) *Islam*, Folens.
- Robert Orme (2017) *Islam*, Collins.
- Sue Penney (2006) *Introducing Religions: Islam*, Heinemann.
- Gianna Quaglia (2007) *World Religions Today: Islam*, Wayland.
- Jan Thompson (2003) *World Faiths: Islam*, Belitha.
- Victor Watton (1993) *Islam*, Hodder & Stoughton.
- An introduction to Islam (Chris Hewer): <https://www.chrishewer.org/wp-content/uploads/2012/01/Introduction-to-Islam.pdf>
- Teaching resources about Islam Shia Perspective (RE:Online): <https://www.reonline.org.uk/teaching-resources>
- Communicating and understanding of Islam (Chris Hewer): <https://www.chrishewer.org/wp-content/uploads/2012/01/Communicating-Understanding-Islam.pdf>
- An introduction to Islam (the Khan Academy): <https://www.khanacademy.org/humanities/ap-art-history/cultures-religions-ap-arhistory/a/introduction-to-islam-2>
- Prophet stories for children: <https://www.youtube.com/watch?v=WEEORXFj-lo>
- The Five Pillars of Islam: <https://www.youtube.com/watch?v=Jb8Yk8LaUoc>
- Subject knowledge about Islam – Shia Perspective (RE:Online): <https://www.reonline.org.uk/knowledge/islam/>
- The BBC's Key Stage 2 video clips about Islam: <https://www.bbc.co.uk/bitesize/topics/zpdtspb>
- Video resources about Islam (NATRE): <https://www.natre.org.uk/resources/termly-mailing/inspiring-re/muslims/ready-steady-re/>
- Discover Islam: [www.discoverislam.co.uk](http://www.discoverislam.co.uk); RE Islam: [www.reislam.co.uk](http://www.reislam.co.uk)
- 2 Eids with Sara (SEN) with Sign language  
<https://www.youtube.com/watch?v=68uvRtAqSOE> <https://www.youtube.com/watch?v=XAxHfKWmr1g>
- KS1 – KS3 RE Syllabus – Discover Islam [www.discoverislam.co.uk](http://www.discoverislam.co.uk) 020 7471 8275
- 5 Pillars – Alex & Yusuf Part 1 5 Pillars – Alex & Yusuf Part 2  
[https://www.youtube.com/watch?v=9hW3hH9\\_7pl](https://www.youtube.com/watch?v=9hW3hH9_7pl)
- <https://www.youtube.com/watch?v=bujwCZ9RHl>
- 5 Pillars with Sign Language <https://www.youtube.com/watch?v=gkX-83NPOqg>



## KS2: What do Jewish people believe about God?

This unit will examine the issue of how God is understood within Judaism. It will explore the different names and titles of God, the notion of God's presence on earth and the way in which belief in God is translated into behaviour by Jewish people by observation of the mitzvot (commandments).

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What do Jewish people believe about the existence and nature of God and the importance of monotheism?</li> <li>• What is the source of Jewish beliefs about God?</li> <li>• In what way has God revealed himself on earth?</li> <li>• What is the relationship between God and the Jewish people, his carnal presence on earth?</li> <li>• What different names and titles are used for God within Judaism?</li> <li>• Why do some Jews choose to write God as G-d and do not speak directly about God?</li> <li>• How do Jewish beliefs about God shape the Jewish way of life and Jewish worship?</li> <li>• What role do rabbis play in the Jewish community?</li> </ul>	<ul style="list-style-type: none"> <li>• Study some of the names and titles of God in Judaism and reflect on their meaning.</li> <li>• Examine the way in which Jewish people pray and worship God through discussion of key objects (e.g. kippot, tallitot, tefillin, a mezuzah and the Shema).</li> <li>• Explore Jewish ideas about life after death.</li> <li>• Read stories from the Bible that describe the nature of God and his engagement with the Israelites.</li> <li>• Study the words of the Shema (Deuteronomy 6.4-9) and discuss what this says about God.</li> <li>• Study the first five of the Ten Commandments (Exodus 20.2-11) and discuss what these statements reveal about God for Jewish people.</li> <li>• Visit a synagogue and see the Sefer Torah. Hear about the way in which it is used in worship.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Speak about the place of God within Judaism and the qualities that Jewish people believe belong to God.</li> <li>• Recall some of the names or titles Jewish people give to God and discuss what they mean.</li> <li>• Explain how belief in God informs Jewish action and collective identity.</li> <li>• Speak about the Bible stories that reveal the nature of God (e.g. the Creation and Exodus stories and those associated with Moses and King David).</li> <li>• Outline the role of a rabbi (teacher) in helping Jewish people better understand their faith and practice.</li> <li>• Describe how belief in God is demonstrated in the home and in the synagogue.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>• Recognise that, in Judaism, God is strictly indivisible and unique (monotheism).</li> <li>• Understand that Jewish people believe in God as Creator who cares for all living things.</li> <li>• Appreciate that God, for Jews, cannot be reduced to a life force of abstract power but that God has both personality and will.</li> <li>• Understand that Jewish people believe that God made the Torah although its origin is understood differently amongst Jewish groups.</li> <li>• Appreciate the reason why, in some branches of Judaism, God is written as G-d.</li> <li>• Recognise that within the different streams of Judaism there are many views of God and that, for many Jews, doing is more important than believing.</li> </ul>	<p>Examine and discuss the way in which God is understood through the study of the Torah.</p> <p>Explore what can be learned about God from the lives of the Patriarchs (Abraham, Isaac and Jacob).</p> <p>Discuss the relationship between faith and action in Judaism by reflecting on the concept of mitzvot (commandments), particularly the kashrut laws.</p> <p>Invite a Jewish person to speak about their personal understanding of God.</p> <p>Explore what Jewish people may mean when they describe God as both personal and transcendent.</p> <p>Examine the Jewish concept of Shekhinah (the divine presence) and compare this to pupils' own ideas about spiritual reality, if they hold to this.</p> <p>Study and reflect on examples of non-figurative Jewish art. What do these images say about God?</p>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Compare and contrast Jewish ideas about the nature of God with their own.</li> <li>• Speak about the Jewish belief in God as Creator and why this matters.</li> <li>• Discuss the centrality of the Exodus in Jewish identity and speak about how this is related to God's relationship with Israel.</li> <li>• Account for the greater emphasis on behaving and belonging within Judaism than on believing.</li> <li>• Explain why some Jewish people do not believe in God.</li> <li>• Speak about the similarities and differences in the Jewish understanding of God from that held within other religious traditions.</li> <li>• Identify what might be learnt from Jewish conceptions of God by members of other (or no) faith tradition.</li> </ul>

### Key vocabulary

God, G-d, eternal, omnipotent, good, just, merciful, Ha'Rachaman (the Merciful One), Ayn Sof (Without End), El Shaddai (God Almighty), the Ark of the Covenant, Shekhina (the dwelling or settling of the divine presence of God), Our Lord, Father, King, Elohim (God), the Tetragrammaton - YHWH (Lord), Adonai (My Lord), Ha'Shem (The Name), Creator, deliverer, judge, the God of Abraham, Isaac, and Jacob (or Israel), Moses, King David, the Temple, synagogue, siddur (prayer book), tallit, tefillin, kashrut, mitzvot, menorah (a symbol of divine light in the world), ner tamid.

### Recommended resources

- (2016) *Judaism*, DK Children.
- Dan Cohn-Sherbok (1999) *Religions of the World: Judaism*, Routledge.
- Nicholas De Lange (2009) *An Introduction to Judaism*, Cambridge University Press.
- Rabbi Wayne Dosick (1998) *Living Judaism: The Complete Guide to Jewish Belief, Tradition, and Practice*, Harper.
- Arye Forta (1995) *Examining Religions: Judaism*, Heinemann.
- Anne Geldart (2002) *Judaism*, Heinemann.
- Maureen Harris (1996) *Living Religions: Judaism*, Nelson.
- Andy Lewis (2017) *Judaism*, Collins.
- Jon Mayled (2004) *Judaism*, Hodder & Stoughton.
- Sue Penney (2006) *Introducing Religions: Judaism*, Heinemann.
- Gianna Quaglia (2007) *World Religions Today: Judaism*, Wayland.
- George Robinson (2016) *Essential Judaism: A Complete Guide to Beliefs, Customs & Rituals*, Atria Books.
- Norman Solomon (2000) *Judaism: A Very Short Introduction*, Oxford University Press.
- Angele Wood (2007) *World of Faiths: Judaism*, QED.
- Akhah (Jewish learning for children): <http://www.akhlah.com/>
- Basic ideas about God: <http://www.icjudaism.org.uk/basicideas.html>
- Basic beliefs in Judaism (RE:Online): <https://www.reonline.org.uk/subject-knowledge/judaism/basic-beliefs/>
- The name of G-d (RE:Online): <https://www.reonline.org.uk/subject-knowledge/judaism/the-name-of-g-d/>
- Key Stage 2 Judaism resources (BBC): <https://www.bbc.co.uk/bitesize/topics/znwhfg8>
- The Jewish story of Moses (BBC): <https://www.youtube.com/watch?v=RdSQT7DS1II>
- What is the Torah? (BBC): <https://www.youtube.com/watch?v=3QZ792rjcVE>
- What is Judaism? (BBC): <https://www.youtube.com/watch?v=73Wslne-FKg>
- What do we mean by God? – Rabbi Dweck (J-TV): <https://www.youtube.com/watch?v=Sp0119pvP2w>

## KS2: How can significant figures inspire us?

In this unit pupils will be given the opportunity to reflect on the lessons that may be learned from significant people within religious and non-religious traditions. These include foundational figures and leaders within the world's major religions and non-religious Worldviews, as well as leaders within religious communities today. It will explore the qualities that characterise these individuals and the inspiration, direction and model that they may provide for many people, both those within and outside of the faith traditions that they were or are associated with.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>Who are the influential or special people within the school, local area, nation and across the world?</li> <li>What makes a good leader?</li> <li>Who is a religious leader?</li> <li>Which people are associated with the foundation or establishment of different religious traditions?</li> <li>What attributes and qualities mark the lives of great figures within the history of religion?</li> <li>What qualities are needed within an individual for them to offer inspiration and direction for others?</li> <li>How can society today learn from the example of great religious and Humanist leaders of the past?</li> <li>Which religious and non-religious leaders in the world today can be a source of inspiration for others?</li> </ul>	<ul style="list-style-type: none"> <li>Explore what pupils already know about religious foundational figures and leaders.</li> <li>Identify the key events in the lives of the foundational figures within the world's religions.</li> <li>Read stories that describe episodes in the lives of religious leaders.</li> <li>Use these accounts to identify the qualities that are admired in religious leaders, in the past and today (e.g. vision, humility, courage, compassion, gentleness, wisdom, generosity, selflessness).</li> <li>Explore the principal messages connected with the teaching of foundational religious people.</li> <li>Examine the lives, roles and messages associated with religious leaders in religious communities today, locally, national and globally.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>Identify and name the principal foundational figures, special people and leaders that are associated with each major religious and non-religious tradition.</li> <li>Describe those attributes that distinguish these individuals.</li> <li>Describe the way in which key figures, including Abraham, the Buddha, Jesus, the Prophet Muhammad and Guru Nanak, Charles Darwin, Albert Einstein, Nehru have exerted an influence on many people.</li> <li>Speak about the roles and responsibilities of religious leaders today and the qualities that are required to perform these roles.</li> <li>Distinguish between the spiritual authority and profound holiness of significant religious figures and the worldly power and vanity of some contemporary leaders</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>Appreciate the enormous significance of those people who founded or established religious tradition for people of faith.</li> <li>Recognise those qualities that distinguish special people, including foundational religious figures and religious leaders.</li> <li>Describe the main scriptural sources and other narratives that help us to understand the nature of significant religious figures within the history of religious traditions.</li> <li>Appreciate the impact of religious and Humanist leaders on individuals, communities and within society more generally.</li> <li>Recognise the way in which religious adherents may seek to follow or emulate foundational religious figures from the past.</li> </ul>	<p>Invite pupils to think about and share those people who inspire them in their lives today or in the past.</p> <p>Create a class list of those qualities that make someone a source of inspiration.</p> <p>Explore, reflect upon and discuss the impact of foundational religious figures on those they met.</p> <p>Invite a local religious leader (e.g. a priest, a rabbi or an imam) into the class to speak about their life and faith and to take questions from pupils.</p> <p>Explore the life, actions and teachings of religious leaders through stories, art and music from different cultures.</p> <p>Lead a discussion based on Jesus' command to 'love your enemies'. What might this mean today?</p> <p>Identify what can be learned from religious leaders within society today.</p>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>Identify and speak about the special people (religious or otherwise) who have influenced their own lives.</li> <li>Comment on the qualities that significant religious from different religious traditions have in common with each other.</li> <li>Show sensitivity towards the responses that people of faith often have to significant religious figures (e.g. esteem, learning, worship and praise).</li> <li>Interpret the way in which special religious people have been presented in works of art and in sacred scripture.</li> <li>Speak about the lessons that may be from foundational and other special religious figures from the past by society and discuss the contribution that contemporary religious leaders make to human civilisation.</li> </ul>

### Key vocabulary

**General terms:** Leader, foundational figure, religious founder, exemplar, inspiration, justice, motivation, role-model, commitment, compassion, courage, determination, empathy, forbearance, gentleness, goodness, holiness, humility, leadership, love, responsibility, sacrifice, selflessness, transformation, wisdom, zeal.

**Foundational and historical figures:** Abraham (Ibrahim), Isaac, Jacob, Joseph, Moses (Musa), Solomon, David (D wud), John the Baptist, Jesus ( s ), Mary (Maryam), the disciples and apostles, the saints (e.g. St Paul, St Peter, St Patrick, St Francis, St Theresa of Calcutta), the Prophet Muhammad, Ali (the son-in-law of Muhammad), Hussein (the grandson of Muhammad), Umar, Abu Bakr, Uthman (with Ali, these constitute the 'Four Rightly-guided Caliphs'), Gautama Buddha, Sri Krishna, Guru Nanak, Guru Gobind Singh.

**Religious leaders and other inspirational people:** the Chief Rabbi, rabbis, the Pope, the Archbishop of Canterbury, Bishops, parish clergy (priests and other ministers), monks, nuns, imams, Malala Yousafzai, swamis, granthis, Maximillian Kolbe, Mahatma Gandhi, Nelson Mandela, Martin Luther King, the Dalai Lama

### Recommended resources

- Lynne Broadbent (1999) *A Birthday to Celebrate: A Story of Guru Nanak*, Religious and Moral Education Press.
- Michael Carrithers (1983) *The Buddha*, Oxford University Press.
- Pamela Draycott (2002) *Jesus: His Importance to Believers*, RE Today Services.
- Alex Frith (2017) *See Inside World Religions*, Usborne Publishing.
- Saniyasnain Khan (2007) *Greatest Stories from the Quran*, Goodword Books.
- Jonathan Landaw and Janet Brooke (1984) *Prince Siddhartha: The Story of Buddha*, Wisdom Books.
- Humera Malik (2017) *The Story of the Holy Prophet Muhammad: Ramadan Classics: 30 Stories for 30 Nights*, Green Key Press.
- Karena Marchant (2002) *Great Religious Leaders: The Buddha and Buddhism*, Hodder Wayland.
- Rajinder Singh Panesar (2002) *Guru Nanak and Sikhism*, Hodder Wayland.
- Rosemary Rivett (2003) *Jesus: Who is he?* Christian Education Publications.
- Brian Wildsmith (2000) *Jesus*, Oxford University Press.
- Sources of authority in Christianity (RE:Online): <https://www.reonline.org.uk/subject-knowledge/christianity/sources-of-authority/>
- The Prophet Muhammad – Shia Perspective (RE:Online): <https://www.reonline.org.uk/subject-knowledge/islam/the-prophet/>
- How Islam began (in ten minutes): <https://www.youtube.com/watch?v=PDxKxnVZtgo>
- The life of the Prophet Muhammad (BBC): <https://www.youtube.com/watch?v=NclCBm928B8>
- The Buddhist Stories of Siddhartha and the Swan and The Monkey King (BBC): <https://www.youtube.com/watch?v=J-UwllloVveI>
- The story of Guru Nanak (BBC): <https://www.youtube.com/watch?v=twkJ1pc5BvU>
- Prophet Muhammad – Talkies TV – Kitz & Finn <https://www.youtube.com/watch?v=bLvVjgdwAXI>
- Prophets in Islam – Talkies TV – Kitz & Finn <https://www.youtube.com/watch?v=pz4NWls7 TE>
- Kiwi Gardens - Alex, Yusuf, Lola, Kate & Hana discuss Prophets in Islam Part 1; Kiwi Gardens - Alex, Yusuf, Lola, Kate & Hana discuss Prophets in Islam Part 2 <https://www.youtube.com/watch?v=5neeang1uJA> <https://www.youtube.com/watch?v=4oeNurvsxmE>
- Discover Islam - Alex & Yusuf discuss Prophet Muhammad <https://www.youtube.com/watch?v=4oeNurvsxmE>; Who was Prophet Muhammad? - <https://www.youtube.com/watch?v=yq6lWQ2VOpk>

## KS2: What does it mean to follow the Buddha?

This unit will consider what Buddhists mean when they speak of following the Buddha's teachings (the Dharma). It will examine the Buddha's diagnosis of the human condition, his understanding of the suffering (dukkha) and impermanence (anicca), and the teaching that he provided on the truth about life and the path to happiness and enlightenment.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>Who was Siddhartha Gautama (the Buddha)?</li> <li>When and where did the Buddha live?</li> <li>What are the key events in the Buddha's life?</li> <li>Why did the Buddha choose to leave his life as a prince and seek the Middle Way?</li> <li>How did the Buddha achieve enlightenment?</li> <li>What are The Four Noble Truths?</li> <li>What is The Eightfold Path?</li> <li>What are The Three Poisons?</li> <li>What are The Three Jewels or Three Refuges?</li> <li>Why do people follow the Buddha?</li> <li>What relevance does Buddhism have within contemporary society?</li> </ul>	<ul style="list-style-type: none"> <li>Explore the story of the Buddha's childhood and the dream his mother, Queen Maya, experienced.</li> <li>Read, discuss and reflect upon some of the stories associated with the life of the Buddha (e.g. Siddhartha and the swan and Siddhartha and the ploughing ceremony).</li> <li>Examine selected passages from the Dhammapada to identify key elements in the Buddha's teachings.</li> <li>Created a class display of The Eightfold Path as a flow chart.</li> <li>Carefully explore the principles of The Eightfold Path and identify how they may be relevant within the school and within wider society.</li> <li>Invite a practicing Buddhist to speak to the pupils about the Buddha and his teachings</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>Describe who the Buddha was and the main events in his life.</li> <li>Explain what Buddhism is and why it is regarded as a non-theistic religion.</li> <li>Explain how and why he chose to reject both great wealth and poverty and chose the Middle Way.</li> <li>Explain what the Sangha is and why it is important.</li> <li>Explain the mean of key terms within Buddhism (e.g. Dharma, anicca, anatta, karma, enlightenment).</li> <li>Identify and discuss the meaning of the central Buddhist teachings: The Four Noble Truths, The Eightfold Path, The Five Precepts, The Three Poisons, and The Three Jewels or Three Refuges</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>Appreciate that Buddhism is an ancient and complex religious system that is not centered on belief in God or in gods.</li> <li>Know that Buddhism is the fourth-largest religion in the world and that it is growing in popularity in contemporary Western societies.</li> <li>Acknowledge that, for Buddhists, the Buddha is the principle source of wisdom and that his teachings show how human life should be lived.</li> <li>Recognise the enormous importance of the Buddha to Buddhists and the inspiration that he has provided to many people of other faiths.</li> <li>Appreciate the meaning for Buddhists of 'taking refuge in the Buddha (or the Dharam or the Sangha)'.)</li> <li>Recognise the great commitment required of Buddhists who join the Sangha.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the meaning of the Four Sights that Siddhartha saw when he left the royal grounds at the age of 29.</li> <li>Organise talk-pair-share or table-based discussions on the Great Departure, when Siddhartha decided to abandon his life as a prince.</li> <li>Discuss the elements of the Eightfold Path and their relevance to people to all people today.</li> <li>Talk together about the value of the Five Precepts and develop a code, based on these principles, for behaviour within the school.</li> <li>Visit a Buddhist temple or vihara, listen to a monk speak about Buddhism, and discuss on what can be learned from this experience.</li> <li>Explore the benefits of mindfulness and meditation within contemporary society.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>Speak about why the Buddha is one of the world's most influential and inspirational religious leaders.</li> <li>Explain why the Buddha's teachings (the Dharma) are authoritative for Buddhists and why no centralised or hierarchical body has been established to propagate Buddhist teaching.</li> <li>Identify the connections, as well as the differences, between Buddhism and other religious traditions (e.g. the similarities between the Buddha's and Jesus' lives).</li> <li>Explain the reasons for the growing interest in and growth of Buddhism in many societies across the world.</li> <li>Identify what can be learned from Buddhism by members of other, or no, faith commitment.</li> </ul>

**Key vocabulary**

Siddhartha Gautama, the Buddha, prince, Queen Maya (Siddhartha's mother), dream, Brahmin, lotus flower, scripture, Dhammapada, enlightenment, karma, meditation, mindfulness, wisdom, loving-kindness, compassion, Samsara (the continual cycle of life, death and rebirth), anicca (impermanence), anatta (there is no permanent self), dukkha, the Dharma, the Sangha (the Buddhist community), nirvana, parinirvana, Four Sights (1. old age, 2. sickness, 3. death, 4. a holy man), Great Departure, Bodhi tree, Bodhi Gaya, Middle Way, ascetics, Lord Mara (the demon who attacked Siddhartha while he was meditating), The Four Noble Truths (1. all creatures suffer, 2. suffering is caused by selfish desire, 3. suffering can be ended, 4. the way to end suffering is to follow The Eightfold Path), Sanskrit, Pali Canon, sermon, The Three Jewels or The Three Refuges (the Buddha, the Dharma, the Sangha), The Three Poisons (greed, hatred and delusion), The Eightfold Path (1. Right understanding, 2. Right thought, 3. Right speech, 4. Right action, 5. Right livelihood, 6. Right effort, 7. Right mindfulness, 8. Right concentration), eight-spoked wheel, The Five Precepts (1. do not kill, 2. do not steal, 3. do not take part in sexual misconduct [be faithful], 4. do not lie, 5. do not take intoxicants), bhikkhu (Buddhist monk), bhikkuni (Buddhist nun).

