

SUTTON AGREED SYLLABUS FOR RELIGIOUS EDUCATION

**Produced for the London Borough of Sutton
by the Sutton Standing Advisory Council on Religious Education
Agreed Syllabus Conference
Reviewed and Updated Autumn 2020**

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FOREWORD

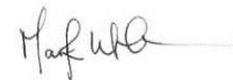
Welcome to the Reviewed Agreed Syllabus for Religious Education for Sutton schools. It is designed to provide a coherence in learning through a child's school career as well as detailing considerable high-quality support to specialists and non-specialists alike in their planning of effective RE lessons. A greater emphasis has been placed on enquiry-based learning and there are many opportunities for pupils to pose questions and undertake research of their own.

Religious Education allows children and young people to help build their identity and to understand the religious practices and the cultures of others, and how they relate. This will help to support them to grow and develop into active members of their communities. It will also lead towards tolerance and understanding of others. Members of the Sutton SACRE Committee and Sutton Agreed Syllabus Conference have considered many details during the revision of the syllabus. Acknowledgement must be made particularly to the members of the syllabus working party who gave so much of their time to this revision. These were; Monica Cockram, Rosey Johnson, Ian Baker, Michaela Cucharo and Nicola Emms.

Note for 2020 updated syllabus; the Chair of SACRE is now Revd. Dave Smith.



Colin Stewart
Head of Education



Mark Williams
Chair of SACRE

SECTION 1

SUTTON STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION - SACRE

The 1988 Education Reform Act made it the duty of all Local Education Authorities to set up a SACRE (Standing Advisory Council on Religious Education). Sutton SACRE meets three times a year and publishes an annual report.

As Religious Education is required by law to be taught to all pupils registered in school, it is the responsibility of the SACRE to oversee RE and Collective Worship in schools throughout the borough.

A SACRE can also advise on methods of teaching the Agreed Syllabus including resources and the provision of training for teachers. It also monitors inspection reports on RE, collective worship and spiritual, moral, social and cultural development, and considers complaints referred from the LEA about the provision and delivery of those subjects.

The law says that the LEA must institute a review of its locally Agreed Syllabus every five years, the SACRE then convenes a conference which 'must agree upon a syllabus of religious instruction to be recommended for adoption by the Local Authority'. The statutory duty is reaffirmed in the *Religious Education Guidance in English schools: Non-statutory guidance 2010* which states, "An LA should fund and support a SACRE and an ASC satisfactorily in line with the duty to constitute or convene each of these bodies and to enable them effectively to carry out their function."

A SACRE consists of 4 groups, each of these committees has one vote with the Chair having a deciding vote if necessary

Committee A

Representatives of Christian Denominations and other religions and their denominations reflecting the principal religious traditions of the area;

Committee B

Church of England Representatives;

Committee C

Representatives of teachers' associations;

Committee D

Local Authority representatives;

Also in attendance is a representative of the Council and the RE Consultant

THE LEGAL FRAMEWORK FOR RELIGIOUS EDUCATION

The statutory requirements for the delivery and inspection of Religious Education in schools are to be found in the Education Act 1944, 1981 and 1993, the Education Reform Act 1988, and the Education (Schools) Act 1992. The Further and Higher Education Act 1992 includes requirements regarding the provision of Religious Education and Collective worship in further education Institutions. The Office for Standards in Education (OFSTED) inspects the school's own self-evaluation of Religious Education and also carries out selective HMI Inspections of RE.

Since 1944 each syllabus for Religious Education has been determined locally, this remains the case to this day and Religious Education is part of the basic curriculum in schools and a legal requirement to be taught to all pupils registered in school this includes those in reception classes through to the sixth form. It does not include nursery schools or nursery classes in primary schools although these may teach some religious education.

Parents may withdraw their children from Religious Education lessons, on grounds of religious conscience.

Teachers may exercise the right not to be required to teach Religious Education, on grounds of religious conscience.

At community, foundation schools and free schools without a religious character the subject must be taught in accordance with a locally agreed syllabus prepared by the Agreed Syllabus Conference, which is then recommended to the Local Authority (LA) who may accept it as the syllabus for Religious Education to be followed within their area.

Academies must also teach religious education to pupils registered on roll but may choose another Agreed Syllabus.

Denominational voluntary schools and foundation schools with a religious character are not required to use the locally Agreed Syllabus, but must use an Agreed syllabus.

The Religious Education provided in compliance with the Agreed Syllabus must not be denominational in character but it is permissible for teaching about denominational differences to take place.

Section 8 of the ERA 1988 requires that an Agreed Syllabus published subsequently to the Act must "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". The Education Act 1993 places the requirement on Local Education Authorities to institute a review of its locally agreed syllabus within five years of its last review and every five years subsequently.

Section 1 of the ERA 1988 identifies the status of Religious Education as part of the basic curriculum. Religious Education is not subject to nationally prescribed attainment targets, programmes of study and assessment arrangements.

Agreed Syllabus Conferences can develop these and recommend their inclusion in the syllabus to the Local Authority.

SECTION 2

SPECIAL SCHOOLS

The regulations regarding these schools are to be found in the Education (Special School) Regulations 1994. These require that:

“so far as is practicable, every pupil should receive religious education and attend religious worship (collective worship); or will be withdrawn from attendance at such worship or receiving such education, in accordance with the wishes of the pupil’s parent”.

This means that a child can be withdrawn from Religious Education if its parents wish, otherwise the school will provide Religious Education “so far as is practicable”. The SACRE is aware that this allows special schools and teachers of pupils with learning difficulties in mainstream schools to adapt the syllabus content to suit the age, aptitude attainment and specific needs of the individual pupil.