**Recommended resources**

- Philip Blake (2008) *My Religion and Me: We are Buddhists*, Franklin Watts.
- Denise Cush (1994) *Buddhism: A Student's Approach to World Religion*, Hodder Education.
- Clive Erricker (2015) *Buddhism: A Complete Introduction*, Teach Yourself.
- Anne Geldart (2002) *Buddhism Today*, Heinemann.
- Geshe Kelsang Gyatso (2012) *Story of Buddha: Buddhism for Children*, Tharpa Publications.
- Geshe Kelsang Gyatso (2013) *What Is Buddhism?* Tharpa Publications.
- Deborah Hopkinson (2018) *Under the Bodhi Tree: A Story of the Buddha*, Sounds True.
- Damien Keown (2013) *Buddhism: A Very Short Introduction*, Oxford University Press.
- The Dalai Lama (2017) *The Dalai Lama's Advice for Children of All Ages*, CreateSpace Independent Publishing Platform.
- Neil McKain (2017) *Buddhism*, Collins.
- Sue Penney (2006) *Discovering Religions: Buddhism*, Heinemann.
- Geoff Teece (2003) *Religion in Focus: Buddhism*, Franklin Watts.
- Mel Thompson (2002) *The Buddhist Experience*, Hodder & Stoughton.
- Lilian Weatherley (1992) *Buddhism*, Longman.
- What is Buddhism? <https://www.diamondway-buddhism.org/buddhism/>
- Buddhynet: <http://www.buddhanet.net/>
- RE:Online – Buddhism subject knowledge: <https://www.reonline.org.uk/subject-knowledge/buddhism/>
- About Buddhism: <http://www.aboutbuddhism.org/>
- The Buddhist Stories of Siddhartha and the Swan and The Monkey King: <https://www.youtube.com/watch?v=J-Uwll0Vvel>
- The life of the Buddha: <https://www.youtube.com/watch?v=nsN7NLS-0jl>
- Lord Buddha short stories: <https://www.youtube.com/watch?v=sU1Gv-MkH0U>
- The Story of the Buddha: <https://www.youtube.com/watch?v=wbDNITXatp4>

## KS2: What do sacred texts within Hinduism say about God?

This unit will enable pupils to explore the Hindu understanding of God and how this is presented in the vast and complex collection of sacred Sanskrit writings of Hinduism as well as in the oral tradition of scripture within the religion. The divine origin of some Hindu texts will be explored, along with information about God that can be derived from them.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What are the principal sacred writings within Hinduism?</li> <li>• Why is Sanskrit held to be a sacred language?</li> <li>• What is the difference between the two main categories of writing: Shruti and Smriti?</li> <li>• What are the Vedas?</li> <li>• What is the Ramayana and what story does it tell?</li> <li>• What are the Mahabharata and the Bhagavad Gita?</li> <li>• What role to avatars, murtis and idols play in the Hindu worship of God?</li> <li>• What do Hindus mean by conceiving of God (Brahman) as the source of, and present in, all things within the universe?</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss what the Hindus may mean by believing that God is both one and many and also both transcendent and immanent.</li> <li>• Explore the significance of the Hindu belief in Brahman as the ultimate source and foundation of all existence.</li> <li>• Explore how the symbols associated with Hindu deities point to different attributes of God.</li> <li>• Examine images of Hindu sacred deities and avatars, using these to explore the attributes of God.</li> <li>• Read and discuss the meaning of important Hindu stories, such as Rama and Sita (the Diwali story) and the stories of Ganesha and Krishna's childhood.</li> <li>• Visit a Hindu temple to learn about Hindu belief in God and how God is worshipped.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain how Hindus conceive of God (Brahman) as the ultimate foundation of and ever-present reality within the universe.</li> <li>• Describe how, for Hindus, Brahman is known through Brahma, Vishnu and Shiva (The Trimurti).</li> <li>• Name the principal sacred writings within Hinduism and explain the difference between the Shruti (divinely revealed and 'heard') and Smriti (remembered) texts.</li> <li>• Retell some of the most important Hindu stories and comment on their symbolic importance.</li> <li>• Describe how Hindus perform acts of worship in the home and temple.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>• Appreciate the ancient, complex and pluriform nature of Hinduism.</li> <li>• Recognise the immense diversity in the canon of Hindu sacred writings.</li> <li>• Acknowledge that Hindu scriptures are divided into those that are heard from God (Shruti) and those that are remembered (Smriti).</li> <li>• Appreciate that most Hindus believe in one supreme and all-powerful God, Brahman, who is known in three ways: as creator (Brahma), as sustainer (Vishnu) and as destroyer (Shiva).</li> <li>• Recognise that, for Hindus, Vishnu comes to earth in many avatars (including Krishna, Rama and the Buddha).</li> <li>• Understand that, for Hindus, God is encountered all things in the created world, including people, animals, plants, stars and planets.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the function of Hindu priest and offerings of food in worship within the temple.</li> <li>• Discuss what Hindus mean by conceiving of Brahman as in everything that is in the universe and that Brahman makes everything what it is.</li> <li>• Explore the use and discuss the importance of symbols and images to describe God in Hinduism.</li> <li>• Watch Hindu dance and explore how the movements of the dancers symbolise the divine.</li> <li>• Discuss why the story form is so dominant in Hindu sacred writings.</li> <li>• Discuss what may be learned by the Hindu belief that God is encountered in people and the world.</li> <li>• Discuss the Hindu principle of non-violence and (for many Hindus) the value of vegetarianism</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Account for the growing interest in the Hindu religious traditions.</li> <li>• Speak about the common ground between conceptions of divinity within Hinduism and other faith traditions (e.g. the paradox that God is both transcendent and immanent or both infinite and intimate).</li> <li>• Identify those themes in Hindu scriptures that are shared with those in other religions (e.g. the victory of good over evil).</li> <li>• Articulate their personal reflections on Hindu conceptions of Brahman, the symbolic importance of avatars and the themes in the main Hindu stories.</li> <li>• Identify and describe those elements of Hindu belief and practice that may be of interest to and meaningful for non-Hindus.</li> </ul>

### Key vocabulary

Sacred writings, text, Sanskrit, myth, legend, story, poem, Shruti texts (Vedas and the Upanishads), Smriti texts (Mahabharata, which includes the Bhagavad Gita, the Puranas and the Ramayana, the story of Rama and Sita), Rishis (the people who 'heard' and received the Vedas), Brahman, The Trimurti (Brahma, Vishnu and Shiva), avatar, Lord Krishna, Rama, Sita, Ravena, Hanuman, Ganesha, Parvati, Karma, reincarnation, Moksha (the liberation from the endless cycle of birth, death and rebirth), Sanatan dharma (eternal truth), chant, mantra, arti, vegetarian, hymn, priest, idol, symbol, light, good, evil, shrine.

### Recommended resources

- Tristan Elby (2017) *Hinduism*, Collins.
- Anita Ganeri (2006) *World Faiths: Hinduism*, QED.
- Lynne Gibson (2002) *Modern World Religions*, Heinemann.
- Kim Knott (2016) *Hinduism: A Very Short Introduction*, Oxford University Press.
- Sue Penney (2006) *Introducing Religions: Hinduism*, Heinemann.
- Ranchor Prime (2003) *World Faiths: Hinduism*, Belitha.
- Vitthal Kanitkar (1994) *Hindu Scriptures*, Heinemann.
- Katherine Prior (1999) *World Religions: Hinduism*, Franklin Watts.
- Ramananda Prasad (2013) *The Bhagavad-Gita For Children*, CreateSpace Independent Publishing Platform.
- Geoff Teece (2003) *Religion in Focus: Hinduism*, Franklin Watts.
- Robert Zaehner (1966) *Hindu Scriptures*, Everyman.
- BBC Key Stage 2 Hinduism resources: <https://www.bbc.co.uk/bitesize/topics/zh86n39>
- RE:Online subject knowledge about Hinduism: <https://www.reonline.org.uk/subject-knowledge/hinduism/>
- Heart of Hinduism: <https://www.bbc.co.uk/bitesize/topics/zh86n39>
- Introduction to Hinduism: <https://www.youtube.com/watch?v=xIBEEuYIWwY>
- Visiting a mandir: <https://www.youtube.com/watch?v=o-s0mN5P8jo>
- The story of Rama and Sita: <https://www.youtube.com/watch?v=uRpNNF4fB4g>
- Introducing Hinduism to non-Hindu children: <https://www.youtube.com/watch?v=iLa996MzgjE>
- Hinduism – my life, my religion: <https://www.youtube.com/watch?v=Hfhka-OvLSA>



## KS2: What contribution can religion and non-religious beliefs make to our society?

This unit gives scope for pupils to explore the many different ways in which religious traditions make a positive contribution to our society through their work in building communities, addressing issues of injustice and poverty, and in projects that advance social wellbeing.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What is the place of religion in British society?</li> <li>• What is the relationship between the Church of England and the State in the United Kingdom? What role does the Sovereign play in the Church of England?</li> <li>• How does religion create a sense of community?</li> <li>• What non-religious communities are there and how are they formed?</li> <li>• What role do leaders of faith communities play in British public life? In what ways do religious communities work in partnership with each other in British society?</li> <li>• How do religious communities contribute to education and healthcare in our country?</li> <li>• How do places of worship engage in social and temporal, as well as spiritual, concerns?</li> <li>• In which part of Britain are religious communities most active?</li> <li>• What is the role of Humanism, secularism and atheism in society today</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the different social justice initiatives in the neighbourhood of the school in which religious and non-religious communities are involved (e.g. food banks, night shelters, lunches for the elderly).</li> <li>• Examine the commandments and principles in each religious tradition that promote charitable activity (e.g. 'Love thy neighbour' in Christianity, zakat in Islam, tzedakah in Judaism, compassion in Hinduism and Buddhism, Sewa in Sikhism).</li> <li>• Discuss the importance of community and how religious commitment can engender this.</li> <li>• Examine the way in which religion and secular beliefs can contribute to combatting violence and building social cohesion.</li> <li>• Explore the role played by the leaders and authoritative bodies (e.g. the Church of England, the Muslim Council of Great Britain and the Board of Deputies of British Jews and Humanists UK) in British society.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the religious profile of the United Kingdom and how this has changed over time.</li> <li>• Identify the regions of Britain that are most and least religious (Inner London and the Outer South East, respectively).</li> <li>• Describe some of the ways in which religious communities contribute to tackling social deprivation and promoting social wellbeing.</li> <li>• Explain why belief commitment motivates many religious and non-religious people to engage in charitable giving and activities.</li> <li>• Speak about how religious leaders and foundational figures engaged with the societies in which they lived.</li> <li>• Comment on the links between religion, culture and politics.</li> <li>• Recognise the problems of religious extremism.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>• Acknowledge that, despite the fact a growing number of people identify as non-religious, religion continues to be important in society.</li> <li>• Understand that the Church of England is represented in the UK Parliament by 26 bishops, who are known as the Lords Spiritual.</li> <li>• Understand that the Sovereign is the Supreme Governor of the Church of England.</li> <li>• Recognise the educational role of faith communities in running schools of religious character and through the work of SACREs in developing Religious Education.</li> <li>• Appreciate the role of hospital chaplains who come from different religious faiths and from Humanism.</li> <li>• Be aware of the many different ways in which religious and non-religious communities seek to counter injustice and promote social wellbeing.</li> </ul>	<p>Discuss the contribution that religion can make to the different elements of peace building: inner peace, peaceful choices, peaceful relationships, peaceful actions and behaviours, and peaceful communities.</p> <p>Discuss what can be learned from the lives of British celebrities and leaders who have a faith commitment (e.g. Mo Farah, Mo Salah, Sadiq Khan).</p> <p>Examine and discuss the implications of the formal relationship between Church, State and Sovereign in Britain.</p> <p>Invite a hospital chaplain to speak to the class about their work and how this is underpinned by their faith commitment.</p> <p>Reflect upon the Golden Rule ('Treat others as you would like others to treat you') and discuss how this continues to be relevant in society today</p>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the ways in which peace is promoted in different religious traditions.</li> <li>• Speak about how and why religious leaders and other famous people who have a faith commitment can inspire people.</li> <li>• Describe the constitutional role of the Church of England and the meaning that this status has in modern Britain.</li> <li>• Comment on the challenges, benefits and processes involved in inter-faith dialogue, partnership and cooperation.</li> <li>• Identify the learning that may be derived by people of other faiths, or of no faith, by social justice activities of religious adherents (e.g. Christian charitable giving, Islamic Zakat, Jewish Tzedakah and Sikh Sewa).</li> <li>• Speak about the contribution that Humanists make to our society.</li> </ul>

**Key vocabulary**

Society, community, wellbeing, charitable activity, zakat, tzedakah, faith, justice, respect, inter-faith, cooperation, partnership, faith leader, inspiration, social cohesion, established church, Church of England, sovereign, Supreme Governor, commitment, service, compassion, kindness, engagement, vision, courage, support.

**Recommended resources**

- Callum Brown (2006) *Religion and Society in Twentieth-century Britain*, Pearson Longman.
- Michael Grimmitt (2010) *Religious Education and Social and Community Cohesion: An Exploration of Challenges and Opportunities*, McCrimmon Publishing Co Ltd.
- David Herbert (2013) *Creating Community Cohesion: Religion, Media and Multiculturalism*, Palgrave MacMillan.
- Deusdedit Nkurunziza (2014) *Making Friends Across the Boundaries of Religious Differences: Religions Building Peace for a New World Order*, Xlibris.
- David Smith and Elizabeth Burr (2014) *Understanding World Religions: A Road Map for Justice and Peace*, RI Publishers.
- Bryan Turner (2011) *Religion and Modern Society: Citizenship, Secularisation and the State*, Cambridge University Press.
- Victor Watton (2010) *Religion and Society Revision Guide*, Hodder Education.
- Linda Woodhead (2012) *Religion and Change in Modern Britain*, Routledge.
- Church history for children: <https://www.christianity.com/church/church-history/church-history-for-kids/>
- Religion and peacebuilding: [https://en.wikipedia.org/wiki/Religion\\_and\\_peacebuilding](https://en.wikipedia.org/wiki/Religion_and_peacebuilding)
- Religion and belief – Manual of human rights education with young people (Council of Europe): <https://www.coe.int/en/web/compass/religion-and-belief>
- About Humanist ceremonies: <https://humanism.org.uk/ceremonies/>
- About Humanist care in society: <https://humanistcare.org.uk/>

## KS2: What does Buddhism teach us about human experience?

This unit will give pupils the opportunity to reflect upon the Buddhist understanding of the human predicament, particularly in relation to our experience of suffering, and the pathway that Buddhism sets out that is intended to lead towards fulfilment and happiness. The lessons will draw on the life story and the core teachings of the Buddha, examine how these inform contemporary Buddhism and explore how Buddhist principles may be relevant to people and communities in society today.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What experiences did the Buddha have, which informed his understanding of human experience?</li> <li>• What significance does Buddhism attach to the experience of human suffering?</li> <li>• What did the Buddha believe were the main causes of human suffering?</li> <li>• What are the Three Poisons?</li> <li>• What are the Five Precepts?</li> <li>• How did the Buddha teach that suffering could be overcome?</li> <li>• What are the Four Noble Truths?</li> <li>• What is the Eightfold Path?</li> <li>• What is meant by taking refuge in the Three Jewels: the Buddha, the Dharma and the Sangha?</li> </ul>	<ul style="list-style-type: none"> <li>• Read, discuss and reflect upon stories from the life of the Buddha and draw connections between his experiences and his teachings.</li> <li>• Devise a group activity to investigate the stages of the Eightfold Path and invite the groups to explain what each aspect of the Path means.</li> <li>• Make a class display on the Four Noble Truths, providing text and images to illustrate the importance of each one of the Truths.</li> <li>• Listen to a practicing Buddhist speak about how Buddhist principles shape their life.</li> <li>• Create artwork based on the Eight-spoked Wheel. Label and colour-code those spokes that relate to body, speech and mind.</li> <li>• Discuss what Buddhists mean when they refer to the Dharma Chakra (Wheel of Dharma).</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Recognise that Buddhism is a spiritual tradition, which focuses on personal spiritual development.</li> <li>• Understand that the objective of the Buddhist path is the attainment of a deep insight into the true nature of life.</li> <li>• Appreciate that Buddhism seeks to overcome the human experience of suffering.</li> <li>• Understand how Buddhism promotes right behaviours, actions and attitudes that lead to the wellbeing of self and others.</li> <li>• Be aware of the way in which the Buddha's own experiences and insights laid the foundations for Buddhist principles and practices.</li> <li>• Recognise that the eight spokes of the Eight-spoked Wheel can be grouped into three sections: body, speech and mind.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>• Appreciate that, as a non-theistic religious tradition, Buddhism is primarily concerned with human experience rather than worship of God.</li> <li>• Understand that a core purpose of Buddhism is the diagnosis of the human condition.</li> <li>• Recognise what, in Buddhist terms, leads to suffering and unhappiness.</li> <li>• Appreciate how Buddhist teaching identifies the path that we should follow in order to lead responsible and fulfilled lives.</li> <li>• Demonstrate an awareness of the connections between the Buddha's own life experiences and the principals and practice of Buddhism.</li> <li>• Appreciate the value and relevance of Buddhism within contemporary society and within their own community contexts (such as the home and the school).</li> </ul>	<p>Discuss what suffering is and how human actions and attitudes can generate suffering.</p> <p>Invite pupils in groups to examine a selection of newspapers to find examples of suffering that has its origin in human behaviour.</p> <p>Identify those impermanent things that people seek to cling to in their lives.</p> <p>Work in groups to examine each of the Three Poisons (greed, hatred and delusion) and identify where these are experienced in their own lives.</p> <p>Discuss the meaning of the Five Precepts and how they relate to human experience today.</p> <p>Examine how Buddhist principles are put into practice within the Sangha.</p> <p>Discuss what the Buddha meant by enlightenment.</p>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Make connections between universal human experiences and the teaching of the Buddha.</li> <li>• Identify how the key principles and teachings of Buddhism have relevance for human society today.</li> <li>• Describe the benefits of mindfulness and meditation.</li> <li>• Account for the growing popularity and influence of Buddhism in Western countries.</li> <li>• Comment on the lessons that may be learned from Buddhism for people of all faiths and none.</li> <li>• Articulate what they have learnt personally from Buddhism.</li> <li>• Identify those principles and teachings within Buddhism that overlap with, and are different to, the concepts found in other religious traditions.</li> </ul>

**Key vocabulary**

Buddhist, Buddhism, moral, Four Noble Truths, Eightfold Path, Five Precepts, Three Jewels (or Three Refuges), Three Poisons (akusala-mula), lobha (greed), dvesha (hatred), moha (delusion or ignorance), clinging, impermanence, suffering, dukkha, change, meditate, Bhavachakra (Wheel of Life), Sa s ra, (the cycle of life, death and rebirth), awakening, nirvana, enlightenment, liberation, Eight-spoked Wheel, Dharma Chakra (Wheel of Dharma), body, speech, mind, Sangha, monastery, vihara, temple, mindfulness.

**Recommended resources**

- Denise Cush (1994) *Buddhism*, Hodder & Stoughton.
- Clive Erricker (1995) *Buddhism*, Hodder Headline.
- Anita Ganeri (2009) *Stories from Faiths: Buddhism*, Heinemann.
- Mel Thompson (2003) *World Faiths: Buddhism*, Belitha.
- Kathryn Walker (2007) *World Religions Today: Buddhism*, Wayland.
- Lilian Weatherley (1992) *Buddhism*, Longman.
- Key Stage 2 Buddhism resources (BBC): <https://www.bbc.co.uk/bitesize/topics/zh4mrj6>
- Buddhism at a glance (BBC): <http://www.bbc.co.uk/religion/religions/buddhism/ataglance/glance.shtml>
- About Buddhism (The Buddhist Society): <https://www.thebuddhistsociety.org/page/about-buddhism-2>
- RE:Online – Buddhism subject knowledge: <https://www.reonline.org.uk/subject-knowledge/buddhism/>
- Buddhism: <https://www.theschoolrun.com/homework-help/buddhism>
- Getting to know suffering: <https://www.youtube.com/watch?v=XSU6AooM4yk>
- Buddhism's Four Noble Truths: <https://www.youtube.com/watch?v=TK-MbNj83NM>

## KS2: What is significant to Christians about Jesus' life and teaching?

This unit will examine the events in Jesus' life before his passion and death and the messages that emerge from his teaching. It will enable pupils to explore the question of who Jesus was, the way he is identified by Christians, and the impact that he had on the people he encountered through his parables, actions, miracles and teaching.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What were the religious, family, historical and geographical circumstances of Jesus' life?</li> <li>• What were the circumstances of Jesus' birth?</li> <li>• What do Christians mean by the Incarnation and Transfiguration?</li> <li>• What importance do Christians attach to the baptism of Jesus, his presentation in the Temple, and his temptations?</li> <li>• Who were, and why did, the disciples follow Jesus?</li> <li>• Why did Jesus teach in parables?</li> <li>• What did Jesus mean by the Kingdom of God?</li> <li>• How did Jesus express his identity to others?</li> <li>• What do Jesus' miracles reveal about who he was in Christian understanding?</li> </ul>	<ul style="list-style-type: none"> <li>• Read and compare the accounts of Jesus' birth in the Gospels of Matthew and Luke.</li> <li>• Discuss the symbolic significance of Jesus' baptism.</li> <li>• Examine the character of some of the disciples.</li> <li>• Read, discuss and reflect upon a number of Jesus' parables and consider their relevance today.</li> <li>• Explore the stories associated with some of Jesus' healing miracles and discuss what they indicate about who Jesus was.</li> <li>• Examine the seven 'I am' statements of Jesus and make a class display to express what they mean.</li> <li>• Set up a group-based discussion activity to explore a number of the titles attributed to Jesus (e.g. Redeemer, Saviour, Son of God, Son of Man, friend).</li> <li>• Study the meaning of the Lord's Prayer.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Speak about the significance of Jesus, as the union of divinity and humanity, within Christianity.</li> <li>• Explain why the events associated with the Annunciation, nativity and early life of Jesus (e.g. his presentation in the Temple and his teaching) are so important to Christians.</li> <li>• Identify the principal events in Jesus' adult life (e.g. baptism, temptation, calling of the disciples, the Transfiguration, interaction with religious leaders).</li> <li>• Explain why Christians attach importance to the events of Jesus' life prior to his passion and death.</li> <li>• Recall and describe some of the parables that Jesus used in his teaching and explain their meaning.</li> <li>• Explain how Jesus' life and the stories and events that are associated are connected with the life of the church (e.g. in its liturgies and teaching).</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>• Recognise the central importance of Jesus to Christians as the revelation of God.</li> <li>• Understand the impact that Jesus had on those he encountered, in terms of both opposition and discipleship</li> <li>• Appreciate of the inspiration that Jesus has provided for Christians and the place of Jesus in Christian worship.</li> <li>• Acknowledge the meaning that Christians attach to the doctrine of the incarnation.</li> <li>• Appreciate what is meant by a miracle and what these events mean in the context of Jesus' ministry and within the Christian faith.</li> <li>• Be aware of the importance that is attached to Mary within some Christian traditions.</li> <li>• Understand the implications of Jesus life and teachings for the life of Christians today.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what pupils already know and would like to find out about Jesus' life.</li> <li>• Discuss the reasons why Christians attach importance to the events of Jesus' life prior to his passion, death and resurrection.</li> <li>• In the context of Christianity, discuss the connections between temptation, guilt and forgiveness.</li> <li>• Invite a priest or other church leader into the class to answer questions from the pupils about who Jesus was and what his life means to Christians.</li> <li>• Set up a role-play activity based on one of the events in Jesus' life or one of his parables.</li> <li>• Invite pupils to create and share a contemporary parable that addresses the issues they face today.</li> <li>• Identify the inspiration that Jesus has provided for both Christians and those of other faith traditions.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the inspiration that Jesus has provided for Christians during the history of the church.</li> <li>• Speak about the impact that Jesus has had on Western culture though his teaching and example.</li> <li>• Identify those qualities possessed by Jesus that are shared with foundational figures in other religious traditions.</li> <li>• Explain why the teaching of Jesus was considered so radical and revolutionary and the reason that his message provoked opposition from the Pharisees.</li> <li>• Outline what people, both Christians and those of other or no faith, may learn from Jesus' parables.</li> <li>• Explain what is meant by Christ's sinlessness and why this is significant for Christians.</li> <li>• Explain how the events of Jesus' life have provided inspiration with the visual arts, film and poetry.</li> </ul>

**Key vocabulary**

Jesus, the Christ, the anointed one, Messiah, Son of God, miracle, parable, teaching, church, Kingdom of God, bread, light, gate, Good Shepherd, resurrection and life, Mary, Annunciation, birth, nativity, Bethlehem, shepherds, the Magi, angels, baptism, presentation in the Temple (celebrated at Candlemas), temptation, calling of the disciples, disciples, apostles, followers, Transfiguration, opposition, Pharisees, Nazareth, Galilee, Jerusalem, Bible, Gospels.

**Recommended resources**

- Heather Amery (2009) *The Usborne Children's Bible*, Usborne Publishing Ltd.
- Robert Bagnetto (2015) *Parables of Jesus for Children*, WestBow Press.
- Alan Brown (2006) *World of Faiths: Christianity*, QED.
- Owen Cole (1989) *Christianity*, Stanley Thornes.
- May Eliot (2013) *The Nativity*, Picture Corgi.
- David Ford and Mike Higon (2002) *Jesus*, Oxford University Press.
- Anne Geldart (1999) *Examining Religions: Christianity*, Heinemann.
- Dilwyn Hunt (1986) *Leaders of Religion: Jesus*, Oliver & Boyd.
- Leanne Kilpatrick (2013) *One Night on Earth: The Story of Christmas*, The Oleander Press.
- Sally Lloyd-Jones (2012) *Jesus Story-book Bible*, Zondervan.
- Sue Penney (2006) *Introducing Religions: Christianity*, Heinemann.
- AN Wilson (1993) *Jesus*, Flamingo.
- Brian Wildsmith (2000) *Jesus*, Oxford University Press.
- Brian Wilson (1999) *Religions of the World: Christianity*, Routledge.
- RE:Online – Christianity subject knowledge: <https://www.reonline.org.uk/subject-knowledge/christianity/>
- Key Stage 2 resources about Christianity (BBC): <https://www.bbc.co.uk/bitesize/topics/ztkxpv4>
- The Christmas Story: <https://www.youtube.com/watch?v=zI2HVhwqnMs>

## KS2: In what ways can the art and design express different beliefs?

This unit will consider the creative dimension of human religious and non-religious identity by exploring the role of art and design. The value and potential of art and design in conveying symbolic meaning, signifying religious concepts, telling stories, enabling prayer and worship, and in helping people to engage with the mystery of God will all be considered. The unit will also provide opportunities for pupils to take part in creative activities that involve them in producing their own artistic responses to religious and non-religious ideas and themes.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What role do visual, aural and written forms of art play within religious traditions?</li> <li>• How have different religious traditions been associated with the production of art?</li> <li>• What subject matter is depicted or prohibited in art found in religious buildings?</li> <li>• How can art be used within worship or as an aid to prayer?</li> <li>• Can non-religious art convey significant non-religious meaning?</li> <li>• How can art be used to tell religious stories?</li> <li>• What role does music play within different religious traditions?</li> <li>• By bypassing language, can art help people to engage with the mystery of God?</li> </ul>	<ul style="list-style-type: none"> <li>• In those traditions where art is permissible, examine and discuss the depiction of key events and people.</li> <li>• Discuss the reasons why figurative depictions of people or animals are prohibited within the mosque and in the synagogue.</li> <li>• Study and discuss poems that have been inspired by religious or spiritual themes.</li> <li>• Invite children to listen carefully to a selection of music from different religious traditions (e.g. songs, chants, hymns, choral music and organ pieces) and to share their feelings.</li> <li>• Examine the principles and examples of Islamic calligraphy and geometric design.</li> <li>• Visit an art gallery to view examples of religious art before discussing their purpose and meaning.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the way in which a variety of forms of art and design has, and continues to, play a role in the world's religious tradition.</li> <li>• Explain why the Islamic principle of Shirk and the Jewish idea of idolatry prevent figurative art from being displayed in mosques and synagogues.</li> <li>• Identify how painting, sculpture, music, drama and poetry have featured within the Christian tradition and how they continue to be used in worship.</li> <li>• Explain how the design, layout and orientation of religious buildings carries particular symbolic significance within different religious traditions.</li> <li>• Discuss how non-religious stories, poems, paintings and sculptures may portray their own belief truths.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>• Recognise that art offers humanity a way of engaging with, and giving expression to, mysterious dimensions of human experience, including God.</li> <li>• Recognise that some religious traditions have a rich artistic culture whilst in other traditions (e.g. Islam and Judaism) art is more abstract and symbolic.</li> <li>• Understand that art can be used to help people articulate deep and profound feelings, which may not be easily expressed through language.</li> <li>• Acknowledge that non-religious and abstract art can provide the starting point for introspection and reflection.</li> <li>• Recognise the importance of symbols, icons, statues and gestures in religious worship.</li> <li>• Appreciate the powerful impact that art has and continues to have on people both within and outside of religious communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the symbolism in religious works of art (e.g. objects, signs, colours and gestures).</li> <li>• Invite pupils to produce artistic responses to selected religious stories or concepts.</li> <li>• Invite an artist to visit the class, display and talk about their work and discuss the connections that it may have with spiritual themes.</li> <li>• Examine the use of music within the church's liturgy and discuss the function that it plays.</li> <li>• Discuss why statues and icons are important aids to prayer and worship for some Christians.</li> <li>• Watch and take part in simple forms of Hindu dance and discuss its symbolic religious meaning.</li> <li>• Devise a group-based activity that gives pupils the opportunity to express their interpretation of a religious story in the form of a drama.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the power and potential of art to express ideas that defy articulation through words, logic or reason, by engaging with mystery.</li> <li>• Speak about the symbolic importance of elements of artistic expression (e.g. colour, light, shadow, mood, tone, order, harmony and balance).</li> <li>• Explain why many people find the arts to be a source of inspiration, joy and meaning.</li> <li>• Identify how artistic expression may be able to convey feelings of lament or sorrow.</li> <li>• Articulate the feelings that emerge as they engage with different forms of religious art and music (e.g. looking at icons, listening to plainsong chant).</li> <li>• Identify what people of different faiths, or of no particular faith, can learn from the artistic expressions of religious and non-religious traditions.</li> </ul>

**Key vocabulary**

Art, artist, design, painting, sculpture, drawings, patterns, tessellation, calligraphy, colour, symbol, symbolism, sign, meaning, music, songs, chant, hymn, mantra, dance, drama, poetry, poem, story, novel, icon-writer, icon, statue, vestment, building, mystery, suggestion, metaphor, mood, feeling, inspiration, joy, sorrow, lament, idol, idolatry, Shirk, meditation, prayer, worship, liturgy, choir, plainsong.

**Recommended resources**

- (2004) *The Christ we Share (photo pack)*, The Church Mission Society/Methodist Publishing
- Rachel Barker (2005) *Spirited Arts: Exploring and Expressing through Art in Primary RE*, Christian Education Publications.
- Barbara Brend (1991) *Islamic Art*, British Museum.
- Frank Brown, ed. (2018) *The Oxford Handbook of Religion and the Arts*, Oxford University Press.
- Margaret Cooling (1998) *Jesus through Art: A Resource for Teaching Religious Education and Art*, Religious and Moral Education Press.
- Heather Elgood (2000) *Hinduism and the Religious Arts*, Continuum International Publishing.
- Sally Elton-Chalcraft (2014) *Teaching Religious Education Creatively*, Routledge (see Chapter 7, pp. 91-112: Enriching RE through music and art).
- James Elkins (2004) *On the Strange Place of Religion in Contemporary Art*, Routledge.
- David Jasper (2004) *The Sacred Desert: Religion, Literature, Art, and Culture*, Wiley.
- Jon Mayled (1987) *Religious Art*, Wayland.
- Jean Mead and Ruth Nason (2008) *How do People express their Faith through the Arts?* Evans.
- Vivien Northcote (1999) *Using Art in RE, Using RE in Art*, The National Society.
- Aaron Rosen (2017) *Art and Religion in the 21st Century*, Thames & Hudson.
- Philip Ryken (2012) *Art for God's Sake, A Call to Recover the Arts*, Presbyterian and Reformed.
- Francis Schaeffer (2006) *Art and the Bible*, IVP.
- Wendy Shaw (2019) *What is 'Islamic' Art? Between Religion and Perception*, Cambridge University Press.
- Daniel Siedell (2008) *God in the Gallery: A Christian Embrace of Modern Art*, Baker Academic.
- Dennis Starkings, ed. (1993) *Religion and the Arts in Education*, Hodder & Stoughton.
- Jan Thompson (1996) *The Christian Faith and its Symbols*, Hodder & Stoughton.
- Religion and art teaching resources (TES): <https://www.tes.com/teaching-resource/religion-and-art-6038823>
- Art and religion at the National Gallery: <https://www.nationalgallery.org.uk/research/about-research/art-and-religion/art-and-religion>
- Religious art: [https://en.wikipedia.org/wiki/Religious\\_art](https://en.wikipedia.org/wiki/Religious_art)
- A brief history of religion in art: <https://www.youtube.com/watch?v=qfITRYcnP84>



## KS2: What place do festivals, worship and celebrations have within Hinduism?

This unit will examine the nature of worship within Hinduism as well as the place of celebrations and festivals within this religious tradition. It will enable pupils to appreciate the rich complexity of Hinduism and the many different ways in which Hindus express their faith.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What does worship mean within Hinduism?</li> <li>• How do Hindus worship in the home and in the temple?</li> <li>• What role do the many gods and goddesses play in Hindu worship?</li> <li>• What is the significance of the 'families' to which Hindu gods and goddesses belong?</li> <li>• How is the Aum (or Om) syllable used in worship?</li> <li>• Why are so many festivals celebrated by Hindus?</li> <li>• Which are the most important festivals within Hinduism and what do they represent?</li> <li>• How do Hindus celebrate religious festivals?</li> <li>• How are babies welcomed into the Hindu community?</li> </ul>	<ul style="list-style-type: none"> <li>• Create a class display based on a timeline through the year to show the main Hindu festivals.</li> <li>• Read some of the stories associated with Hindu festivals of the gods and goddesses that the festivals celebrate.</li> <li>• Watch a video of a Hindu puja, either in the home or in the mandir, and discuss the significance of each element within the ceremony.</li> <li>• Devise an art activity where pupils design and make Rangoli patterns or Diva lamps.</li> <li>• Invite a Hindu to speak to the pupils about the place of worship and festivals in their life.</li> <li>• Study and discuss the events associated with the welcoming of a baby into the Hindu community.</li> <li>• Visit a Hindu temple to observe Hindu worship.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain what worship means within Hinduism and how, because God is omnipresent, all life can be regarded as an act of worship.</li> <li>• Identify the main god and goddesses that provide a focus of worship and celebration within Hinduism.</li> <li>• Recount the principal stories that are associated with gods, goddesses and festivals in Hinduism.</li> <li>• Explain how the schedule of Hindu festivals is linked to the lunar calendar.</li> <li>• Identify the most important Hindu festivals within the year and speak about how these are marked.</li> <li>• Explain why worship in the home at a shrine is important for many Hindus.</li> <li>• Describe the major features of and the activities that take place within a Hindu temple or mandir.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>• Understand that worship is part of a Hindu's dharma, or religious duty.</li> <li>• Appreciate Hindus believe that everyone (Hindu and non-Hindu alike) should worship God in the way that is right for them.</li> <li>• Understand that, as God is in everything, all of life can be regarded as worship for Hindus.</li> <li>• Recognise that many Hindu houses contain a shrine with an image of one or more gods or goddesses.</li> <li>• Understand that gods and goddesses have both fierce and gentle forms.</li> <li>• Understand that Hinduism allows for many different ways of worship and different gods to worship.</li> <li>• Recognise the importance of the Hindu lunar calendar and cycle of festivals within Hinduism.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore images of Hindu deities, discuss how these are used in worship and reflect on the importance of visual images within worship more generally.</li> <li>• Explore the reasons why food, flowers and perfume offerings are presented to images or statues of Hindu deities as an act of worship.</li> <li>• Discuss why festivals and celebrations are so important within human experience and evaluate their particular significance within Hinduism.</li> <li>• Explore and discuss how themes within Hindu festivals have connections with other religious traditions (e.g. light, water, colour, harvest).</li> <li>• Identify the meaning and benefits of worship and celebration for Hindus.</li> <li>• Create artwork based on one or more Hindu stories, gods or goddesses.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Discuss how and why all of the senses are involved in Hindu worship, celebrations and festivals.</li> <li>• Explain what is meant by the all-present (omnipresent) nature of God as this is understood within Hinduism.</li> <li>• Explain how Hinduism integrates concepts of renewal and destruction by celebrating both the gentle and fierce sides of gods and goddesses.</li> <li>• Articulate their feelings and impressions following a visit to a Hindu temple or mandir.</li> <li>• Identify the elements of Hindu worship that are also found in worship within other religious traditions (e.g. the conquest of darkness by light).</li> <li>• List those aspects of Hindu worship and the celebration of festivals that people of other faiths, or of no faith, can learn from.</li> </ul>

### Key vocabulary

**Worship:** shrine, temple, mandir, prayer, mantra, puja, offering, image, avatar, deity, murti, holy books, meditation, kneeling, flowers, perfume, food, water from the River Ganga (Ganges), Aum (Om) sound: the Askara (the imperishable syllable), swastika (Sanskrit for well-being; the four arms of the symbol are representative of the four cardinal points of the compass, the four stages of life, or ashramas, and the four Vedas), coconut (this signifies purity, fertility and blessing), lotus flower (a symbol of good overcoming evil), bindi (put on during worship and worn as a symbol of protection for women and their husbands), ash (symbolic of the perishability of life), water (a symbol of the source of life), arti (a ceremony during which love and devotion are offered to a deity), bhajan (devotional hymn or song), havan (a fire offering within worship).

**Gods:** Brahman, the Trimurti, Brahma, Vishnu, Shiva, Shakti (Mother Goddess; Shakti is also known as Durga or Kali and Parvati in her fierce and gentle forms, respectively), Indra (the king of the gods and the god of rain), Kama (the god of love), Lakshmi (the wife of Vishnu, the goddess of beauty, wealth and good fortune), Ganesha (the elephant-headed god who is Shiva's son), Rama and Lord Krishna (both avatars of Vishnu), Lord Jagannath (another name for Krishna, the Lord of the Universe), Sita (the wife of Rama), Hanuman (the monkey god), Yama (the god of death).

**Festivals:** lunar calendar, astrology, celebration, kolam (chalked patterns).

Makara Sankranti (a January festival that involves donating money to charities); Pongal (mid-January harvest festival during which Indra and cattle are honoured, and the sun is worshipped); Vasanta Panchami (a festival in January or February to mark the end of winter); Mahashivaratri (a festival in February or March to honour Shiva); Holi (a festival in February or March that marks the beginning of spring that is connected with Lord Krishna and during which Hindus gather around bonfires, eat special sweets and soak each other in coloured powder); Ramanavami (the festival to celebrate the birth of Lord Rama in March or April); Ratha Yatra (the festival of 'the journey of the chariot in honour of Lord Jagannath, another name for Lord Krishna); Raksha Bandhan (an August festival when brothers and sisters thank each other for their love and protection and where bracelets or rakhi are exchanged); Janmashtami (the August or September festival that celebrates of the birthday of Krishna); Ganesha Chaturthi (the August or September festival that celebrates of the birthday of the elephant-headed god, Ganesha); Navaratri (this festival in September or October last nine nights, during which the Mother Goddess in her fierce form is worshipped); Dassehra (this follows Navaratri and is when the murti of Durga is worshipped); Diwali (the festival of lights in October or November, derived from the story of Rama and Sita during which Diva lamps are lit and Rangoli patterns are created); Kumbh Mela (every three years with a special festival every 12 years, lasting for several weeks, beside the River Ganges).

### Recommended resources

- Rasamandala Das (2006) *Hindu Prayer and Worship*, Franklin Watts.
- Anita Ganeri (2003) *Hindu Festivals Through the Year*, Franklin Watts.
- Anita Ganeri (2003) *The Divali Story*, Evans.
- Anita Ganeri (2009) *Stories from Faiths: Hinduism*, Heinemann.
- John Hawley (2007) *The Life of Hinduism*, University of California Press.
- Grace Jones (2016) *Holi*, Book Life.
- Dilip Kadodwala (1997) *Holi*, Evans.
- Karena Marchant (2000) *Hindu Festival Tales*, Hodder Wayland.
- Jon Mayled (1988) *Hindu Festivals: Teacher's Book*, Religious and Moral Education Press.
- Sue Penney (2006) *Introducing Religions: Hinduism*, Heinemann.
- Cath Senker (2003) *My Hindu Year*, Hodder Wayland.
- Cath Senker (2009) *My Family Celebrates Divali*, Franklin Watts.
- Angela Wood (1998) *Where we Worship: Hindu Mandir*, Franklin Watts.
- RE:Online – Hinduism subject knowledge: <https://www.reonline.org.uk/subject-knowledge/hinduism/>
- The top ten most popular Hindu festivals: <https://www.youtube.com/watch?v=nbPyOVfwRhI>

## KS2: How is human identity and belonging shaped by faith and non-religious beliefs?

In this unit, pupils will have the opportunity to explore and reflect upon the way in which religion, faith and belief shapes their own and other people's lives. It will examine the nature of faith, the impact that this has, both on individuals and communities, and consider the way in which religious traditions mark rites of passage in life and death.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What does it mean to have a faith commitment?</li> <li>• What difference does faith make to people and communities?</li> <li>• In what ways do religious convictions and practices influence the daily lives of believers?</li> <li>• How do religious and non-religious communities mark the birth of a baby?</li> <li>• What rites of initiation are observed within religious traditions?</li> <li>• How are marriages conducted within the context of religious and non-religious communities?</li> <li>• How is death understood within religious traditions?</li> <li>• What ceremonies are used to mark the death of loved ones within religious and non-religious communities?</li> </ul>	<ul style="list-style-type: none"> <li>• Invite children to examine the statements of faith in different religious traditions (e.g. the Nicene Creed, the Shahada, the Shema, the Mool Mantar, or the Four Noble Truths) and discuss their meaning.</li> <li>• Invite a religious adherent into the class to describe why their faith is important to them.</li> <li>• Examine the different ceremonies and rituals that are associated with welcoming babies into communities of faith (e.g. baptism, whispering of the Shahada, male circumcision, naming ceremonies in the temple or gurdwara, Buddhist blessings, Humanist namings).</li> <li>• Explore the meaning of marriage and how this is celebrated in different religious and non-religious traditions.</li> <li>• Examine belief systems different understanding of death and how this is marked in funeral services.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Speak about the centrality of faith in many people's lives.</li> <li>• Describe the core beliefs that faith will attest to in each major religious tradition.</li> <li>• Explain why some people have a religious faith or alternative belief and others have none.</li> <li>• Identify the rites of passage that are associated with each of the major religious traditions.</li> <li>• Speak about the importance of welcoming babies into religious communities and the ceremonies and actions that are part of this process.</li> <li>• Outline how different religious traditions celebrate marriages and what these events mean spiritually.</li> <li>• Explain how death and loss are understood and responded to within religious and non-religious traditions and communities.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>• Understand the meaning of the word faith and appreciate its significance in the context of religion.</li> <li>• Demonstrate an awareness of the important role that faith and belief play in the lives of many people.</li> <li>• Acknowledge that not everyone has a faith or a religious commitment.</li> <li>• Recognise that some people chose to describe themselves as spiritual but not religious.</li> <li>• Understand the way in which religion and belief can be significant within home and family life.</li> <li>• Recognise that religious traditions have different ways of celebrating the birth of a child.</li> <li>• Understand that religious communities will have a variety of ways for marking key rites of passage.</li> <li>• Acknowledge the focus that religion and belief give to death, sorrow, loss and mourning.</li> </ul>	<ul style="list-style-type: none"> <li>• Use talk-pair-share, group-based or class discussions to explore the question of what is meant by faith and why it is important in religious communities.</li> <li>• Discuss why the issue of faith and belief is so complex and the reasons for the vast range of positions that exist within contemporary society.</li> <li>• Discuss what it means to be faithful, devoted and committed in the context of a religious tradition.</li> <li>• Listen to a young person who is able to describe their own, or another's, rite of passage (e.g. a baptism, Confirmation or Bar/Bat Mitzvah).</li> <li>• Study the elements of a wedding ceremony in one religious tradition and discuss the symbolic meaning of each element of the service.</li> <li>• Reflect on the importance of remembrance in the aftermath of a death and how religious traditions enable this to take place.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Speak about how faith or belief plays a role in their own lives and that of their family.</li> <li>• Identify the importance of a religious commitment in the lives of selected public figures.</li> <li>• Highlight the difference that religious faith makes in the local community in which they live.</li> <li>• Discuss why faith is sometimes accompanied by doubt, indecision, uncertainty and confusion.</li> <li>• Outline the place of marriage within religious traditions and communities.</li> <li>• Speak about how people of different faiths, or of no faith, can learn from the actions and behaviours of those who have a particular religious commitment.</li> <li>• Express the feelings that they have experienced in the context of death, sorrow or loss and explain the question of how these experiences may be understood in the context of a faith or belief.</li> </ul>

**Key vocabulary**

Faith, faithful, commitment, devotion, belief, non-belief, theism, atheism, agnosticism, doubt, uncertainty, indecision, questions, sacrifice, ethics, morals, conscience, religion, ceremony, rite, ritual, service, church, mosque, synagogue, spirituality, conviction, uncertainty, birth, Shahada, baptism, naming ceremony, mandir, temple, gurdwara, circumcision, blessing, engagement, marriage, promise, vow, wedding, sickness, death, loss, sadness, mourning, remembrance, funeral, burial, cremation, grave, requiem, life after death, heaven, hope, thankfulness.

**Recommended resources**

- Whispering the Shahada: <https://www.youtube.com/watch?v=3i80p5NtgS0>
- RE:Online – The Journey of Life in Islam: <https://www.reonline.org.uk/subject-knowledge/islam/the-journey-of-life/>
- Christian Baptism: <https://www.youtube.com/watch?v=hysJSb38mCQ>
- What is Christian Baptism? (BBC): <https://www.youtube.com/watch?v=uRymbCJmbYk>
- Baptism and Confirmation in the Church of England: <https://www.youtube.com/watch?v=EnpXtAPFZqc>
- Bar and Bat Mitzvah: <https://www.youtube.com/watch?v=tEBnpxhb0rc>
- The Royal Wedding service of Prince William and Catherine Middleton: <https://www.youtube.com/watch?v=53UaRWI1Vh4>
- The deep meaning of an Orthodox Jewish wedding: <https://www.youtube.com/watch?v=oxsTbM67sH0>
- A Muslim wedding: <https://www.youtube.com/watch?v=e1AINharPrk>
- Catholic funeral service: <https://www.youtube.com/watch?v=hbSB2EIB2WU>
- Islamic funeral customs: <https://www.youtube.com/watch?v=O7LoxzTBAFI>
- What to expect at Jewish funerals – customs and traditions: <https://www.youtube.com/watch?v=Zz0QZXMkrsg>
- About Humanist ceremonies: <https://humanism.org.uk/ceremonies/>
- About Humanist care in society: <https://humanistcare.org.uk/>

## KS2: What does it mean to be a Muslim?

This unit will enable pupils to learn about the ways in which Muslims practice their faith in daily life, in the home, at the mosque and within wider society. The focus will be on the practical outworking of Islamic belief within those actions, behaviours, customs, traditions and duties that shape the identity of Muslims.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>How does the experience of being a Muslim gain expression in daily life?</li> <li>What role does prayer, at home and in the mosque, play in the life of Muslims?</li> <li>What principles govern the way in which Muslims seek to live their lives?</li> <li>What inspiration do Muslims draw from the Prophet Muhammad in the lives?</li> <li>How do the Qur'an, the Hadith and the Sunnah determine the customs, behaviours and actions that are commended for Muslims?</li> <li>What is the importance of Ramadan for Muslims?</li> <li>Which festivals are celebrated by Muslims?</li> <li>What is the role of the mosque in Islam?</li> </ul>	<ul style="list-style-type: none"> <li>Read some stories from the life of the Prophet Muhammad that have influenced Islamic life.</li> <li>Provide an opportunity for a Muslim pupil to share their experience of being a Muslim with the rest of the class.</li> <li>Create a class display to illustrate and provide the key information about the Five Pillars of Islam.</li> <li>Explore the actions and meanings of corporate prayer for Muslims: ablution (wudu), gathering (the Adhan), orientation (the Qibla), and the cycles of words and movements (raka t).</li> <li>Invite a Muslim visitor to speak to the pupils about their faith and the way it shapes their life.</li> <li>Examine and discuss the symbolic role of some objects used in Islamic prayer (e.g. head covering, prayer beads, Qibla compass, prayer mat and clock).</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>Explain how the beliefs that Muslims hold shape their identity, actions and sense of belonging.</li> <li>Speak about the importance of the Five Pillars in the lives of Muslims.</li> <li>Identify and explain the function of the main features within a mosque.</li> <li>Explain why the mosque is so significant within Islam, both as a house of prayer and as a centre for social action and community building.</li> <li>Describe why Zakat is so important for Muslims and how this action shows submission to Allah.</li> <li>Account for the importance and spiritual value of Ramadan for Muslims.</li> <li>Identify the principal festivals within Islam and explain how these are celebrated.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>Understand how closely integrated believing, behaving and belonging are for Muslims.</li> <li>Appreciate how submission to Allah will have an influence within all areas of the life of Muslims.</li> <li>Recognise the centrality of the Five Pillars in shaping the life of Muslims.</li> <li>Understand the way in which the day, week and year are structured within Islam.</li> <li>Understand how some actions are prohibited (haram), whilst others are particularly to be commended, for Muslims.</li> </ul>	<ul style="list-style-type: none"> <li>Read and discuss the meaning of some of the Surahs in the Qur'an that refer to Salat (e.g. 2.45, 2.153, 40.55) and Hajj (e.g. 2.125, 2.196-198, 22.27)</li> <li>Discuss and reflect upon the spiritual discipline of fasting and the benefits this brings for Muslims.</li> <li>Explore how Sharia (Islamic law) is derived from precepts in the Qur'an and the Hadith and how it governs many Islamic practices.</li> <li>Visit a mosque and meet with an imam to find about his role within the community.</li> <li>Explore the reasons for the dietary laws, including the principle of Halal, that are observed by Muslims.</li> <li>Listen to a recording, or watch a video, of the Adhan and reflect on the feelings that this provokes.</li> <li>Explore some of the ways in which the unity of the Muslim community is signified (e.g. prayer times and orientation, the Hajj, the Qur'an and festivals).</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>Explain the importance that Muslims attach to their sense of belonging to the worldwide Islamic community (the Ummah).</li> <li>Explain why education, hard work, respect for other and generosity are important for Muslims.</li> <li>Recognise the importance of family life and of respect for elder people for Muslims.</li> <li>Identify the similarities and differences between Islamic faith and practice and the beliefs and behaviours associated with other faith traditions.</li> <li>Explain the notion of Jihad (spiritual struggle) for Muslims and the place of discipline in Islam.</li> <li>Speak about the benefits of the Islamic way of life for Muslims.</li> <li>Explain the value of some of the principles and practices of Islam within wider society.</li> </ul>

### Key vocabulary

**Islamic faith and life:** Five Pillars, d n (religion, custom and right judgement), iman (faith), Salat, wudhu, Adhan, Qibla, raka t, home, family life, mosque, imam, Zakat, Sawm, Ramadan, Hajj, festivals, Eid al-Fitr, Eid al-Adha, dietary laws, Halal, the Ummah, Shariah, jihad.

**Prohibitions (haram):** everything considered harmful to the body, mind, soul or society. This includes consuming pork, alcohol or mind-altering drugs; gambling, taking interest, fortune-telling, killing, lying, stealing, cheating, oppressing or abusing others, being greedy or ungenerous, adultery, being disrespectful to parents, and mistreating relatives, orphans or neighbours.

### Recommended resources

- (2017) *What's Inside a Mosque?* Baby Professor.
- (2018) *Eyewitness: Islam*, DK Children.
- Katie Dicker (2008) *I Belong to the Muslim Faith*, Wayland.
- Yahiya Emerick (2011) *The Meaning of the Holy Qur'an for School Children*, CreateSpace Independent Publishing Platform.
- Akbar Khan (2001) *Muslim Imam*, Franklin Watts.
- Khadijah Knight (1999) *My Muslim Faith*, Evans.
- Ruth Nason (2005) *Visiting a Mosque*, Evans.
- Ruqaiyyah Maqsood (1995) *Examining Religions: Islam*, Heinemann.
- Christine Moorcroft (1995) *Islam*, Folens.
- Seyyed Hossein Nasr (1981) *Islamic Life and Thought*, Allen and Unwin.
- Sue Penney (2002) *Religions of the World: Islam*, Heinemann.
- Aslam Rohail (2009) *Stories from Faiths: Islam*, Heinemann.
- Richard Tames (1999) *World Religions: Islam*, Franklin Watts.
- Ahmad Von Denffer (2009) *Islam for Children*, The Islamic Foundation
- RE:Online – Religious Practice in Islam: <https://www.reonline.org.uk/subject-knowledge/islam/religious-practice/>
- RE:Online – Holy Days and Celebrations in Islam: <https://www.reonline.org.uk/subject-knowledge/islam/holy-days-and-celebrations/>
- RE:Online – Rules and Ethical Guidelines in Islam: <https://www.reonline.org.uk/subject-knowledge/islam/rules-and-ethical-guidelines/>
- RE:Online – Individual and Social Responsibility: <https://www.reonline.org.uk/subject-knowledge/islam/individual-and-social-responsibility/>
- Key Stage 2 video clips about Islam (BBC): <https://www.bbc.co.uk/bitesize/topics/zpdt5bk/resources/1>

## KS2: What can we learn from Humanism?

This unit builds on the Key Stage 1 unit on Humanism and seeks to explore the lessons that all people, whether religious or not, can learn from Humanism. It will provide pupils with opportunities the key beliefs held by Humanists and the principles that govern their approach to life.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>Why are a growing number of people in Western society now identifying as Humanist?</li> <li>What common ground do Humanists share with those people who profess to be religious?</li> <li>What do Humanists believe are the principal things that give human life meaning and purpose?</li> <li>How do Humanists seek to live lives that are socially responsible, compassionate and kind?</li> <li>How do Humanists mark the main rites of passage in a human life like births, marriages and funerals?</li> <li>What do Humanists believe about death?</li> <li>What can Humanists and people of faith learn from each other?</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the key beliefs that Humanists may hold.</li> <li>Investigate the process of secularisation and discuss why, in a secular society, a wide range of religious and non-religious identities should be honoured and respected.</li> <li>Study the UN declaration of Human Rights and identify the Humanist principles within it.</li> <li>Explore the role and function of Humanist celebrants.</li> <li>Explore the Humanist approach to the search for truth and place of science in this pursuit.</li> <li>Recognise the deep meaning to Humanists of having their own ceremonies</li> <li>Study the ideas of some famous Humanists</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>Define Humanism and articulate what Humanists believe about human origins, values, purpose and destiny.</li> <li>Speak about how Humanists respond to the principal ethical dilemmas that face humanity.</li> <li>Understand how Humanist ceremonies for marking rites of passage both differ from and have elements in common with religious ceremonies.</li> <li>Articulate how they would respond to difficult moral or ethical issues by drawing on Humanist principles.</li> <li>Speak about the role and importance of reason, evidence and science for Humanists.</li> <li>Discuss the value that Humanists attribute to the visual arts, music, cinema, comedy, architecture and other aspects of human culture.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>Acknowledge that many religious people will embrace the principles of Humanism.</li> <li>Understand the importance that Humanists attach to rational thought, evidence, logic and science.</li> <li>Appreciate the long history of Humanist thought from the ancient Greeks, through the Renaissance and the Enlightenment, to the present day.</li> <li>Understand the importance that Humanists attribute to the legacy of human achievement in intellectual, scientific, artistic, cultural and philosophical spheres.</li> <li>Recognise that, unlike most religions, Humanists treat women and men equally.</li> <li>Recognise the awe and wonder that Humanists may hold for the natural world.</li> <li>Acknowledge the contribution that Humanists have made to Western civilisation.</li> </ul>	<ul style="list-style-type: none"> <li>Examine the role of non-religious organisations, such as Humanists UK and the National Secular Society, and identify the contribution that they make to life in contemporary society.</li> <li>Explore how other bodies without religious roots, including Amnesty International, Samaritans, Citizens Advice Bureau, and Oxfam, seek to promote human well-being.</li> <li>Invite pupils to design their own non-religious ceremony, such as for baby naming, a wedding or a funeral.</li> <li>Pose a series of ethical dilemmas and invite pupils to discuss and justify how they would respond in each scenario.</li> <li>Explore how Humanists work to advance peace and justice in the world today (see Humanist UK website).</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>Speak about how Humanists account for the moral orientation that governs human living and the sources that they will draw on to determine what is right and wrong in different situations.</li> <li>Identify the key aspects of Humanism from which religious people can learn and derive meaning.</li> <li>Speak about how and why Humanists will seek to oppose expressions of religious beliefs that lead towards violent extremism or intolerance.</li> <li>Discuss the work that Humanists and Humanist organisations do care for our environment.</li> <li>Speak about how Humanists embrace the 'Golden Rule' and how this perspective is shared with people who have a religious faith.</li> <li>Outline how Humanists approach the main events and passages in a human life and the importance within Humanism of non-religious ceremonies to mark these occasions.</li> </ul>

**Key vocabulary**

Humanism, Humanist, secular, secularisation, Humanism UK, National Secular Society, Humanist charities, reason, rational thought, evidence, logic, science, Humanist celebrations, celebrant, evolution, ethics, morals, social action, human well-being, the Golden Rule, human rights, freedom, responsibility, care, compassion, kindness, justice.

**Recommended resources**

- Helen Bennett (2005) *Humanism What's That? A Book for Curious Kids Paperback*, Prometheus Books.
- Peter Cave (2009) *Humanism: A Beginner's Guide*, Oneworld Publications.
- Michael Rosen (2016), *What is Humanism? How do you live without a god? And Other Big Questions for Kids*, Wayland.
- Alom Shaha (2014) *The Young Atheist's Handbook: Lessons for living a good life without God*, Biteback Publishing.
- Humanism for Schools: [www.humanismforschools.org.uk](http://www.humanismforschools.org.uk)
- Understanding Humanism – what is Humanism?: <https://understandinghumanism.org.uk/what-is-humanism/>
- Understanding Humanism – Key Stage 2 teaching resources: <https://understandinghumanism.org.uk/themes/?age=7>
- Humanism UK – Humanist ceremonies: <https://humanism.org.uk/ceremonies/>
- “What should we think about death?” Narrated by Stephen Fry - That's Humanism! <https://www.youtube.com/watch?v=pR7e0fmfXGw>
- About Humanism over time: <https://humanism.org.uk/humanism/the-humanist-tradition/humanists-working-for-a-better-world/>
- About Humanist ceremonies: <https://humanism.org.uk/ceremonies/>
- About Humanist care in society: <https://humanistcare.org.uk/>



## KS2: Why is the Torah so important within Judaism?

This unit will explore the place of the Torah, as the most important source of authority, within Judaism. It will enable pupils to learn about the content of the Torah, how different Jewish groups understand its origin, the place that it plays within services within the synagogue and the way that it is treated by Jewish people.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What is the Torah?</li> <li>• How is the written Torah organised?</li> <li>• When was the Torah compiled?</li> <li>• What are the main stories, themes and principles within the Torah?</li> <li>• What is the difference between the written and the oral Torah?</li> <li>• How does the Talmud represent the oral Torah?</li> <li>• How is the Torah used within services in the synagogue as the basis for reading and sermons?</li> <li>• What role does the Torah play in Bar and Bat Mitzvahs?</li> <li>• How is the Torah celebrated at Simchat Torah?</li> </ul>	<ul style="list-style-type: none"> <li>• Devise a group-based task to enable pupils to read and discuss abbreviated forms of some of the main stories in the Torah (e.g. Creation, Noah's Ark, the call of Abraham, Joseph in Egypt, the baby Moses, Moses and the burning bush, the Exodus).</li> <li>• Explore the role of yeshivas and rabbinical training institutions in promoting study of the Torah.</li> <li>• Study a sermon by a rabbi on a Torah portion.</li> <li>• Visit a synagogue to view one or more of their Torah scrolls and explore how it is used in worship.</li> <li>• Invite a rabbi to speak to the pupils about the Torah and to explain why it is so important in Judaism.</li> <li>• Examine some of the artefacts that are associated with the Sefer Torah or which are worn when it is read (e.g. mantle, rimonim, breastplate, yad, kippah, tallit and tefillin).</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain what the Torah is and what role it has within Judaism.</li> <li>• Name the five books that comprise the Torah.</li> <li>• Describe some of the main elements of the Torah (e.g. the stories of Creation, the Patriarchs, Joseph, Moses, the Exodus, the giving of the Ten Commandments, and the other commandments).</li> <li>• Explain how the Sefer Torah is used within services in the synagogue.</li> <li>• Identify the relationship between the contents of the Torah and the behaviours, traditions and practices that are associated with Judaism.</li> <li>• Describe how many of the most important Holy Days and festivals with Judaism have their foundation in the Torah.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>• Account for the special place of the Torah within Judaism.</li> <li>• Know what the Torah contains, what its main messages are and why these are important.</li> <li>• Acknowledge that within the diverse traditions of Judaism there are different understandings of how the Torah was written.</li> <li>• Recognise that the word 'Torah' may refer to both the written text and to the oral Torah (the totality of Jewish teaching, culture, and practice).</li> <li>• Be sensitive to the particular status of the Torah for Jewish people and be aware of the traditions that govern how it is treated.</li> <li>• Recognise how the Torah is treasured by Judaism and the way in which its special place within the life of Jewish people is celebrated at Simchat Torah.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss what is most important about the Torah.</li> <li>• Discuss how Jewish interpretation of the commandments contained with the Torah has evolved over time.</li> <li>• Discuss the importance of sacred languages and why it is important that the Torah is written and read in Hebrew.</li> <li>• Teach the pupils some Hebrew letters and their calligraphic representation</li> <li>• Explore why some Orthodox Jews believe that the Torah was written down by Moses in 1273 BCE, whilst other more progressive Jews believe that the Torah was compiled much later by several authors.</li> <li>• Discuss why synagogues and Jewish homes will usually have a mezuzah to the right of doors into, and some of the doors within, the building.</li> <li>• Invite an older pupil, who has completed their Bar or Bat Mitzvah, to describe their experience of learning and reading their Torah portion.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Reflect upon and articulate their feelings about the atmosphere they encountered in a synagogue.</li> <li>• Comment on the different traditions within Judaism (e.g. Orthodox, Reformed, Progressive and Liberal).</li> <li>• Explain what a kosher scroll is and the actions that are needed should a scroll become damaged.</li> <li>• Describe the ways in which the Torah scroll is treated and why these are important (e.g. dressing and storage, procession, burial).</li> <li>• Explain why the yad (pointer) is made of silver.</li> <li>• Articulate how the Torah, in both its content and the way in which it is regarded, has similarities and differences with holy texts in other faith traditions.</li> <li>• Explain how non-Jews can learn valuable lessons from some of the content within the Torah.</li> </ul>

**Key vocabulary**

Torah, Sefer Torah (the Torah in scroll form), Genesis, Exodus, Leviticus, Numbers, Deuteronomy, 613 mitzvot (commandments), Moses, Mount Sinai/Horeb, sofer (qualified scribe), parchment, aron ha-kodesh or 'holy ark' (the cupboard where the Torah scrolls are kept), ner tamid, yad, rimonim, mantle, breastplate, tallit, kippah, tefillin, bimah, portion, rabbi, sermon, synagogue, Shabbat morning service, sermon, mezuzah, Shema Yisrael, Bar and Bat Mitzvah, Orthodox, Reformed, Progressive, Liberal, Shabbat morning service, festival, Simchat Torah, kosher, haftarah (a scroll containing a selected texts from the Hebrew prophetic literature in the TaNaKh).

**Recommended resources**

- Vivienne Cato (2003) *The Torah and Judaism*, Evans.
- Nicholas de Lange (2003) *Judaism*, Oxford University Press.
- Nico ter Linden (1989) *The Stories of the Torah*, SMC.
- Jon Mayled (2004) *Judaism*, Hodder & Stoughton.
- Jacob Neusner (1974) *The Way of the Torah: An Introduction to Judaism*, Dickenson Publishing.
- Sylvia Rouss (2010) *Sammy Spider's First Simchat Torah*, Kar-Ben Publishers.
- Norman Solomon (2014) *Judaism: A Very Short Introduction*, Oxford University Press.
- RE:Online – Scriptures and authority in Judaism: <https://www.reonline.org.uk/subject-knowledge/judaism/the-scriptures-and-authority/>
- What is Judaism? (BBC): <https://www.youtube.com/watch?v=73Wslne-FKg>
- What is the Torah? (BBC): <https://www.youtube.com/watch?v=3QZ792rjcVE>
- What is a Bat Mitzvah? (BBC): <https://www.youtube.com/watch?v=RDZuvPpzXCk>

## KS2: In what ways do Christians in different denominations worship?

This unit will introduce pupils to the diversity of the worldwide church and how Christian denominations worship in different ways. Pupils will consider how the variety in the forms of worship within the church has emerged as an outcome of significant developments within the history of Christianity and that this reflects important differences in the theological understanding of a number of Christian doctrines.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What do Christians understand by the church?</li> <li>• What are the principal denominations within the worldwide church?</li> <li>• What are the main elements in a Christian act of worship within a church?</li> <li>• What is the liturgy?</li> <li>• Why is liturgical worship more important in some Christian denominations than in others?</li> <li>• What role does music play in Christian worship?</li> <li>• What role do words, Bible readings and sermons play in Christian worship?</li> <li>• Who is responsible for leading or assisting with worship in different Christian denominations?</li> <li>• How are major festivals marked by the church?</li> </ul>	<ul style="list-style-type: none"> <li>• Create a class display with images and words that describe the forms of worship associated with different Christian denominations.</li> <li>• Watch video clips of different kinds of Christian worship and discuss what is similar and different.</li> <li>• Use a service sheet to study the different elements of a Eucharistic service: Gathering rite, Liturgy of the Word, Liturgy of the Eucharist, Dismissal.</li> <li>• Explore the structure, artefacts, gestures, biblical foundation and meaning of the Eucharist (also known as the Mass or Holy Communion).</li> <li>• Visit a church to find out about Christian worship.</li> <li>• Examine how Christians in different denominations worship at the Christmas and Easter festivals.</li> <li>• Explore worship in the Orthodox Church.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain that Christian worship involves praise and adulation of God as Trinity.</li> <li>• Describe the role of priests and worship leaders.</li> <li>• Identify and describe the different elements of worship: music, singing, preaching, prayers, sacraments, reflection, movement, praise.</li> <li>• Explain why different Christian denominations emphasise different elements of worship.</li> <li>• Describe what is meant by a sacrament and explain how the two dominical sacraments (baptism and Eucharist) are particularly important in the church.</li> <li>• Describe the role of the church space, art, objects and artefacts within Christian worship.</li> <li>• Describe the form of Christian worship during the occasional offices (baptisms, weddings, funerals).</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>• Appreciate that the church extends across the world and that it is very diverse.</li> <li>• Acknowledge the centrality of worship within the ministry and mission of the church.</li> <li>• Understand that Christian worship involves a combination of words, images, actions, gestures, symbols, music and movement.</li> <li>• Recognise that the Roman Catholic Church contains the largest number of Christian believers.</li> <li>• Recognise the other major denominations: Eastern Orthodox, Anglican, Lutheran, Methodist, Baptist, Quaker, Evangelical, Charismatic and Pentecostal.</li> <li>• Appreciate that some Christians particularly appreciate silence and stillness in worship.</li> <li>• Understand what a sacrament is and what role the sacraments play in some kinds of Christian worship.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the reasons why some Christians prefer structured and formal types of liturgical worship whilst others choose to worship in a more relaxed and informal style.</li> <li>• Invite pupils to listen to a variety of music forms used in worship (e.g. organ, choral, worship songs, plain chant and hymns) and say what impression each type of music makes on them.</li> <li>• Examine and explore the meaning of some objects and artefacts that are used in Christian worship (e.g. crucifix, chalice, Bible, hymn book, vestments).</li> <li>• Invite an Anglican or Catholic priest, or a minister from another church, to talk to the pupils about how they conduct worship.</li> <li>• Discuss the role of symbolism in worship (e.g. church design, art, incense, the form and colour of vestments, the sign of the cross, water, oil, candles and processions).</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the Jewish roots of Christian worship.</li> <li>• Explain how different Christian denominations speak of the presence of God within worship.</li> <li>• Explain why Christians choose to worship and the impact that it has on their life and faith.</li> <li>• Express their responses to different forms of Christian worship using words, images and feelings.</li> <li>• Speak about the role that children are able to play within worship in the church.</li> <li>• Identify the values and principles that Christian worship seeks to instill in those who partake in it.</li> <li>• Talk about the place of worship in major national events (e.g. coronations or Royal weddings).</li> <li>• Identify those aspects of worship that are both similar to and different from worship in other religious traditions.</li> </ul>

### Key vocabulary

**Worship:** worship, praise, adoration, denomination, tradition, church, congregation, liturgy, entrance, procession, confession, blessing, prayer, intercession, preaching, pulpit, sermon, Gathering Rite, Liturgy of the Word, Liturgy of the Eucharist, Dismissal, sacrament, baptism, Eucharist, Mass, Holy Communion, Lord's Supper, Bible, Bible reading, Gospel, server, master of ceremonies (M.C.), deacon, priest, bishop, minister, pastor, worship leader, song, singing, hymn, organ, worship band, choir, incense, thurible, thurifer, candle, Christmas, Easter, vigil service, wedding service, funeral service, memorial service, cassock, alb, cotta, vestments, colour, symbolism, sign, sign of the cross, genuflection, gesture, silence, contemplation, reflection, art, statue, icons, iconostasis.

**Denominations:** Anglican (Church of England), Baptist, Catholic, Charismatic, Eastern Orthodox, Evangelical, Lutheran, Methodist, Oriental Orthodox, Pentecostal, Quaker.

### Recommended resources

- Alan Brown (2006) *World of Faiths: Christianity*, QED.
- Charles Farhadian (2007) *Christian Worship Worldwide: Expanding Horizons, Deepening Practices*, Eerdmans.
- Martin Ganeri (2006) *Christian Prayer and Worship*, Franklin Watts.
- Joe Jenkins (1995) *Examining Religions: Christianity*, Heinemann.
- Sue Penney (2006) *Christianity*, Heinemann.
- John Rankin (1982) *Christian Worship*, Lutterworth Educational.
- Sonja M. Stewart and Jerome W. Berryman (1989) *Young Children and Worship*, Westminster John Knox Press.
- James White (2001) *Introduction to Christian Worship*, SPCK.
- How do Christians use art to worship God? <http://request.org.uk/life/art/art/>
- How do Christians use music to worship God? <http://request.org.uk/life/art/music/>
- Worship in church: <http://request.org.uk/life/church/what-happens-inside-a-typical-church/>
- What is Christian worship? (BBC): <https://www.youtube.com/watch?v=E5-aKSrLXM4>
- The use of incense in a church:  
<https://www.youtube.com/watch?v=UvqslGf4b0M&feature=youtu.be&fbclid=IwAR0wTOvbKPhaXr1O9meAXxkvu4LIATijDQaUYZX-uc50RzuWzeZBeYFUXWo>
- A Solemn High Mass: <https://www.youtube.com/watch?v=kGk-SqPWAPQ>
- Pentecostal worship: <https://www.youtube.com/watch?v=6l5HQJoqavM>
- What is it like in a Methodist Church? <https://www.youtube.com/watch?v=Fol6EICGqbo>
- Places of worship: Christianity – an Anglican Church: <https://www.youtube.com/watch?v=WfNfmMnun0c>

## KS2: How can religion and non-religious world views promote peace and justice in our society?

This unit will enable pupils to examine the complex and contested issue of the relationship between religion, peace and justice. It will explore the ways in which religions seek to promote peace, both personally and collectively, and the role of religious communities as they participate in activities that advance social justice within society.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What do the terms peace and justice mean?</li> <li>• What are the different kinds of peace?</li> <li>• Why is the relationship between religion and peace not straightforward?</li> <li>• How have religions undermined peace?</li> <li>• Why do Christians call Jesus the Prince of Peace?</li> <li>• How can religions promote peace?</li> <li>• What contribution has Catholic Social Teaching made to peace-building?</li> <li>• In what ways can religious communities work to combat discrimination and promote social justice?</li> <li>• How can schools and religious communities engage in courageous advocacy within the world?</li> <li>• How can faith be unsettling as well as peaceful?</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the meaning of the term 'peace.'</li> <li>• Research the work of a religious aid body (e.g. Christian Aid, CAFOD, Islamic Aid, Islamic Relief).</li> <li>• Discuss the distinctions between inner peace, interpersonal peace and peace in the wider world.</li> <li>• Examine some references to peace within the New Testament (e.g. Matthew 5.9, Luke 2.14, 2.29, John 14.27, 20.21, Romans 5.1, Hebrews 12.14, Jude 1.2).</li> <li>• Discuss the meaning of the "slm" root in Islam/Muslim/Salam, which denotes justice, peace, safety, security, harmony, due order and obedience.</li> <li>• Explore the place of peace within Judaism as the ideal state of affairs for the world (see: Proverbs 3.17, Psalms 34.15, Isaiah 2.4, 57.19).</li> <li>• Explore how the Dharmic faiths promote peace.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain what peace means in its different layers: inner, interpersonal and communal.</li> <li>• Outline the place of peace within the teaching of foundational religious figures.</li> <li>• Describe what injustice and justice mean and how religious communities seek to promote justice.</li> <li>• Provide examples of stories from holy scriptures that address the themes of peace and justice.</li> <li>• Describe the role of religion in peacebuilding.</li> <li>• Identify and comment upon the points in acts of prayer, worship and the liturgy within different religious traditions where peace is referred to.</li> <li>• Identify the way in which individual and communal commitment to peace can generate right living, choices, relationships, actions, and communities.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>• Appreciate that the teaching of foundational religious figures and sacred scriptures will underline the path to peace that humanity should follow.</li> <li>• Recognise that there are different dimensions to peace: inner peace, interpersonal peace and peace in the wider world.</li> <li>• Appreciate that, for many people, silence, stillness, prayer and meditation can lead to feelings of peace.</li> <li>• Understand that peace will be advanced by a combination of knowledge, attitudes and skills.</li> <li>• Acknowledge that religion and peace have not always had a straightforward relationship and that religion and conflict can sometimes be interwoven.</li> <li>• Recognise the role of religious communities in combatting injustice and in promoting justice.</li> <li>• Appreciate that peace is exhibited in many ways: in our hearts, in our choices, in our relationships, in our actions and behaviours and in our communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite the pupils to reflect on their own experiences of peace and conflict.</li> <li>• Discuss what Jesus may have meant by: "I did not come to bring peace, but a sword." (Matthew 10.4)</li> <li>• Discuss the benefits of and actions associated with courageous advocacy initiatives.</li> <li>• Discuss the Islamic notion that the ideal society is Dar as-Salam ("the house of peace").</li> <li>• Examine the principle of Jihad (striving and struggling to conform to the will of Allah) in Islam.</li> <li>• Examine the lives of some peacemakers whose actions were based on their faith (e.g. Ghandi, Martin Luther King, Malcolm X, Bishop Bell, Terry Waite, Mother Theresa and Desmond Tutu).</li> <li>• Reflect upon the notion of shalom, the Hebrew word for peace, within Judaism.</li> <li>• Explore the work of peace-building bodies, such as Muslim Aid, Christian Aid and Pax Christi.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Reflect upon and describe their own experiences of peace and those circumstances that promote it.</li> <li>• Speak about the feelings of peace that may be promoted by visits to religious buildings/.</li> <li>• Explain why a religious commitment may not always yield feelings of peace by reference to notions such as sin, disturbance, repentance, struggle and trial.</li> <li>• Identify some of the attitudes and skills that can promote peace (e.g. empathy, open-mindedness, social responsibility, dialogue, mediation, active listening, negotiation, teamwork and reflection).</li> <li>• Explain what courageous advocacy means and provide examples of where bodies such as schools, charities and places of worship put this principle into practice through fund-raising and other actions.</li> <li>• Identify and comment upon the common ground that exists between religious and non-religious groups in their intention to build peace and demonstrate social responsibility and justice.</li> </ul>

**Key vocabulary**

Peace, peaceful, peace-building, justice, hope, commitment, injustice, respect, tolerance, dedication, Islam, salam, shalom, blessing, wholeness, quietness, stillness, prayer, contemplation, meditation, reflection, liturgy, inner peace, interpersonal peace, peace within the world, choices, relationships, actions, behaviours communities, social responsibility, social action, courageous advocacy.

**Recommended resources**

- Harold Coward and Gordon Smith (2004) *Religion and Peacebuilding*, State University of New York Press.
- Hilary Cremin and Terence Bevington (2017) *Positive Peace in Schools: Tackling Conflict and Creating a Culture of Peace in the Classroom*, Routledge.
- Anna Lubelska, ed. (2018) *How to be a Peaceful School: Practical Ideas, Stories and Inspiration*, Jessica Kingsley Publishers.
- Thomas Matyók et. al. (2013) *Peace on Earth: The Role of Religion in Peace and Conflict Studies*, Lexington Books.
- David Smock (2010) *Religious Contributions to Peacemaking*, Novo Science Publishers.
- Jackie Zammit and Sara Hagel (2015) *Learning for Peace: A Guide to Developing Outstanding SMSC in your Primary School*, Midlands Quaker Peace Education Project.
- Religion and peacebuilding: [https://en.wikipedia.org/wiki/Religion\\_and\\_peacebuilding](https://en.wikipedia.org/wiki/Religion_and_peacebuilding)
- Religious Contributions to Peacemaking: <https://www.usip.org/publications/2006/01/religious-contributions-peacemaking-when-religion-brings-peace-not-war>
- Peace Education: Making the Case (Quaker Council for European Affairs): <http://www.qcea.org/wp-content/uploads/2019/01/Peace-Education-report.pdf>

## KS2: What happens in the Mosque?

In this unit, pupils will have the opportunity to learn about the place of the mosque in Islamic religious practice and communal life. The unit will explore the place of prayer within the mosque, the features and functions of different parts of the mosque, the role of the imam and the way in which mosques engage in community building and social outreach.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What is a mosque and why is the mosque so important to Muslims?</li> <li>• What are the main features of a mosque?</li> <li>• How is a mosque used for prayer?</li> <li>• How do Muslims prepare for prayer?</li> <li>• Why are men and women segregated for prayer?</li> <li>• What functions, other than prayer, take place within the mosque?</li> <li>• What role does the mosque have within the local community?</li> <li>• What is an imam and what duties do they perform within the mosque and the wider community?</li> <li>• Why are no figurative images displayed within the mosque?</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the meaning and religious significance of the different features of the mosque.</li> <li>• Discuss how the act of facing Kaaba during corporate prayer strengthens sense, for Muslims, of belonging to the worldwide Islamic community (the Ummah).</li> <li>• Visit a mosque to find out about the role that it plays in the life of Muslims.</li> <li>• Listen to the imam, or another host, describe what goes on in the mosque and invite the pupils to ask questions about the place of prayer within Islam.</li> <li>• Invite children to undertake research on the role of an imam and present their findings to the class.</li> <li>• Create a class model or display to illustrate the features and purposes of each part of the mosque</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain what a mosque is and why it is so important within Islam and for individual Muslims.</li> <li>• Identify each of the principal features within the mosque, using the correct terminology, and explain what their purpose and function is.</li> <li>• Explain why there are different expectations for men and women with regard to prayer at the mosque and why they are segregated during prayer.</li> <li>• Describe the functions of the mosque other than prayer (e.g. education in the madrasa, charitable activities, legal aid and inter-faith activities).</li> <li>• Explain why cleanliness is so important within the prayer hall.</li> <li>• Describe what is involved in ritual ablution (wudu) before prayer and why this must be undertaken.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>• Appreciate the importance of the mosque within Islam.</li> <li>• Recognise the role of the Adhan in calling Muslims to prayer and understand what is spoken or sung.</li> <li>• Understand that corporate prayer was commended to Muslims by the Prophet Muhammad.</li> <li>• Show an awareness of the central place that prayer (Salah) plays in Islamic life.</li> <li>• Recognise the variety of activities that take place within mosques in addition to prayer.</li> <li>• Understand why physical, mental and spiritual preparation for prayer is so important.</li> <li>• Understand what the role and duties of an imam are within the mosque and the Muslim community.</li> <li>• Be aware of the behaviour that is expected within a mosque, such as removing shoes in the prayer hall.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and discuss some of the verses in the Qur'an that refer to prayer in the mosque (e.g. 2.115, 5.7, 7.31, 20:11-12).</li> <li>• Invite a Muslim pupil or a parent to talk to the pupils about the importance of the mosque.</li> <li>• Examine the principle of shirk and why this prohibits the display of figurative images within the mosque.</li> <li>• Explore how the act of praying together at specific times underlines the unity of Muslims.</li> <li>• Discuss why right intention (niyyah) and ritual cleansing (wudu) are prerequisites for Islamic prayer.</li> <li>• Explain what the benefits of prayer are for Muslims.</li> <li>• Explore and discuss how the different parts of the mosque encourage, promote and aid worship and prayer amongst the Muslims who attend.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain how prayer is integrated into the daily life of a Muslim, how it shows obedience to Allah and how it provides great spiritual benefit to Muslims.</li> <li>• Explain why congregational prayer (particularly on a Friday) is obligatory for men but not for women.</li> <li>• Outline why Muslims can say that "all the world is a mosque" and how prayer may be offered in any location (except a toilet or graveyard).</li> <li>• Identify the similarities and differences between mosques and other places of worship.</li> <li>• Discuss the aspects of prayer within Islam that people of other faiths (or none) can learn from.</li> <li>• Explain the symbolic significance of the gestures used during congregational prayer (raising hands, placing hands on chest, bowing, prostration, sitting, turning to each shoulder).</li> </ul>

**Key vocabulary**

Mosque, mas jid (place of worship), prayer hall, prayer gallery, congregation, ritual ablution, wudu facilities, niyyah (entering a state of right intention for prayer), shoe racks, Qibla, carpet, prayer mat, Qur'an, Five Pillars, madrasa, minaret, dome, crescent symbol, Adhan, muezzin (the one who recites the Adhan), mihrab (a semi-circular niche, which indicates the qibla), minbar (a raised platform or pulpit where the imam (or other prayer leader) stands to deliver sermons, khutbah (the act of preaching during Salaat-ul-Jumu'ah (Friday prayers), the five daily prayers: fajr (prayer between dawn and sunrise), zuhr (prayer after the sun has passed its zenith), asr (mid-afternoon prayer as the sun's shadows lengthen), maghrib (sunset prayer) and isha (prayer around nightfall), standing, bowing, prostration, sitting, turning, education centre, office, noticeboard, rakats (cycles of prayer), Allahu Akbar (God is great – said at the start of prayer).

**Recommended resources**

- Amatullah Almarwani (2003) *At the Mosque*, Goodword Books.
- Rusmir Mahmut ehaji (2006) *The Mosque: The Heart of Submission*, Fordham University Press.
- Andrew Egan (2002) *Islam Today*, Heinemann.
- David Macaulay (2008) *Mosque*, Houghton Mifflin.
- Ruqaiyyah Waris Maqsood (2010) *Islam: An Introduction*, Teach Yourself.
- Ruth Nason (2005) *Start-up Religion: Visiting a Mosque*, Evans.
- Sue Penney (2002) *Religions of the World: Islam*, Heinemann.
- Malise Ruthven (2012) *Islam: A Very Short Introduction*, Oxford University Press.
- Ahmedi Waqar (2017) *Islam*, Collins.
- RE:Online – Worship in Islam (Shia Perspective): <https://www.reonline.org.uk/subject-knowledge/islam/worship/>
- RE:Online – Symbolic actions in Islam (Shia Perspective): <https://www.reonline.org.uk/subject-knowledge/islam/symbolic-actions/>
- RE:Online – Muslim architecture: <https://www.reonline.org.uk/subject-knowledge/islam/muslim-architecture/>
- Inside the mosque (BBC): <https://www.bbc.co.uk/teach/inside-the-mosque-what-do-you-need-to-know/zr3f2sg>
- The mosque (BBC): <https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-east-london-mosque/zmctvk7>
- Prayer in Islam (BBC): <https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-prayer-in-islam/zjndxyc>
- The mosque – my life, my worship (BBC): [https://www.youtube.com/watch?v=hg\\_CbiGE9kk](https://www.youtube.com/watch?v=hg_CbiGE9kk)
- Prayer in Islam (BBC): [https://www.youtube.com/watch?v=q\\_WEa9lobmI](https://www.youtube.com/watch?v=q_WEa9lobmI)
- What happens in a mosque? <https://www.youtube.com/watch?v=GWi7plHFJ18>
- Organise a trip the mosque, contact Discover Islam [www.discoverislam.co.uk](http://www.discoverislam.co.uk)
- Discover Islam - Alex & the class discuss worship in Islam <https://www.youtube.com/watch?v=mjC9fd5GcYY>
- Book FREE webinar on worship in Islam [www.reislam.co.uk](http://www.reislam.co.uk)



## KS2: What happens in the Gurdwara?

This unit will explore the place of the gurdwara within Sikhism. It will examine the features of a gurdwara, their function and symbolism, the activities that take place within the gurdwara, the format of worship and the importance of the gurdwara within the Sikh community.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What is a gurdwara?</li> <li>• What does the word 'gurdwara' mean?</li> <li>• How is worship performed in the gurdwara?</li> <li>• Why is the Sri Guru Granth Sahib so important to Sikhs and how is its status demonstrated?</li> <li>• Why is the continuous reading of scripture (Akhand Path) a feature of gurdwaras?</li> <li>• What are the key elements in the role of a granthi?</li> <li>• Why is the Nishan Sahib (safron-coloured Sikh flag) flown outside of every gurdwara?</li> <li>• How does the gurdwara help to build Sikh identity and sense of community?</li> <li>• What are the characteristics of the langar and who can benefit from this?</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the different features of a gurdwara and discuss the role that each play in worship or life within the Sikh community.</li> <li>• Watch a video of part of an act of worship in a gurdwara and discuss the place of the devotional singing of Shabads from the Guru Granth Sahib.</li> <li>• Explore how the double-edged sword of the khanda symbol in the Nishan Sahib symbolises Divine Knowledge cleaving truth from falsehood.</li> <li>• Discuss how the circle in Sikhism (in the kara and the chakar) symbolises both the eternal nature of God and the unity and equality of humanity.</li> <li>• Visit a gurdwara to learn about its features, the role of worship and the other activities occur there.</li> <li>• Discuss the importance of Gurmukhi as the language used for worship within the gurdwara.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Know that gurdwara means 'the doorway to the Guru.'</li> <li>• Identify and describe the role of the principal features of a gurdwara (washing rooms, shoe racks, Diwan Hall, takht, manji, chauri, Sach Khand, Nishan Sahib, pictures of the Gurus, kitchen, langar).</li> <li>• Describe what happens in an act of worship within a gurdwara and the roles of those involved in this.</li> <li>• Explain how symbolic meaning of the Nishan Sahib.</li> <li>• Explain why the Guru Granth Sahib is so important within Sikhism and the role that it plays in worship.</li> <li>• Describe how the Guru Granth Sahib is comprised of nearly 6,000 poetic compositions called Shabads within 1430 pages.</li> <li>• Explain how the Sikh understanding of God's oneness influences Sikh worship.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>• Appreciate the importance of the gurdwara for Sikh worship and community life.</li> <li>• Recognise that any house that houses the Guru Granth Sahib becomes a gurdwara.</li> <li>• Understand that there are many types of gurdwara from grand and beautiful structures (such as the Golden Temple) to humble houses.</li> <li>• Recognise that some gurdwaras are purpose-built whilst others are in converted churches or cinemas.</li> <li>• Appreciate the importance of morning and evening prayer and the Akhand Path in the gurdwara.</li> <li>• Recognise how the Sikh principle of Sewa is demonstrated in the langar.</li> <li>• Appreciate that no day is especially holy in Sikhism although in Britain many Sikhs attend worship on a Saturday or Sunday.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the way in which a gurdwara and the service that it provides builds community for Sikhs and more widely within contemporary society.</li> <li>• Study and discuss the words of one of the Ards with which rituals begin and end.</li> <li>• Discuss why the Sikh principle of sewa (selfless service) is so important and how this is demonstrated in the offering of the langar.</li> <li>• Invite a Sikh to visit the class and speak to the pupils about the role of the gurdwara in their life.</li> <li>• Discuss the significance of the way in which the Guru Granth Sahib is treated as if it were a person.</li> <li>• Explore how some Sikh festivals (e.g. Baisakhi, Hola Mohalla, Sikh New Year) are observed within the gurdwara.</li> <li>• Reflect on the meaning of the key Sikh beliefs that there is one God and that truthful living is higher than the truth.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain how the four doors that many gurdwaras may be entered by symbolise the welcome that is extended to all people.</li> <li>• Describe and explain the reasons for the behaviours that are expected in the gurdwara (e.g. taking off shoes, covering one's head, not turning one's back or pointing one's feet at the Guru Granth Sahib).</li> <li>• Explain why Sikh will bow before the Guru Granth Sahib when they enter or leave the gurdwara.</li> <li>• Identify why the Sikh principles of equality and unity are so important.</li> <li>• Explain how the Sikh principle of the equality of all people is demonstrated by all worshippers sitting on the floor of the Diwan Hall during worship).</li> <li>• Identify those features of a gurdwara and of Sikh worship that are similar to religious buildings and acts of worship in other religious traditions.</li> </ul>

**Key vocabulary**

Gurdwara, Harmandir Sahib (literally, the temple of God – the Sikh temple in Amritsar), Waheguru (Almighty God), Sri Guru Granth Sahib, Diwan Hall or Darbar Sahib (the 'holy court' or main prayer hall), takht (the throne in the Darbar Sahib upon which the Guru Granth Sahib is placed), manji (the dais that supports the Guru Granth Sahib, which is placed on the takht or throne), chauri (a ceremonial fan, made of horse hair, which is gently waved over the Guru Granth Sahib), Nishan Sahib (Sikh flag), khanda, Divine Knowledge, chakar (the circle in the khanda, which symbolises the eternity of God and the oneness and equality of humanity), Akhand Path (the continuous reading of the scriptures), gurburb (religious anniversary), congregation, langar (both the meal served to worshippers and visitors by volunteers from the congregation and the communal eating area), granthi (one who reads from the Guru Granth Sahib), Sach Khand (the restroom for the Guru Granth Sahib, where it is laid each night), rumalla (the cover for the Guru Granth Sahib), Shabad (a hymn or paragraph from the Guru Granth Sahib), kirtan (devotional singing of shabdās from the Guru Granth Sahib), tabla (drums), harmonium, ragees (professional musicians), Anand Sahib (a hymn composed by Guru Amar Das), hukam (a message for the day, read from the Guru Granth Sahib), panth or sangat (Sikh community), Karah Parshad (blessed food, which is distributed to worshippers at the end of services), Baisakhi.

**Recommended resources**

- Gopinder Kaur-Panesa (2000) *Places of Worship: Sikh Gurdwaras*, Heinemann.
- Kanwaljit Kaur-Singh (2019) *We Worship Here: Sikh Gurdwara*, Franklin Watts.
- Kanwaljit Kaur-Singh and Ruth Nason (2005) *Visiting a Gurdwara*, Evans.
- Neil McKain (2017) *Sikhism*, Collins.
- Sujatha Menon (2009) *Stories from Faiths: Sikhism*, Heinemann.
- Sue Penney (1995) *Discovering Religions: Sikhism*, Heinemann.
- Navreet Singh (2016) *Daya and Dharam Go to the Gurdwara*, Rasaval Publishers.
- RE:Online – Expressing faith through worship in Sikhism: <https://www.reonline.org.uk/subject-knowledge/sikhism/expressing-faith-through-worship/>
- The gurdwara (BBC): <https://www.bbc.co.uk/bitesize/clips/z29jxnb> and <https://www.bbc.co.uk/bitesize/clips/zd4wmp3>
- Sikhs praying (BBC): <https://www.bbc.co.uk/bitesize/clips/z29jxnb>
- Sikh celebration and worship (BBC): <https://www.bbc.co.uk/bitesize/clips/zbtfgk7>
- Baisakhi in the gurdwara (BBC): <https://www.bbc.co.uk/programmes/p0114lhb>
- Sikhnet: <https://www.sikhnet.com/>
- Sikhs.org: <http://www.sikhs.org/>

## Key Stage 3 units

Religious Education in Key Stage 3 will provide students with an opportunity to broaden and deepen their knowledge and understanding of a range of religious and worldviews and to develop new and more sophisticated skills that can be employed in the processes of enquiry, investigation, analysis and evaluation of multiple faith and belief positions. The teaching of Religious Education at Key Stage 3 will take place within the first two or three years of secondary school, depending on how

many years are allocated to GCSE teaching within the school.

Students in Key Stage 2 will be invited to move beyond recall and recognition with respect to religions and worldviews and be expected to explore more complex and demanding religious ideas and concepts and to extend their subject vocabulary. This will enable them to utilise a wide range of language associated with religions and worldviews and deploy the terms

that they have mastered in a flexible and confident manner. At this Key Stage, they should also be able to make insightful connections between different religious traditions, reflect deeply on their own spiritual identity and perspectives, appreciate the role that religions and worldviews have in the lives of both individuals and communities, and be able to offer intelligent remarks relating to the place of religions in society, politics and current affairs. Students studying Religious Education at Key

Stage 3 will be expected to articulate a comprehensive, yet nuanced, understanding of the beliefs, practices and forms of identity that they have studied and set out their own perspectives in a balanced, coherent, well-reasoned and meaningful way.

The outcomes expected of pupils at the end of Key Stage 3, as set out by the Religious Education Council, are shown in the table below.

Aim	By the end of end of Key Stage 1, most pupils should be able to:
A. Know about and understand a range of religions and worldviews.	<p>A1. Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices, in order to appraise reasons why some people support and others question these influences.</p> <p>A2. Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience in order to understand religions and worldviews as coherent systems or ways of seeing the world.</p> <p>A3. Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them</p>
B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	<p>B1. Explain the religions and worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology.</p> <p>B2. Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful analysis and evaluation of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities.</p> <p>B3. Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied.</p>
C. Gain and deploy the skills needed to engage seriously with religions and worldviews.	<p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p> <p>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>

## KS3: Arguments for and against the existence of God

This unit will introduce students to a number of theological and philosophical issues connected with the question of God's existence.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What is meant by truth in the context of religion?</li> <li>• Do people of faith have a full or partial access to truth?</li> <li>• What is meant by critical realism?</li> <li>• What are the principal arguments put forward for the existence of God?</li> <li>• What are the principal arguments put forward to refute the existence of God?</li> <li>• How can the existence of the world be understood and does science help us explain ultimate origins?</li> <li>• Does the question of the existence of God lie outside of the purview of science?</li> <li>• Do miracles really happen?</li> </ul>	<ul style="list-style-type: none"> <li>• Examine the ontological argument proposed by Anselm of Canterbury and discuss whether being and existence demonstrate the reality of God.</li> <li>• Explore, discuss and evaluate the <i>Quinque viæ</i> (the Five Ways) set out by Thomas Aquinas.</li> <li>• Hold a class discuss on the arguments against a belief in God. These may include, but not be restricted to, lack of evidence, the problem of suffering and evil, and the absence of religious experience.</li> <li>• Provide students with condensed versions of some of the arguments for and against the existence of God and invite them to indicate the strength of, and reasons for, their agreement for each argument.</li> <li>• Provide the opportunity for each student to complete a piece of extended writing in response to the question "Does God exist?" and then to share their insights with the class.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain some of the different ways in which people argue for or against the existence of God.</li> <li>• Summarise the arguments for God based on causation, contingency and teleology.</li> <li>• Make connections with the categories of beauty, truth and goodness (the transcendentals) and the possibility of God's existence.</li> <li>• Speak about the attributes of God as understood by each of the world's major theistic traditions.</li> <li>• Explain what is meant by divine revelation and how this acts as a starting point for belief in God for some religious adherents.</li> <li>• Outline the reasons for rejecting some of the principal arguments put forward for the existence of God.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>• Appreciate that there are many different spheres within which the question of God's existence has been explored: cosmology, metaphysics, logic, experience and ontology.</li> <li>• Recognise that God, for those affirm this belief, is ontologically distinct from the created order.</li> <li>• Understand that believers in God will attribute evidence for God's existence to divine revelation and to the experiences of prayer and worship.</li> <li>• Acknowledge that atheists reject divinity and transcendence, the supernatural realm and God on the grounds of insufficient evidence.</li> <li>• Appreciate that God's nature is understood in different ways within the world's major religious traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to those who both believe in and deny the existence of God and evaluate their arguments.</li> <li>• Discuss the question, "is it possible to believe in something than cannot be seen?"</li> <li>• Friedrich Nietzsche declared that "God is dead, and we have killed him." Invite students to discuss what he may have meant by this statement.</li> <li>• Offer students a series of card stating arguments for and against God's existence and invite them to sort them according to whether each argument suggests that God exists or does not exist.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Discuss why defining what is true in the domain of religion is such a challenging and difficult task.</li> <li>• Explain how civilized and constructive debate concerning the question of God's existence may take place between believers and unbelievers.</li> <li>• Outline how belief in God may be accompanied by some confusion, uncertainty, doubt or indecision for some people who hold a religious faith.</li> <li>• Present a structured and balanced case for or against the existence of God that is underpinned by meaningful and coherent arguments.</li> <li>• Describe the common ground that exists between religion and science in their quest to explore the nature of reality (critical realism, provisional truths, revisable positions, acceptance of mystery).</li> </ul>

### Key vocabulary

God, theism, argument, evidence, logic, metaphysics, ontology, cosmology, teleology, experience, reason, revelation, Anselm, Aquinas, Nietzsche, faith, belief, rejection, dismissal, attributes of God, creeds.

### Recommended resources

- Mark Craster-Chambers et. al. (2019) *Key Stage Three Religious Education*, GCP (pp.1-9)
- Brian Davies (2004) *An Introduction to the Philosophy of Religion*, Oxford University Press.
- Richard Dawkins (2019) *Outgrowing God: A Beginner's Guide: A Beginner's Guide to Atheism*, Bantam Press.
- Anthony Destefano (2018) *Inside the Atheist Mind: Unmasking The Religion of Those Who Say There Is No God*, Thomas Nelson.
- Timothy Keller (2009) *The Reason for God: Belief in an Age of Skepticism*, Hodder and Stoughton.
- JL Mackie (1983) *The Miracle of Theism: Arguments For and Against the Existence of God*, Oxford University Press.
- Rupert Shortt (2016) *God is No Thing: Coherent Christianity*, C Hurst & Co Publishers.
- Rupert Shortt (2019) *Outgrowing Dawkins: God for Grown-Ups*, SPCK.
- Jordan Sobel (2009) *Logic and Theism: Arguments For and Against Beliefs in God*, Cambridge University Press.
- Non-religious Beliefs – Humanists UK: <https://humanism.org.uk/humanism/humanism-today/non-religious-beliefs/>
- Philosophy of Religion – Stanford Encyclopedia of Philosophy: <https://plato.stanford.edu/entries/philosophy-religion/>
- Post-religious Britain?: The faith of the faithless (Theos report): <https://www.theosthinktank.co.uk/cmsfiles/archive/files/Post%20Religious%20Britain%20pdf.pdf>
- Imam available to discuss & answer questions regarding concept of GOD (Allah Discover Islam ([www.discoverislam.co.uk](http://www.discoverislam.co.uk)))

### KS3: Atheism in the modern world

This unit will explore the place of non-religious positions within contemporary society. It will enable students to appreciate that many people do not possess a religious faith and either reject the possibility of God or are uncertain about whether or not God exists. With the majority of people in Britain today stating 'no religion' as their religious identity, taking account of non-belief and the reasons for this position will be increasingly important for students seeking to understand the complex religious character of the Western world.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What do the terms agnostic, atheism, anti-theist, non-believer, non-religious, secular, secularism and Humanist and Humanism mean?</li> <li>• What are some of the reasons why people reject the possibility of God's existence?</li> <li>• What are the different kinds of atheism?</li> <li>• Why do some people remain uncertain one way or the other about God's existence?</li> <li>• What factors lead some people to reject or dismiss religion?</li> <li>• What does it mean to be non-religious and how may this differ from a position of atheism?</li> <li>• Why is non-religiosity prevalent in Britain today?</li> <li>• Which parts of Britain are most and least religious (London and Scotland, respectively)?</li> </ul>	<ul style="list-style-type: none"> <li>• Classify different types of non-belief depending on their relationship to religions (e.g. independent/dependent on religion and positive/negative about religion).</li> <li>• Examine a series of statements made by both believers and non-believers and identify their position with respect to religious faith on a spectrum from positive atheism through agnosticism to positive belief.</li> <li>• Examine and evaluate the views of some well-known atheists in history (e.g. Feuerbach, Nietzsche, Marx, Comte, Russell).</li> <li>• Explore and discuss the arguments put forward by the New Atheists (Richard Dawkins, Daniel Dennett, Sam Harris and Christopher Hitchens).</li> <li>• Discuss the reasons for and the implications of the rise of secularism in modern Britain.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Describe and explain what is meant by atheism, agnosticism, anti-theism, secularism, non-belief and Humanism.</li> <li>• Identify the range of reasons that lead some people to reject the existence of God.</li> <li>• Discuss the image of God as a being, which is often presented by atheists, and explain how this differs to the notion of God as the foundation of being as understood by people of faith.</li> <li>• Speak about the atheistic elements that may accompany the affirmative aspects of religious belief.</li> <li>• Outline the principal arguments and impact of the New Atheist movement.</li> <li>• Speak about atheist movements such as The Sunday Assembly and Godless Revival.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>• Recognise that atheism may arise for a variety of reasons. These may be related to reason, logic, lack of evidence (speculative atheism); feeling, emotion, rejection, repulsion (heart-felt atheism); indifference and disinterest (instinctive atheism).</li> <li>• Appreciate that a religious dynamic can sometimes be found even within atheism.</li> <li>• Understand that some people identify as 'spiritual but not religious.'</li> <li>• Differentiate between atheism and Humanism.</li> <li>• Identify the ways in which the rejection of some statements about God will be present within religious traditions as well as outside of them.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss what the label 'spiritual but not religious' may mean for people in contemporary society.</li> <li>• Hold a class discussion on some of the big questions that emerge when theism and atheism interact. Here are some examples: Is atheism a form of belief? Is the church responsible for atheism? What can believers learn from non-believers?</li> <li>• Present a series of arguments for non-belief. Invite pupils to evaluate and place in rank order these reasons for adopting an atheistic position.</li> <li>• Discuss the ways in which believers and non-believers may be able to enter into dialogue with each other and the potential that each group has to learn from the other.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Identify some of the different ways in which religious communities may be able to engage with atheistic thought: resistance, acceptance, acknowledgement, dialogue and learning.</li> <li>• Identify those aspects of unbelief, non-religion or atheism from which religious believers and communities may learn.</li> <li>• Discuss the practices and principles associated with religious traditions that may provoke people to reject religion and religious belief.</li> <li>• Outline the opportunities within society for believers and atheists to work together to support human well-being and advance social justice.</li> </ul>

### Key vocabulary

Atheism, agnosticism, anti-theism, non-belief, unbelief, non-religious, rejection, dismissal, evidence, reason, secularism, secular, Humanism, Humanist.

### Recommended resources

- Julian Baggini (2003) *Atheism: A Very Short Introduction*, Oxford University Press.
- Andrew Copson (2017) *Secularism*, Oxford University Press.
- Tim Crane (2017) *The Meaning of Belief: Religion from an Atheist's Point of View*, Harvard University Press.
- Richard Dawkins (2016) *The God Delusion*, Black Swan.
- Richard Dawkins (2019) *Outgrowing God: A Beginner's Guide: A Beginner's Guide to Atheism*, Bantam Press.
- Sam Harris (2015) *Waking Up: Searching for Spirituality Without Religion*, Black Swan.
- Gavin Hyman (2010) *A Short History of Atheism*, Taurus.
- Stephen Law (2011) *Humanism: A Very Short Introduction*, Oxford University Press.
- Robin Le Poidevin (2011) *Agnosticism: A Very Short Introduction*, Oxford University Press.
- Michael Martin (2007) *The Cambridge Companion to Atheism*, Cambridge University Press.
- Casper Rigsby (2018) *The Passion of the Atheist: Exploring the Emotional Aspects of Atheism*, Independently published.
- Alex Ryle (2019) *Unbelievers: An Emotional History of Doubt*, William Collins.
- Understanding Unbelief research project: <https://research.kent.ac.uk/understandingunbelief/#>
- Nonreligious childhood (Growing up unbelieving in contemporary Britain - University of York): <https://research.kent.ac.uk/understandingunbelief/research/research-projects-2/strhan/>
- Who Cares About Unbelief blog? <https://research.kent.ac.uk/understandingunbelief/blogs/who-cares-about-unbelief/>
- Sunday Assembly: <https://www.sundayassembly.com/>
- Richard Dawkins Foundation for Reason and Science: <https://www.richarddawkins.net/>

### KS3: Does religion help us to understand human suffering?

This unit will involve explore the difficult and issue of evil, suffering, pain, sorrow and grief within our world. It will consider how the existence of suffering is understood within a range of religious and non-religious traditions and the place that faith can play in helping people to endure troubling times in their own, or in other people's, lives.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What forms of suffering and evil are there?</li> <li>• Why do people suffer?</li> <li>• Is it possible to explain the existence of evil?</li> <li>• How do different religious traditions interpret and understand the existence of suffering and evil?</li> <li>• How do religious communities conceive of the relationship between God and suffering or evil?</li> <li>• How have religious people suffered for their faith?</li> <li>• How can a religious faith help those people who are going through difficult experiences or who suffer?</li> <li>• Why does the experience of suffering lead to the loss of faith for some people?</li> <li>• Does a religious faith provide a basis for hope beyond the experience of suffering?</li> </ul>	<ul style="list-style-type: none"> <li>• Examine examples of human suffering and evil.</li> <li>• Discuss the question of what the presence of evil and suffering in the world says about God's love, power and purpose?</li> <li>• Read some of the stories associated with Christian martyrs (e.g. St Stephen in Acts 7.54-60, St Peter and St Paul, St Agnes and St Alban).</li> <li>• Explore and discuss the life stories of some 20th century martyrs, such as those represented by statues at Westminster Abbey (e.g. Oscar Romero, Dietrich Bonhoeffer and Maximilian Kolbe).</li> <li>• Examine how the doctrines of the Incarnation and the Cross help Christians to understand God's engagement with human pain and suffering.</li> <li>• Explore how Buddhism diagnoses human suffering the solution in promotes in the Eightfold Path</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Understand the distinction between natural and moral evil.</li> <li>• Appreciate that people can suffer in many different ways: in mind, body and spirit.</li> <li>• Identify and describe the different ways in which each of the world's major religious traditions seek to make sense of suffering and evil.</li> <li>• Identity the place of suffering in the life, passion and death of Jesus.</li> <li>• Understand what the Qur'an says about suffering.</li> <li>• Explain how Buddhism conceives of suffering (dukkha) and the remedy set out by the Three Jewels, Four Noble Truths and the Eightfold Path.</li> <li>• Explain how suffering is understood in the Hindu and Sikh religious traditions.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>• Appreciate the sensitive, complex and nuanced nature of the issues linked to suffering and evil.</li> <li>• Recognise that religious traditions engage with and take seriously the problem of suffering and evil.</li> <li>• Accept that there is no straightforward way of understanding the presence of suffering and evil.</li> <li>• Appreciate that the coexistence of suffering and evil with a supposedly omnipotent God causes moral and philosophical problems for many people.</li> <li>• Acknowledge that the problems of suffering and evil can lead to people losing their faith and rejecting the existence of God.</li> <li>• Appreciate that responses to suffering and evil will vary amongst different religious traditions.</li> <li>• Demonstrate sensitivity, empathy and compassion to those people who undergo pain and suffering</li> </ul>	<ul style="list-style-type: none"> <li>• Read and discuss an adapted version of the story of Job from the Old Testament in order to explore the relationship between God and suffering.</li> <li>• Discuss the place of trials and testing within the life of Muslims and how the notion of Jihad (spiritual struggle) may help Muslims remain faithful.</li> <li>• Explore and discuss the meaning of concepts such as evil, Satan, sin and judgement by considering perspectives from different religious traditions.</li> <li>• Invite someone of faith who has endured suffering or trials in their life to speak to the pupils about their experiences and religious beliefs.</li> <li>• Discuss the meaning of these words from the Prophet Muhammad's Last Sermon: "Beware of Shaytan, he is desperate to divert you from the worship of Allah, so beware of him in matters of religion."</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Acknowledge the difficulties associated with attempts to explain suffering in religious terms.</li> <li>• Discuss the link between suffering and free will.</li> <li>• Outline how Humanists understand suffering.</li> <li>• Reflect on the place of the Holocaust (Shoah) in the context of the suffering of Jewish people.</li> <li>• Reflect upon their own experiences of suffering.</li> <li>• Offer a response to the question: why do bad things happen to good people?</li> <li>• Identify those elements of human suffering that can, in the long run, make people stronger.</li> <li>• Explain how struggle and striving in the context of faith can deepen and strengthen religious belief.</li> <li>• Identify what can be learned from the lives of selected martyrs from different religious traditions.</li> </ul>



### Key vocabulary

Evil, natural evil, moral evil, suffering, sorrow, pain, harm, distress, burden, lament, trial, distress, sin, incarnation, passion, crucifixion, cross, omnipotence, God, Satan, saint, martyr, martyrdom, relic, remembrance, freedom, free will, dukkha, moksha, samsara, enlightenment, trial, struggle, temptation, Jihad, purification, discipline.

### Recommended resources

- Robert Gibbs and Elliot R. Wolfson (2002) *Suffering Religion*, Routledge.
- Brian Hebblethwaite (1976) *Evil, Suffering and Religion*, Sheldon Press.
- Roger Kite (1981) *Evil and Suffering*, Ward Lock Educational.
- Evil and suffering (BBC): <https://www.bbc.co.uk/bitesize/guides/znxpr82/revision/1>
- What does Islam teach about evil and suffering? (BBC): <https://www.bbc.co.uk/bitesize/guides/zm7634j/revision/3>
- What does Judaism teach about evil and suffering? (BBC): <https://www.bbc.co.uk/bitesize/guides/z7qxvcw/revision/4>
- What does Sikhism teach about evil and suffering? (BBC): <https://www.bbc.co.uk/bitesize/guides/zjjmyrd/revision/3>
- What does Hinduism teach about evil and suffering? (BBC): <https://www.bbc.co.uk/bitesize/guides/zxt7cj6/revision/3>
- The story of Job from the Children's Bible: [https://biblehub.com/childrens/The\\_Story\\_of\\_Job.htm](https://biblehub.com/childrens/The_Story_of_Job.htm)
- 20th century martyrs at Westminster Abbey: <https://www.westminster-abbey.org/about-the-abbey/history/modern-martyrs>
- Suffering and the problem of pain (Christianity Today): <https://www.christianitytoday.com/ct/topics/s/suffering-and-problem-of-pain/>
- Suffering and evil in Judaism: <https://www.myjewishlearning.com/article/suffering-evil-101/>
- Hinduism on suffering: [https://www.hinduwebsite.com/hinduism/h\\_suffering.asp](https://www.hinduwebsite.com/hinduism/h_suffering.asp)
- Imam available to discuss & answer questions regarding Human suffering Discover Islam ([www.discoverislam.co.uk](http://www.discoverislam.co.uk))
- Imam available to discuss & answer questions regarding Human suffering Discover Islam ([www.reislam.co.uk](http://www.reislam.co.uk))

## KS3: Sources of authority in Judaism

In this unit, students will learn about the key texts, traditions, principles and practices that set out the beliefs and practices within Judaism and which are used to shape the religious life of Jewish people. The origin, status, role, religious significance, purpose and function of each source will be examined and explored.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What are the differences between personal and religious sources of authority in matters of faith?</li> <li>• What are the major sources of authority for Jewish people, both in the past and today?</li> <li>• What is the Torah, or the Pentateuch, how is it organised and what are its principal messages?</li> <li>• What are the main sections of the Tenakh [Torah, Nevi'im (The Prophets), Ketuvim (The Writings)]?</li> <li>• What is the oral Torah and how is this set out in the Talmud as both the Mishnah and the Gemara?</li> <li>• What is the difference between the Jerusalem and Babylonian Talmud?</li> <li>• What is the Midrash and how does it aid in the interpretation of the Jewish scriptures?</li> <li>• How is Jewish law implemented through the Halakha and the Beth Din?</li> </ul>	<ul style="list-style-type: none"> <li>• Examine the role of the Torah in defining the major Jewish beliefs about God (Genesis 1-2, Exodus 20), prayer (Deuteronomy 6.4-9, the Shema), Shabbat (Exodus 20.8-10), Kashrut laws (Leviticus 11.1-24 and Exodus 23.19).</li> <li>• Discuss the way in which our lives are ordered by certain duties of commandments and discuss the role of the 613 commandments in Judaism.</li> <li>• Visit a synagogue or invite a rabbi to visit the school to explore the authority structures in Judaism.</li> <li>• Explore and discuss why, in the Jewish scriptures, the name of God is spelt with four letters: YHWH (the Tetragrammaton) and why Jewish people will normally refer to God as Adonai or Hashem.</li> <li>• Examine and discuss the key themes that are contained within the 8 books of the Prophets (Nevi'im) and the 11 books of Writings (Ketuvim).</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the principal personal sources of authority: experience, family, rational thought and reason, and conscience.</li> <li>• Describe and explain the role of the main religious sources of authority: sacred texts, foundational figures, religious principles or rules, and religious tradition and the decisions of the community.</li> <li>• Speak about how both personal and religious sources of authority are important within Judaism.</li> <li>• Describe the importance of the written and oral Torah, the Tenakh and the Talmud.</li> <li>• Explain how the Tenakh (24 books) differs from the Old Testament (39 books).</li> <li>• Explain how the Torah, the remainder of the Tenakh, the Talmud and the Halakha shape the lives of Jewish people.</li> <li>• Talk about the role of the Pesach Haggadah.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>• Appreciate the importance of various sources of authority within Judaism.</li> <li>• Discuss the different views within the streams of Judaism regarding the origin of the Torah.</li> <li>• Show an awareness of the role of the commandments for Jewish people.</li> <li>• Discuss the origin and implementation of the Kashrut dietary laws within Judaism.</li> <li>• Show an awareness of the role of the rabbinical tradition and of individual rabbis as sources of authority, interpretation and guidance for Jews.</li> <li>• Explain the role of the Jewish law (Halakha) and the rabbinical court (Beth Din) within Judaism.</li> </ul>	<ul style="list-style-type: none"> <li>• Read, discuss and reflect upon the biblical account of the receiving of the Torah by Moses on Mount Sinai (Exodus 19-20).</li> <li>• Explore the role of the Torah within a Shabbat morning service in the synagogue and the symbolism of the items used to dress the scroll.</li> <li>• Examine the festival of Simchat Torah and why it is so important to Jewish people.</li> <li>• Discuss the origin, role and purpose of Jewish dietary (kashrut) laws for Jewish people.</li> <li>• Consider why the Torah is always the starting point for Jewish people when a question or issue is raised.</li> <li>• Discuss the different meanings of the word 'Torah.'</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain why commandments (mitzvot) are so important to Jewish people.</li> <li>• Speak about the central role of the Ten Commandments within Judaism and highlight what non-Jewish people can learn from them.</li> <li>• Speak about the key foundational figures within Judaism: Adam and Eve, Noah (these pre-date the establishment of the Jewish people), Abraham, Isaac, Jacob, Joseph, Moses and David.</li> <li>• Describe the role of yeshivot (Jewish centres of religious study) within Judaism. Explain how the commandments can be broken if it involves saving a life (the principle of Pikuach Nefesh).</li> </ul>

### Key vocabulary

Authority, wisdom, personal and religious sources, Tenakh (also spelt Tanakh),, Torah, Nevi'im, Ketuvim, written and oral Torah, covenant, kashrut, kosher, commandments (mitzvot), the Halakha, the Beth Din, yeshiva, rabbi, rabbinical tradition, Rabbinical Responsa, Talmud (teachings), Jerusalem and Babylonian Talmud, Mishna, Gemara, Midrash (rabbinic commentary and interpretation of the Scriptures), Sefer Torah, Haftarah, the Festival of Simchat Torah, Haggadah, Pikuach Nefesh.

### Recommended resources

- Mark Craster-Chambers et. al. (2019) *Key Stage Three Religious Education*, GCP (pp.14, 44-45, 52)
- James Holt (2015) *Religious Education in the Secondary School: An Introduction to Teaching, Learning and the World Religions*, Routledge (pp. 211-214).
- Andy Lewish (2017) *Key Stage 3 Judaism*, Collins.
- Stephen Pett (ed.) (2019) *Examining Religion and Beliefs: Jews*, RE Today Services (available from shop.retoday.org.uk).
- RE:Online – Scripture and Authority in Judaism: <https://www.reonline.org.uk/subject-knowledge/judaism/the-scriptures-and-authority/>
- BBC – Jewish Sources of Authority: <https://www.bbc.co.uk/bitesize/guides/z6xpr82/revision/2>
- The Jewish Museum – Sources of Authority: <https://jewishmuseum.org.uk/wp-content/uploads/2017/10/Sources-of-Authority.pdf>
- Judaism – Beliefs and Sources of Authority: <https://www.youtube.com/watch?v=r0USFt01Zfg>

## KS3: Who was Jesus?

This unit will provide a context for students to examine the central importance of Jesus within the Christian tradition and to reflect upon the question of who he was and is for Christians. Jesus' identity, nature, role in revealing God to the world and his salvific purpose will all be examined.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What sources of knowledge do we have about the nature and identity of Jesus?</li> <li>• What is the evidence for the historical Jesus?</li> <li>• What is the role of Jesus outside history, in his preincarnate form and in his heavenly session?</li> <li>• In what sense do Christians understand Jesus as the image of the invisible God?</li> <li>• How is Jesus conceived of by Christians as both fully human and fully divine?</li> <li>• What is the significance of the Incarnation?</li> <li>• Why did Jesus teach using parables?</li> <li>• What does the Transfiguration reveal about the nature and identity of Jesus?</li> <li>• What is the significance of the passion, death and resurrection of Jesus for human salvation?</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, discuss, reflect upon and evaluate key doctrinal concepts in the Christian tradition that are associated with Jesus: Incarnation, grace, salvation, healing, mercy, redemption and atonement.</li> <li>• Investigate the evidence for the historical existence of Jesus as presented by the gospels, Tacitus, Josephus and historical-critical scholarship.</li> <li>• Examine and discuss some of the parables of Jesus that speak about God and the Kingdom of God.</li> <li>• Study in detail the passion, death and resurrection accounts in the gospels and discuss why these are so significant to Christians across the world.</li> <li>• Consider the question of who Jesus understood himself to be.</li> <li>• Explore the way in which Jesus is presented in the history of Western art and discuss what these images say about his nature and identity.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the immense significance that Christians attached to Jesus.</li> <li>• Explain, for Christians, why Jesus died.</li> <li>• Given an account of the principal events associated with Jesus' passion, death and resurrection and explain their importance within Christian theology.</li> <li>• Describe the key messages about Jesus to emerge from the gospels and account for the different emphasis that each gospel writer uses.</li> <li>• Speak about the historical evidence for the existence of Jesus.</li> <li>• Discuss the impact that Jesus has and continues to have on Western art, culture and society.</li> <li>• Speak about the Christian doctrine of Creation and what it means to consider the world as being created through Jesus Christ.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>• Discuss the key events in the life of Jesus as these are recorded in the gospels.</li> <li>• Appreciate the different pictures that each of the gospel authors (evangelists) paints of Jesus.</li> <li>• Appreciate the Christian belief in the full humanity and divinity of Jesus, describing how this is manifested through his birth, baptism, teaching, healing, miracles, transfiguration, suffering, death, resurrection and ascension.</li> <li>• Recognise the central role in Christianity of Jesus in revealing God to, and God's love for, the world.</li> <li>• Acknowledge that Christians believe in the eternity of Christ as both preincarnate (the Logos asarkos) and in his post-ascension glory.</li> </ul>	<ul style="list-style-type: none"> <li>• Study several different parables in the gospels and evaluate the important messages they contain.</li> <li>• Discuss the meaning of miracles and hold a class debate on whether miracles still happen today.</li> <li>• Discuss whether the character and teaching of Jesus still has relevance for the world today.</li> <li>• Investigate the disciples' attitudes to Jesus and why they sometimes struggled to discern his divinity (see, for example, Matthew 8.14-21).</li> <li>• Discuss what Christians mean when they speak of Jesus as ascended Lord, High Priest and King.</li> <li>• Compare and contrast Christian beliefs about Jesus with those held by Jewish and Muslim people.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Offer an objective and thoughtful response to the question, 'who was Jesus?'</li> <li>• Discuss the role of Jesus in offering reconciliation, unity, forgiveness and healing to the world.</li> <li>• Consider the issue of whether, through Christ, all people are offered the opportunity of salvation.</li> <li>• Speak about the importance of Jesus in the liturgy, the sacraments and other forms of worship.</li> <li>• Explore and discuss the elements of the Old Testament that may be interpreted as pointing to the life and death of Jesus.</li> <li>• Identify the aspects of Jesus' life and teachings that can be regarded as important to non-Christians.</li> </ul>

### Key vocabulary

Jesus, the Christ, Son of God, Word of God (Logos), Incarnation, baptism of Christ, presentation in the temple (Candlemas), teachings, parable, disciple, miracle, Transfiguration, passion, death, crucifixion, resurrection, church, gospels, evangelists, Ascension, Pentecost. Trinity (Father, Son and Holy Spirit), preincarnate Christ (the Logos asarkos), Christ in glory, eternal Lord, heavenly king, High Priest, Second Coming, salvation, redemption, grace, forgiveness, mercy, prayer, worship, sacrament

### Recommended resources

- Steve Clarke and Lesley Parry (2019) *Explore RE for Key Stage 3*, Hodder Education.
- Mark Craster-Chambers et. al. (2019) *Key Stage Three Religious Education*, GCP (pp.12, 42-43, 68, 117, 125-132)
- James Holt (2015) *Religious Education in the Secondary School: An Introduction to Teaching, Learning and the World Religions*, Routledge (pp. 165-172).
- D.M. Murdoch and S. Acharya (2007) *Who was Jesus: Fingerprints of The Christ*, Stellar House Publishing.
- Robin Ngo, Sauter Megan and Drummond Jennifer (eds.) (2016) *Who Was Jesus?* Biblical Archaeology Society.
- Tom Wright (2011) *Simply Jesus: Who He Was, What He Did, Why it Matters*, SPCK.
- Robert Orme (2017) *Knowing Religion: Christianity*, Collins.
- RE Quest – Questions about Jesus: <http://request.org.uk/jesus/introduction-to-jesus/did-jesus-really-exist/>
- RE:Online – Christianity subject knowledge: <https://www.reonline.org.uk/subject-knowledge/christianity/>
- Who is Jesus?: <https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks3-a-z-of-religion-and-beliefs-j-is-for-jesus/zdgv47h>

### KS3: Perspectives on life after death

In this unit, students will have the opportunity to reflect on the different understandings that are held within (and outside of) the world’s major religious traditions concerning what happens after we die. This is a profoundly mysterious and challenging topic about which it is impossible to speak with certain knowledge. However, it will be important to honour and reflect seriously upon the positions held in faith by members of religious communities as well as recognising that some people do not believe in life after death.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• Why is there suffering and death in the world?</li> <li>• Is this the only life that we have?</li> <li>• Why do some people believe in life after death?</li> <li>• Why do other people not believe in life after death?</li> <li>• What does Christianity teach about eternal life in Heaven?</li> <li>• What do Jewish people believe about the afterlife?</li> <li>• What do Muslims believe about life after death?</li> <li>• What do Hindus, Buddhists and Sikhs believe about life after death?</li> <li>• What do Humanists believe about life after death?</li> <li>• What death rites take place in different religions?</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect upon the Christian doctrines of resurrection and eternal life.</li> <li>• Read and discuss some Bible passages that speak of universal salvation (e.g. Luke 2.10 and 3.6, John 3.16-17 and 12.32, 1 Corinthians 15.22, Timothy 4.10, 2 Peter 3.9, Romans 11.32, Titus 2.11).</li> <li>• Explore and evaluate Islamic beliefs about death, judgement and eternal life.</li> <li>• Discuss the meaning of samsara, reincarnation, enlightenment and nirvana in the Dharmic faiths.</li> <li>• Explore the death rites, processes of mourning, funeral practices and other forms of remembrance that are found in different religious traditions.</li> <li>• Examine the format of Humanist funerals.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the beliefs about life after death within the Abrahamic religious traditions and explain where these beliefs come from.</li> <li>• Explain what Hindus, Buddhists and Sikhs believe about life after death, giving particularly close attention to the notion of reincarnation.</li> <li>• Explain what happens in a funeral service in at least two different religious traditions.</li> <li>• Describe and account for Humanist beliefs about life and death.</li> <li>• Use the correct religious vocabulary to discuss the theological ideas associated with death, judgement, heaven and hell within a selected religious tradition.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>• Appreciate the complexity and uncertainty of the issue of life after death</li> <li>• Understand that there are different religious and non-religious perspectives on life after death.</li> <li>• Acknowledge that Christians and Muslims affirm the reality of Final Judgement and Heaven/Paradise.</li> <li>• Understand that Jewish beliefs about life after death are less well defined but that the immortality of the soul is generally affirmed.</li> <li>• Recognise the significance of reincarnation and final release (moksha) in the Dharmic faith traditions.</li> <li>• Recognise that most Humanists do not believe that there is life after death and that the focus of a human life should be on helping people to live their lives in a compassionate and constructive manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the symbolism and meaning of the principal elements of a Christian funeral liturgy.</li> <li>• Discuss the meaning and significance of final judgement as this is understood in the Christian and Islamic religious traditions.</li> <li>• Invite pupils to read and study sections from Psalms 90 and 91, which are customarily recited by Jews during funeral processions.</li> <li>• Study, discuss and reflect upon the meaning of the words of Guru Nanak Dev: “Whosoever has come shall depart; all shall have their turn.”</li> <li>• Hold a class discussion on the question of “what happens to us after we die?”</li> <li>• Discuss why some Christians will pray for those who have died and ask for the intercession of the saints</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Speak in a coherent, thoughtful and sensitive way about the challenge each human person faces in contemplating suffering, death and morality.</li> <li>• Account for the persistence of belief in the soul, heaven, eternal life and heaven even amongst some people who do not profess to have a religious faith.</li> <li>• Be able to identify the similarities and differences between the beliefs in life after death held by people within different religious traditions.</li> <li>• Explain why the notion of eternal life is discounted by many (although not all) atheists.</li> <li>• Examine the different ways in which faith communities will remember those who have died, both in the immediate aftermath of death and on the anniversary of their death.</li> </ul>

### Key vocabulary

**General terms:** suffering, dying, death, grief, mourning, mortality, immortality, soul, spirit, afterlife, funeral, cremation, coffin, burial, wake, rebirth, new life, nothing, emptiness, extinguishing of life, eternal rest, peace.

**Buddhist terms:** anicca (the principle that nothing is permanent), anatta (the principle that there is no permanent self or soul), samsara (cycle of life and death), karma (intentional action), enlightenment (the realization of truth about life), rebirth, nirvana (escape from samsara), Tibetan Book of the Dead, Wheel of Existence, Naraka (hell).

**Christian terms:** judgement, Heaven, Hell, redemption, salvation, beatific vision (seeing God), eternity, saints, angels, funeral service, requiem mass, committal, homily, eulogy, hope, resurrection.

**Hindu terms:** samsara (rebirth), reincarnation, swarg (the Hindu heavenly realm where the gods reside), narak (the Hindu hellish realm), karma (actions and the consequences of actions), moksha (escape from the cycle of samsara), atman (soul/spirit of each person), Brahman (the supreme spirit into which all are absorbed upon death),

**Islamic terms:** akhira (life after death), Allah, Yawm al-din (Day of Judgement), Jannah (Paradise), Jahannam (Hell), eternal life.

**Jewish terms:** Sheol (place of darkness), Gehenna (Hell), Gan Eden (the Garden of Eden), Olam Ha-Ba (the world to come), Mashiah (the anointed one of the Messiah who will bring about judgement on those who have died), resurrection, immortality of the soul, ritual washing of the body, coffin, shroud, shiva (the seven days following death), sheloshim (the first month after a funeral), kaddish (Jewish mourning prayer), Psalms 90 and 91.

**Sikh terms:** Waheguru (God), rebirth/reincarnation (up to 8,400,000 times), purification and union with Waheguru, mukti (freeing of the soul from the cycle of rebirth), karma, merit, Narak (the dark underworld), Samadhi (union with the divine)

### Recommended resources

- Peter Hutton (2019) *Death, Religion and the Law*, Routledge.
- Elisabeth Kubler-Ross (2008) *On Life After Death*, Celestial Arts.
- C.S. Lewis (2013) *A Grief Observed*, Faber and Faber.
- Anthony Peake (2006) *Is there Life after Death?* Arcturus Publishing.
- What happens when we die?: <https://www.goodhousekeeping.com/life/a43608/religions-death-and-afterlife/>
- An outline of different cultural beliefs at the time of death: <https://lmpcc.org.au/admin/wp-content/uploads/2011/07/Customs-Beliefs-Death-Dying.pdf>
- The afterlife: <https://en.wikipedia.org/wiki/Afterlife>
- Death/funeral rituals in world religions: <https://religionmediacentre.org.uk/factsheets/death-funeral-rituals-in-world-religions/>
- Life after Death poster: <https://www.daydreameeducation.co.uk/life-after-death-poster>
- Buddhist beliefs about life after death (BBC): <https://www.bbc.co.uk/bitesize/guides/zfts4wx/revision/3>
- Christian beliefs about life after death (BBC): <https://www.bbc.co.uk/bitesize/guides/zwvmsg/revision/1>
- Hindu beliefs about life after death (BBC): <https://www.bbc.co.uk/bitesize/guides/zhxpr82/revision/3>
- Islamic beliefs about life after death (BBC): <https://www.bbc.co.uk/bitesize/guides/z6mhgk7/revision/3>
- Jewish beliefs about life after death (BBC): <https://www.bbc.co.uk/bitesize/guides/zm2tb9q/revision/3>
- Sikh beliefs about life after death (BBC): <https://www.bbc.co.uk/bitesize/guides/z77634j/revision/3>
- Water bugs and dragon flies from Rev (BBC): <https://www.youtube.com/watch?v=3XBZUtxLhXQ>
- Imam available to discuss & answer questions regarding concept of GOD (Allah) – Discover Islam ([www.discoverislam.co.uk](http://www.discoverislam.co.uk))
- Michael Rosen (2017) What is Humanism? How do you live a good life without a god? And Other Big Questions for Kids, Wayland.
- “What should we think about death?” Narrated by Stephen Fry - That’s Humanism! <https://www.youtube.com/watch?v=pR7e0fmfXGw>

## KS3: Sikh belief and practice

Building on earlier studies in Key Stages 1 and 2, this unit will provide students with scope to extend and deepen their understanding of the history, beliefs, practices and contemporary expression of Sikhism. It will enable students to consider some of the benefits, as well as the challenges, associated with Sikhism today and reflect upon the contribution that Sikhs make to society in modern Britain.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What do Sikhs believe about God?</li> <li>• In what ways is the Sikh understanding of God similar and different to that held in other religions?</li> <li>• What role did each of the ten Gurus to the development of Sikhism?</li> <li>• How do Sikhs show respect to the living Guru, the Guru Granth Sahib?</li> <li>• How do the principles of selfless service (sewa) and equality shape Sikh engagement with the world?</li> <li>• What challenges do Sikhs face in Britain today?</li> <li>• What views do Sikhs hold about other religious traditions?</li> </ul>	<ul style="list-style-type: none"> <li>• Examine the elements of the Sikh khanda symbol, evaluating the meaning of each component.</li> <li>• Explore and discuss the principal elements of Sikh worship within the gurdwara.</li> <li>• Study the Mool Mantar and discuss the way in which this presents Sikh beliefs about God.</li> <li>• Examine the aspects and symbolic importance of initiation and baptism for Sikhs.</li> <li>• Visit a Gurdwara to find out about Sikh worship and the practice of sewa (selfless service).</li> <li>• Invite pupils in groups to investigate one of the Ten Gurus and create a presentation outlining their contribution to the development of Sikhism.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain how the Sikh understanding of the oneness of God correspond to beliefs held in other monotheistic religious traditions.</li> <li>• Identify the characteristics of Sikhism that are unique and distinctive.</li> <li>• Explain the meaning of and traditions associated with the Sikh festival of Baisakhi.</li> <li>• Describe and interpret the key elements of the Amrit ceremony used to initiate Sikhs.</li> <li>• Explain the significance of the five Ks to Sikhs.</li> <li>• Describe and explain the purpose and meaning of the langar within the gurdwara and on the street.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>• Understand the principle beliefs about God and human identity that are held by Sikhs.</li> <li>• Recognise the importance of the Sangat (the Sikh congregation).</li> <li>• Identify the contribution of each of the Ten Gurus within the history of Sikhism.</li> <li>• Appreciate the actions that are prohibited within Sikhism (smoking, drinking, taking drugs, gambling, eating meat killed in a ceremonial way and being dishonest).</li> <li>• Understand the importance to Sikhs of making an honest living, serving those in need and keeping God in mind at all times.</li> <li>• Recognise the role of the gurdwara in building the Sikh community, demonstrating sewa and as a centre for worship and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast Sikh conceptions of God with those held both within other religious traditions and by the students.</li> <li>• Evaluate the Sikh principles of community, service and equality and explain how these may be relevant within society more widely.</li> <li>• Explore how sewa (selfless service) is put into practice both within and beyond the gurdwara.</li> <li>• Invite a Sikh visitor to speak to students about their beliefs, practices and views about other religions.</li> <li>• Explain why prayer and worship are so important for members of the Sikh community.</li> <li>• Devise a set of principles for living in community and compare these with the commitments that are exhibited by Sikhs.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the attributes of the Gurus that marked them out of inspirational leaders and highlight elements of their messages that remain relevant.</li> <li>• Discuss the way in which Sikhs, through their appearance and actions, exhibit the impact of their faith in a visible and effective way.</li> <li>• Speak about the similarities and differences between Sikh worship and the design of the gurdwara with practices and sacred buildings in other religious traditions.</li> <li>• Explain how the concepts of Miri and Piri articulate Sikh notions of worldly and spiritual authority.</li> <li>• Identify the principles of Sikhism that may have value and meaning for those who are not Sikhs.</li> <li>• Identify the contribution to British society of Sikhism.</li> </ul>



### Key vocabulary

Waheguru, Guru, Guru Granth Sahib, gurdwara, Miri, Piri, Mool Mantar, langar, Sangat, Baisakhi (also spelt Vaisakhi), sewa, khanda, amrit, akhand path, kachera, kangha, kesh, khanda, kirpan, Guru Nanak, Gurh Gobind Singh, baptism, saints

### Recommended resources

- Mark Craster-Chambers et. al. (2019) *Key Stage Three Religious Education*, GCP (pp.21-23, 34, 48, 54, 58, 74-75, 91, 98)
- Owen Cole (2010) *Sikhism – Introduction*, Teach Yourself.
- Beryl Dhanjal (2000) *What Do We Know About Sikhism?* Hodder Wayland.
- Julia Diamond-Conway (ed.) (2019) *Inspiring RE: Sikhs*, RE Today Services.
- Philip Emmett (1994) *The Sikh Experience*, Hodder & Stoughton.
- James Holt (2015) *Religious Education in the Secondary School: An Introduction to Teaching, Learning and the World Religions*, Routledge (pp. 216-226).
- Neil McKain (2017) *Knowing Religion: Sikhism*, Collins.
- Eleanor Nesbitt (2016) *Sikhism: A Very Short Introduction*, Oxford University Press.
- Sue Penney (2007) *Introducing Religions: Sikhism*, Heinemann.
- Stephen Pett (ed.) (2013) *Questions: Sikhism*, RE Today Services.
- Jaspal Singh Bhambra (2017) *Southall's Immigrant Communities 1900-2000: A religious, political and socio-economic perspective*, New Millennium Publishing Ltd.
- Gateway to Sikhism: <https://www.allaboutsikhs.com/>
- RE:Online – Sikhism subject knowledge: <https://www.reonline.org.uk/knowledge/sikhism/>
- Sikhnet: <https://www.sikhnet.com/>
- Learning about Sikhism: <https://www.interfaithsustain.com/sikh-ecology/>
- Religion and a glance – Sikhism (BBC): <https://www.bbc.co.uk/religion/religions/sikhism/ataglance/glance.shtml>
- KS3 Sikhism (BBC): <https://www.bbc.co.uk/bitesize/topics/zfjpyrd>
- Collins' Knowing Religion: Sikhism, Teacher Material: [https://resources.collins.co.uk/free/KnowingRE/Collins\\_KS3\\_Knowing\\_Religion\\_Sikhism\\_Teacher\\_Guide.pdf](https://resources.collins.co.uk/free/KnowingRE/Collins_KS3_Knowing_Religion_Sikhism_Teacher_Guide.pdf)

## KS3: The Qur'an and other sources of authority in Islam

This unit will examine the final and full revelation of God to Muhammad in the Qur'an, other Islamic sources of authority, including the Sunnah, Hadith and Shari'ah. It will consider how these sources are used to inform Islamic belief, govern the life and practices of Muslims and inspire Muslims to live lives that reflect the will of Allah and imitate Muhammad.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What is the Qur'an and why is it so important to Muslims?</li> <li>• How was the Qur'an revealed to the Prophet Muhammad through the Angel Jibril?</li> <li>• Why is the Arabic language so important as the pristine carrier of the divine words of the Qur'an?</li> <li>• How is the Qur'an organised (114 surahs or chapters, containing over 6,000 verses)?</li> <li>• Why do Muslims believe Muhammad to be the final prophet and that no further revelations will follow?</li> <li>• How is the Qur'an respected and how do Muslims prepare to read the Qur'an?</li> <li>• How do the Hadith and the Sunnah help Muslims to interpret the Qur'an?</li> <li>• How is Shari'ah Law derived from the Qur'an?</li> </ul>	<ul style="list-style-type: none"> <li>• Study and interpret the events associated with the first revelation of the Qur'an to the Prophet Muhammad in the Cave of Hira.</li> <li>• Explore how the Islamic principles of peace, justice, forgiveness, freedom, responsibility, jihad, predestination, judgement, life after death, and the end of the world can be understood by Muslims through study of the Qur'an.</li> <li>• Invite a Muslim to speak to the students about the role that the Qur'an plays in their life.</li> <li>• Examine the Islamic belief in the chain of revelation, which includes sacred scriptures and prophets prior to the Qur'an and the Prophet Muhammad.</li> <li>• Explore why study of the Qur'an represents the first and most important duty of Muslims.</li> <li>• Examine the significance of the Arabic language as the bearer of divine revelation in the Qur'an.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the profound significance of the Qur'an to all Muslims.</li> <li>• Know that "Qur'an" means "the recitation."</li> <li>• State that the Qur'an was first revealed to the Prophet Muhammad on 22 December 609CE in a cave on Mount Hira</li> <li>• Explain that the revelations continued for 23 years.</li> <li>• Explain how Muhammad's companions acted as scribes to record the divine revelations.</li> <li>• State that the first surah to be revealed is surah 96.</li> <li>• Describe how the practices, customs and traditions of Muhammad are collected in the Sunnah.</li> <li>• Explain how the sayings of Muhammad are found within the Hadith and how these may be used to aid the interpretation of the Qur'an.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>• Acknowledge the profound importance of the Qur'an within Islam.</li> <li>• Recognise the role of the Qur'an in Islamic prayer.</li> <li>• Appreciate the way in which the Qur'an shapes Islamic belief (the Six Articles of Faith) and practice (the Five Pillars).</li> <li>• Understand that the Qur'an is the principal source of authority in Islam.</li> <li>• Appreciate how words from the Qur'an are presented in calligraphic form within the Mosque.</li> <li>• Acknowledge the directives for modest dress to be found in different sources of Islamic authority.</li> <li>• Recognise the difference between Sunni and Shi'a views about Islamic sources of authority.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how Muslims seek to follow the will of Allah and imitate Muhammad with reference to the Qur'an, the Sunnah, the Hadith and Shari'ah Law.</li> <li>• Discuss the benefits of being a hafiz or hafiza (a male or female who has memorised the Qur'an).</li> <li>• Explore what the Qur'an says about Jesus and Mary.</li> <li>• List the benefits of studying the Qur'an.</li> <li>• Explore the relationship between the Holy Month of Ramadan and the revelation of the Qur'an.</li> <li>• Study and reflect upon the words of Muhammad's Farewell Sermon, delivered on 6 March 632.</li> <li>• Explore and interpret verses of the Qur'an that speak about prayer (e.g. Taha, 14, an-Nur, 37, al-Ankabut 45, Maryam 59 and al-Muddaththir 38-47).</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain why Muslims believe that the reception of the Qur'an by Muhammad is his most important miracle and is proof of his prophethood.</li> <li>• Explain why Muslims believe the Qur'an to be the full and final revelation of Allah to humanity.</li> <li>• Discuss how the Qur'an shapes Islamic life.</li> <li>• Describe why the beauty and power of the Qur'an is most fully experienced when it is recited aloud.</li> <li>• Speak about the role of Shari'ah (Islamic law) in helping Muslims to live life as Allah intends them to.</li> <li>• Describe the parts of the Qur'an that are similar to the stories found in Jewish and Christian scriptures.</li> <li>• Identify those elements of the Qur'an that may contain important messages for non-Muslims.</li> </ul>

### Key vocabulary

Qur'an, revelation, Jabal an-Nour (Mountain of the Light, the site of the Cave of Hira), Prophet Muhammad, the Angel Jibril (Gabriel), companions, scribes, Arabic, surahs, verses, Sunnah (customary practices), Hadith (sayings, reports, accounts of Muhammad), Shari'ah (the "straight way" or "a clear straight path"), ibadah (service of worship), iman (Islamic faith), hafiz (one who has memorised the whole of the Qur'an), Sunni, Shi'a, Five Pillars, Shahadah, salah, sawm, zakat, Hajj, tawhid, imam, Six Articles of Faith, angels, jinn, prophets, Predestination, Day of Judgement, holy books.

### Recommended resources

- Steve Clarke (2011) *Religions to InspiRE for KS3: Islam Pupil's Book*, Hodder Education.
- Michael Cook (2000) *The Koran: A Very Short Introduction*, Oxford University Press.
- Anita Ganeri (2003) *The Qur'an and Islam*, Evans.
- Muhammad Abdel Haleem (2010) *The Qur'an: English translation with parallel Arabic text*, Oxford University Press.
- Muhammad Abdel Haleem (2010) *Understanding the Qur'an: Themes and Style*, I.B. Taurus & Co.
- Sally Lynch, Janet Orchard and Deborah Weston (1999) *Religion in Focus: Islam in Today's World*, John Murray.
- Malise Ruthven (2012) *Islam: A Very Short Introduction*, Oxford University Press.
- Ruqaiyyah Waris Maqsood (1993) *The Qur'an*, Heinemann.
- Robert Orme (2017) *Key Stage 3 Islam*, Collins.
- Stephen Pett (ed.) (2017) *Examining Religion and Belief: Muslims*, RE Today Services.
- Stephen Pett (ed.) (2019) *Examining Religion and Belief: Muslims Vol.2*, RE Today Services.
- How Islam began: <https://www.truetube.co.uk/film/how-islam-began-ten-minutes>
- Key Stage 3 Islam (BBC): <https://www.bbc.co.uk/bitesize/topics/zsdtsbk>
- RE:Online – the Qur'an: <https://www.reonline.org.uk/subject-knowledge/islam/the-quran/>
- RE:Online – Authoritative scriptures: <https://www.reonline.org.uk/subject-knowledge/islam/authoritative-scriptures/>
- A Short Guide to Understanding Islam (Chris Hewer): <https://www.chrishewer.org/wp-content/uploads/2012/09/Short-Guide-to-Understanding-Islam.pdf>
- Encountering the Word of God in the Qur'an (Chris Hewer): <https://www.chrishewer.org/wp-content/uploads/2013/10/SbG11-Encountering-the-Word-of-God-in-the-Quran.pdf>
- A Beginner's Guide to Reading the Qur'an: <https://www.learnreligions.com/reading-the-quran-2004557>
- Understanding the Qur'an: <https://www.quranexplorer.com/blog/Understand-the-Quran/understand-the-quran>
- The British Library – Sacred Texts – The Qur'an: <https://www.bl.uk/sacred-texts/articles/the-quran>
- World Digital Library – Qur'anic Verses: <https://www.wdl.org/en/item/6959/>
- Discover Islam: [www.discoverislam.co.uk](http://www.discoverislam.co.uk) RE Islam: [www.reislam.co.uk](http://www.reislam.co.uk)
- The Holy Quran - English translation with & without Arabic text, Saheeh international print. Available for FREE from Discover Islam; The Quran- <https://www.youtube.com/watch?v=EB8IKx1OC8k>
- What is Quran - [youtube.com/watch?v=EB8IKx1OC8k](https://www.youtube.com/watch?v=EB8IKx1OC8k) The Romans – Quran recitation - [https://www.youtube.com/watch?v=3R\\_lvXaGxo](https://www.youtube.com/watch?v=3R_lvXaGxo)

## KS3: Hindu belief and practice

This unit will build on studies in Key Stage 1 and Key Stage 2 in order to provide students with a deeper and more comprehensive understanding of the ancient and complex religious tradition of Hinduism. It will provide insights into the diverse ways in which Hindus worship God, other key Hindu beliefs and the key elements of the Hindu way of life in the modern world.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>When and where did Hinduism emerge as a religious tradition and how has it developed during its history within the world?</li> <li>What is the Hindu conception of God?</li> <li>How do Hindus reconcile their understanding that God is both one and manifest in many forms?</li> <li>What are the major Hindu scriptures?</li> <li>Who was Gandhi, how did Hinduism shape his life and what impact did he have during his time?</li> <li>What contribution does Hinduism make to the cultural life of modern Britain?</li> <li>What is the present status of the caste system in Indian society?</li> <li>What perspectives do Hindus have on other religious traditions?</li> </ul>	<ul style="list-style-type: none"> <li>Examine and discuss the Hindu conception of divinity: Brahman, the Trimurti and avatars.</li> <li>Discuss the Hindu notion of shakti: the primordial cosmic energy that moves through the universe.</li> <li>Investigate the meaning of the Aum symbol by accounting for the importance of each element within the symbol.</li> <li>Investigate the lives of a number of famous Hindus and reflect on how they draw inspiration from their faith, beliefs and practices.</li> <li>Visit a mandir to find out about the key beliefs and practices of worship and prayer associated with Hinduism.</li> <li>Invite a Hindu visitor to speak to the students about the role Hinduism plays in their life.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>Use the correct religious terminology to describe the Hindu understanding of divinity.</li> <li>Explain why Hindus consider God to be the Supreme Being who takes many different forms.</li> <li>Explain the different ways in which Hindus worship God in both the mandir and in the home.</li> <li>Describe and explain the way in which Hindu society is structured and organised.</li> <li>Identify the principal Hindu scriptures and describe the role they have in informing Hindu beliefs.</li> <li>Explain the origins, traditions and practices associated with the festivals of Diwali and Holi.</li> <li>Explain what Hindus understand by the law of samsara.</li> <li>Name the major festivals celebrated by Hindus.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>Recognise Hinduism as the world's oldest and most diverse religious tradition.</li> <li>Appreciate that the formless God, Brahman, is worshipped by Hindus in many different ways.</li> <li>Recognise the place of the Trimurti (Brahma, Vishnu and Shiva) within the Hindu understanding of God.</li> <li>Appreciate the place of avatars (incarnations) within Hinduism's complex conception of God (e.g. Vishnu takes the form of Lord Krishna and Rama).</li> <li>Understand the importance of samsara, moksha, karma and dharma within Hinduism.</li> <li>Recognise the profound depths associated with the Hindu Aum symbol.</li> </ul>	<ul style="list-style-type: none"> <li>Create a poster or presentation that sets out, in an accessible way, the Hindu conception of God.</li> <li>Discuss and evaluate the Hindu beliefs about the cycle of birth, death and rebirth (samsara).</li> <li>Read, reflect upon and distil the principal messages in selected passages from the Hindu scriptures.</li> <li>Explore the duties associated with Hinduism in the context of family life and the home.</li> <li>Evaluate the place of women within Hinduism</li> <li>Explore the origins of yoga within the Bhagavad Gita and its place both within and outside Hinduism.</li> <li>Research the life, thought and impact of Gandhi and how his Hindu faith influenced him.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>Speak about the Hindu conception of the universal presence of divinity within the world.</li> <li>Explain why the principle of non-violence (Ahimsa) is so important within Hinduism.</li> <li>Discuss the key landmarks in the history of Hinduism and describe the main locations within which Hindus live in the world today.</li> <li>Speak about the influence of Hinduism within the cultural life of contemporary Britain.</li> <li>Discuss the relationship between Hinduism and the arts (including film, music, dance and poetry).</li> <li>Identify the meaning and value of Hinduism that may be recognized by non-Hindus.</li> </ul>

### Key vocabulary

Hinduism, Hindu, Brahman, Trimurti, Brahma, Vishnu, Shiva, Lord Krishna, Durga, Lakshmi, Saraswathi, reincarnation, samsara, moksha, karma, dharma, murtis, avatars, Ghandi, Hindu festivals: especially Diwali and Holi, ahimsa, rita (the concept of the natural order of everything in the universe), Ramayana, the Bhagavad Gita, the Vedas, the Upanishads, the Puranas, the Mahabharata, puja, aarti, asharam, durga (form of the Hindu goddess as the goddess of war), shakti.

### Recommended resources

- Cassie Coleman (2017) *Hinduism: A Comprehensive Guide to the Hindu Religion, Hindu Gods, Hindu Beliefs, Hindu Rituals and Hinduism History*, CreateSpace.
- Mark Craster-Chambers et. al. (2019) *Key Stage Three Religious Education*, GCP (pp. 24-25, 35, 49, 59, 64, 77, 91, 98)
- Wendy Doniger (2016) *On Hinduism*, Oxford University Press.
- Tristan Elby (2017) *Key Stage 3 Hinduism*, Collins.
- James Holt (2015) *Religious Education in the Secondary School: An Introduction to Teaching, Learning and the World Religions*, Routledge (pp. 174-187).
- Kim Knott (2016) *Hinduism: A Very Short Introduction*, Oxford University Press.
- Fiona Moss (2019) *Inspiring RE: Hindus*, RE Today Services.
- Stephen Pett (2019) *Examining Religion and Belief: Hindus*, RE Today Services.
- RE:Online – Hinduism subject knowledge: <https://www.reonline.org.uk/subject-knowledge/hinduism/>
- Key Stage 3 Hinduism (BBC): <https://www.bbc.co.uk/bitesize/topics/z73d7ty>
- Hinduism Prezi: [https://prezi.com/ku\\_zfe9jorxr/hinduism-01/](https://prezi.com/ku_zfe9jorxr/hinduism-01/)
- The National Council of Hindu Temples: <http://www.nchtuk.org/>
- Hinduism for Beginners: <https://www.learnreligions.com/hinduism-for-beginners-1770069>
- Nine Beliefs of Hinduism: <https://www.himalayanacademy.com/readlearn/basics/nine-beliefs>

## KS3: The world of Buddhism

Buddhism is a complex and multifaceted non-theistic religious tradition. Building on units in the primary phase, this unit will enable students to investigate some of the important aspects of Buddhism's history, beliefs, practices and varied expressions in the world today, as well as reflecting on the reasons why the appeal of Buddhism is growing.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• Can Buddhism be described as a religion if does not hold a clear conception of God?</li> <li>• In what ways does Buddhism address questions of truth in connection with the human predicament?</li> <li>• How does Buddhism explain the existence of, and offer a way of overcoming, human suffering?</li> <li>• How does the lie of the Buddha and his teachings shape the lives of Buddhists today?</li> <li>• What did the Buddha teach about the place of kindness and compassion in human society?</li> <li>• What is the place of meditation in Buddhism?</li> <li>• How do the Four Noble Truths help Buddhists in the challenge of reaching enlightenment?</li> <li>• What is the Buddhist position on the value of other faith traditions?</li> </ul>	<ul style="list-style-type: none"> <li>• Examine, discuss and reflect upon the Four Noble Truths: Dukkha (suffering); Tanha (craving); Nirodha (the cessation of craving and suffering); and Magga (the Middle Way, denoted by the Eightfold Path).</li> <li>• Explore the key events in the early life of Siddhartha Gautama and evaluate their significance.</li> <li>• Discuss the impact of the Four Sights (old age, sickness, death and a holy man) on Siddhartha.</li> <li>• Explore the question of why Siddhartha decided to leave his life as a prince (the Great Departure).</li> <li>• Invite a Buddhist to visit the class in order to explain how their life conforms to Buddhist principles and to explain the benefits of meditation.</li> <li>• Study each stage of the Noble Eightfold Path and discuss the contemporary significance of each principle.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Use appropriate terminology to accurately describe what is meant by Buddhism and explain how it differs in fundamental way from theistic religions.</li> <li>• Explain the meaning of the principal Buddhist concepts: samsara, karma, parinirvana, dukkha, tanha, nirodha, magga and enlightenment.</li> <li>• Explain how the Four Noble Truths and the Noble Eightfold Path provide a template for people to lead ordered, compassionate and fulfilled lives.</li> <li>• Explain how and why Buddhism spread across the world and why it is growing in popularity today.</li> <li>• Describe the differences between the two main schools of Buddhism: Theravada and Mahayana.</li> <li>• Describe what is significant about each of the main Buddhist festivals.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>• Appreciate the enormous significance that the Buddha holds for Buddhists today.</li> <li>• Recognise the value of the Dharma (Buddhist teachings) in relation to the problems facing all human persons in relation to their suffering.</li> <li>• Appreciate the Buddhist the law of cause and effect (Kamma): that each action has consequences.</li> <li>• Recognise the meaning of Anatta and Anicca.</li> <li>• Appreciate the importance of the Three Jewels (the Buddha, the Dharma and the Sangha) for.</li> <li>• Recognise the destructive power of the Three Poisons (greed, hatred and delusion).</li> <li>• Identify the role of the Sangha in Buddhism today</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the moral codes that govern the life of each students and compare these to the Five Moral Precepts (these forbid killing, sexual misconduct, taking intoxicants, stealing and lying).</li> <li>• Explore the issue and challenge of human suffering in the world today and discuss the Buddhist teachings about its origin and solution.</li> <li>• Study a range of images of the Buddha, paying close attention to the symbolic meaning associated with his hand gestures.</li> <li>• Discuss the Buddhist principle of Kamma (the law of cause and effect) and encourage students to reflect on the notion that all actions have consequences.</li> <li>• Explore the place of the Three Poisons (greed, hatred and delusion) in society today.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Speak coherently and objectively about the moral and spiritual qualities advanced within Buddhism.</li> <li>• Identify the value of Buddhist moral principles in informing contemporary ethics.</li> <li>• Discuss the Buddhist approaches to rights, responsibilities, living together and in caring for the environment.</li> <li>• Account for the growing popularity of Buddhism within Britain since the late 1800s.</li> <li>• Study the life, teaching and influence of inspirational Buddhist leaders such as Maha Ghosananda and Thich Nacht Hanh.</li> <li>• Explore the question of what non-Buddhists may be able to learn from Buddhism.</li> </ul>

### Key vocabulary

Siddh rtha Gautama (the Buddha), the Dharma, the Four Noble Truths, Dukkha, Tanha, Nirodha, Magga, the Middle Way, the Noble Eightfold Path (Right understanding; Right thought; Right speech; Right action; Right livelihood; Right effort; Right mindfulness; Right concentration), Five Moral Precepts, Kamma (the principle that all actions have consequences), Anatta (the substanceless nature of the self), Anicca (the impermanence of all things), Sanskrit, Pali Canon (the Tipitaka), the Dhammapada (the collection of the Buddha's teachings), the Four Sightings (old age, sickness, death, a holy man), the Great Departure, Lord Mara, nirvana, parinirvana, enlightenment, prince, palace, riches, asceticism, Middle Way, Bodh Goya, Bodhi tree, sermon, Three Poisons (greed, hatred, delusion), the Sangha, Three Jewels, refuge, schools of Buddhism, Theravada Buddhism (found in Sri Lanka, Thailand, Myanmar, Laos and Cambodia), Mahayana Buddhism (found in China, Taiwan, Japan, Korea and Tibet), Zen Buddhism (is a mixture of Indian Mahayana Buddhism and Taoism), Bodhisattva (one who has reached enlightenment), Tibetan Book of the Dead, the Dalai Lama, lotus flower, Buddhist art, mandalas, Buddhist festivals: Wesak (Buddha Day), Vassa (rains retreat), Kathina (gratitude to monks), places of pilgrimage: Bodh Gaya, Sarnath (site of the Buddha's first sermon), Kusinara (the site of the Buddha's parinirvana), inspirational Buddhist leader: Maha Ghosananda (the 'Cambodian Ghandi') and Thich Nacht Hanh, Samatha (tranquil abiding), Vipassana (special insight).

### Recommended resources

- Mark Craster-Chambers et. al. (2019) *Key Stage Three Religious Education*, GCP (pp. 18-20, 35, 49, 64, 76, 91, 99, 109-110).
- Denise Cush (1994) *Buddhism: A Students Approach to World Religion*, Hodder Education.
- The Dalai Lama (2018) *An Introduction to Buddhism*, Snow Lion Publications.
- Geshe Kelsang Gyatso (2001) *Introduction to Buddhism: An Explanation of the Buddhist Way of Life*, Tharpa Publications.
- James Holt (2015) *Religious Education in the Secondary School: An Introduction to Teaching, Learning and the World Religions*, Routledge (pp. 149-160)
- Damien Keown (2013) *Buddhism: A Very Short Introduction*, Oxford University Press.
- Neil McKain (2017) *Key Stage 3 Buddhism*, Collins.
- Stephen Pett (2012) *Questions: Buddhists*, RE Today Services.
- Stephen Pett (2018) *Examining Religion and Belief: Buddhists*, RE Today Services.
- RE:Online – Buddhism subject knowledge: <https://www.reonline.org.uk/subject-knowledge/buddhism/>
- Key Stage 3 Buddhism (BBC): <https://www.bbc.co.uk/bitesize/topics/znkxpv4>
- The Buddhist Society: <https://www.thebuddhistsociety.org/>
- The Network of Buddhist Organisations: <https://www.nbo.org.uk/>
- The Samatha Trust: <https://www.samatha.org/>
- The Buddhist Centre: <https://thebuddhistcentre.com/>
- Meta.org: <https://metta.org/>
- Discovering Sacred Texts – Buddhism (The British Library): <https://www.bl.uk/teaching-resources/dst-buddhism-intro>
- The Development of the Buddhist Canon (The British Library): <https://www.bl.uk/sacred-texts/articles/the-buddhist-canon>

### KS3: Religion and wider belief in contemporary culture

In this unit, students will explore the range of complex issues associated with the place of religion and worldviews within society today. The unit will examine the profile of religious communities in modern Britain, the field of interfaith dialogue and cooperation, religious perspectives on ethical issues, the challenges facing some minority religious groups, media perspectives on religion and the interactions that religion has with other aspects of cultural life, such as the arts, science and politics.

Questions to explore	Possible teaching activities (AT1)	Learning outcomes (AT1)
<ul style="list-style-type: none"> <li>• What is the religious identity of Britain today?</li> <li>• To what extent is Britain Christian, multifaith and secular? Are all these labels appropriate?</li> <li>• Why are an increasing number of people in Britain now identifying as ‘non-religious?’</li> <li>• What contribution does religion make to life in contemporary Britain?</li> <li>• How is religion portrayed on television, in the newspapers and in social media?</li> <li>• What challenges and difficulties do minority faith groups, in particular Jews and Muslims, face?</li> <li>• How do religion and science work together?</li> <li>• How do religious themes find expression within music, film, photography and the visual arts?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the different contributions that religious groups make to social wellbeing in the local area.</li> <li>• Explore the role of formal religious bodies, such as the Church of England, the Catholic Church, the Muslim Council of Great Britain and the Board of Deputies of British Jews, in Britain today.</li> <li>• Examine the work of interfaith organisation, such as the Inter Faith Network, the Christian Muslim Forum, the Council of Christians and Jews and Muslims Against Antisemitism.</li> <li>• Explore the profile of selected celebrities, including actors or sports personalities, who have a faith.</li> <li>• Examine the bearing of religious perspectives on ethical, legal and political issues, problems and processes within contemporary society</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Present a balanced and objective description of the religious identity of contemporary Britain.</li> <li>• Describe and account for the challenges that people belonging to minority faith and non-religious belief communities sometimes face in society today.</li> <li>• Speak about the role of the mainstream and social media in connection with religious life and practice.</li> <li>• Speak about how religious beliefs may shape the response of people of faith to ethical issues, including medical ethics, in Britain today.</li> <li>• Identify the nature of the relationship between religion and both the law and politics in Britain.</li> <li>• Explain why, in some parts of Britain (e.g. London), religion is growing, whilst in other areas (e.g. the outer South East), religion is in decline.</li> </ul>
Learning objectives	Possible teaching activities (AT2)	Learning outcomes (AT2)
<p>By the end of this unit, most pupils should be able to show that they can:</p> <ul style="list-style-type: none"> <li>• Understand the complex relationship between religion and culture in contemporary Britain.</li> <li>• Recognise the importance of building respect amongst peoples of different faiths and beliefs.</li> <li>• Identify the problem of religious extremism and intolerance.</li> <li>• Acknowledge the diversity of religious and non-religious positions held by people in Britain today.</li> <li>• Understand the different ways in which interfaith dialogue and cooperation can be promoted.</li> <li>• Recognise the place of the Church of England as the established church in the United Kingdom.</li> <li>• Understand the multiple ways in which religion may be presented within the media in this country.</li> <li>• Identify the connections between religion and the arts in contemporary Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the issue of how religion is portrayed within the media by reading and discussing a selection of newspaper reports based on religious themes.</li> <li>• Discuss and interpret the common ground between religion and science (e.g. critical realism and a shared commitment to human wellbeing).</li> <li>• Hold a class discussion on the origins and consequences of religious hate crimes, particularly in relation to Islamophobia and anti-Semitism.</li> <li>• Hold a discussion on the issues raised by the presence of the Church of England as the established church in the United Kingdom.</li> <li>• Discuss the religious themes that have surfaced within some recent films, television programmes, exhibitions or forms of artistic expression.</li> </ul>	<p>By the end of this unit, most pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the way in which different religious and non-religious belief communities may work together within modern Britain (e.g. food banks, night shelters, SACREs, hospital chaplaincy, peace building).</li> <li>• Identify the similarities, areas of common ground and distinctive aspects of different religious traditions present in contemporary Britain.</li> <li>• Speak about what may be learnt from the interactions between religion and science.</li> <li>• Discuss the learning that can emerge as an outcome from interfaith dialogue and mutual understanding.</li> <li>• Explain the rise in religious hate crime in Britain.</li> <li>• Identify and evaluate the spiritual themes and issues that may be detected in cultural life, the media and in the arts within contemporary Britain.</li> </ul>



### Key vocabulary

Faith, belief, religion, non-religion, secular, society, Britain, modern world, media, mainstream media, social media, the arts, music, film, painting, stories, newspapers, interfaith dialogue, interfaith cooperation, social action, human wellbeing, Church of England, Catholic Church in England and Wales, Board of Deputies of British Jews, Muslim Council of Britain, Hindu Forum of Britain, Sikh Network, Council of Christians and Jews, Christian Muslim Forum, Inter Faith Network, ethics, arts, science, law, politics, established church.

### Recommended resources

- Grace Davie, Paul Heelas and Linda Woodhead (2017) *Predicting Religion: Christian, Secular and Alternative Futures*, Routledge.
- Grace Davie (2015) *Religion in Britain: A Persistent Paradox*, Wiley-Blackwell.
- Paul Heelas and Linda Woodhead (2008) *The Spiritual Revolution: Why Religion is Giving Way to Spirituality*, Wiley-Blackwell.
- John Hinnells (2010) *The Penguin Handbook of the World's Living Religions*, Penguin.
- Linda Woodhead (2012) *Religion and Change in Modern Britain*, Routledge.
- Linda Woodhead (2016) *Religions in the Modern World*, Routledge.
- Board of Deputies of British Jews: <https://www.bod.org.uk/>
- The Catholic Church in England and Wales: <https://www.cbcew.org.uk/home/our-work/health-social-care/coronavirus-guidelines/>
- Church of England: <https://www.churchofengland.org/>
- Christian Muslim Forum: <http://www.christianmuslimforum.org/>
- Council of Christians and Jews: <http://www.ccj.org.uk/>
- Hindu Forum of Britain: <http://www.hfb.org.uk/>
- Inter Faith Network: <https://www.interfaith.org.uk/>
- Muslims Against Antisemitism: <http://muslimsagainstantisemitism.org/>
- Muslim Council of Britain: <https://mcb.org.uk/>
- The Sikh Network: <http://www.thesikhnetwork.com/>
- Interfaith Education – Discover Islam – [www.discoverislam.co.uk](http://www.discoverislam.co.uk)
- Let's live together - RE Islam initiative – [www.reislam.co.uk](http://www.reislam.co.uk)
- About Humanist ceremonies: <https://humanism.org.uk/ceremonies/>
- About Humanist care in society: <https://humanistcare.org.uk/>