Schools therefore need to work from the key stage programmes that best suit their pupils and also adapt specific areas of study to set suitable learning challenges. For some pupils a more “sensory” approach to RE will be suitable and allow the child to experience the senses, emotions and feelings linked to specific religious content. The different natures of the three special schools in Sutton will require different approaches to suit the needs, abilities and aptitudes of the pupils. Each school should draw up a Religious Education Curriculum document, based on this Agreed Syllabus and related to the specific learning needs of the children in the school.

Inclusion of Pupils with Special Educational Needs and Learning Difficulties

Many pupils with learning difficulties will find abstract concepts difficult therefore the starting point for RE should always be based on their personal and immediate experiences in order to be of relevance and have meaning. Schools will need to respond to pupils’ diverse learning needs. Teachers should feel free to develop work in a flexible way from the programmes of study and to adapt content to the specific needs of the pupils.

Using a sensory approach may help pupils to work towards the Key Stage 1 programme of study and lay foundations for spiritual, moral, social and cultural development. This can be done through exploring sound, touch, smell, movement, taste and sight.

The use of artefacts, quality pictures, video, audio, CD-ROM, DVD and visitors will allow wide access to the RE curriculum for individuals and groups. A number of artefacts are available for schools to borrow from Victor Seymour Infant School.

Learning experiences should allow for the development of the following skill areas;

- Observation – seeing and describing without supposition.
- Enquiry – finding out more about relationships and the world around them.
- Reflection – thinking about an action, belief or considering meaning.
- Evaluation – making considered judgements and applying insights.

Equal Opportunities

Attention is drawn to the Sutton LA Policy Statement on Equal Opportunities in the Curriculum. Religious Education should seek to ensure that it promotes respect, mutual understanding and tolerance for those who adhere to different faiths and those unable to accept a religious faith. Pupils need to recognise, understand and respect diversity of values in order to determine and justify their own religious or secular position. In this context the place of teaching about Christianity and the other principal religions in Great Britain is safeguarded and legally enforced through the London Borough of Sutton's Agreed Syllabus for Religious Education.

Religious Education alongside other parts of the curriculum should enable and help pupils in their understanding of religion within a multi-cultural context, as well as playing a vital part in dispelling ignorance and promoting religious, cultural and racial understanding. All of these ideals are embodied in equal opportunities policies.

Pupil's Development

The Education Reform Act (1988) requires a balanced and broadly based curriculum which:

- A) Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
- B) Prepares such pupils for the opportunities, responsibilities and experiences of adult life (section 1(2)).

The spiritual, moral, social and cultural development of pupils must be viewed within the context of the whole curriculum and the life of the school. All curriculum areas should enable pupils to reflect on the purpose and meaning of life. In Religious Education pupils should be encouraged in their personal development:

- to understand more about the relationship between personal beliefs and social and cultural groups;
- to come to terms with ethical issues and personal values;
- to discover the particular influence of religion on society and how this affects the way communities evolve, and to consider their place within it;
- to learn about the ways in which religion has influenced culture and its development and learn how this relates to their own experience.

SECTION 3

CONCEPTS, SKILLS AND ATTITUDES IN RELIGIOUS EDUCATION

The Agreed Syllabus specifies the knowledge and content to be taught at each key stage. The concepts, skills and attitudes that are implicit in the content, are areas that teachers need to be aware of in order that their specific teaching programmes take these into account. Attention should be given to the concepts, skills and attitudes that pupils will need to understand, acquire and develop in order to gain a rounded and fuller experience of what will be learnt about and learnt from religions.

1. CONCEPTS IN RELIGION AND RELIGIOUS EDUCATION

The following concepts are integral to a study of religion:

Religion	Deity	Worship
Belief	Values	Authority
Symbol	Spirituality	Lifestyle
Ultimate Questions	Awe and Wonder	Prayer

These concepts should be dealt with through the following themes which are found within each key stage content list:

Key People, Sacred Writings, Places, Festivals and Celebrations and Approaches to Life

SKILLS AND PROCESSES USED IN RELIGIOUS EDUCATION

The majority of skills acquired and developed in RE will reinforce and emphasise the skills developed in other areas of the curriculum. Although some skills are particularly essential to the development of 'learning about' and 'learning from religion and human experiences' there are also important links to be made with the 'key skills' of literacy, number, ICT, cooperation and thinking which are to be found at the end of this table.

Skill	Example of Activities
<p>Enquiry; Plan what to do and what research is needed. Decide on relevant questions. Hypothesise, predict and anticipate. Test conclusions and improve on your ideas.</p>	<ul style="list-style-type: none"> • Always start from first-hand experience – visits, visitors, artefacts encourage questioning by pupils. • Agree on lines of enquiry by identifying the key questions. • Introduce and use a variety of activities and structure the discussions e.g. P4C materials and thinking skills strategies, pair and share, jigsaw discussion, snowball discussion
<p>Investigating; Ask relevant questions in a sensitive manner. Develop a sense of curiosity. Use different types of sources to gather information. Investigate the use of sacred texts. Know what may be appropriate information for an understanding of religion(s).</p>	<ul style="list-style-type: none"> • Prepare and select questions e.g. in order to interview a visitor/conduct a survey • Identify and highlight important information. • Gather, select and organise information using a range of sources e.g. multimedia presentation, represent using maths e.g. Venn diagram • Watch, listen and make notes from a presentation
<p>Interpreting; Draw meaning from artefacts, symbols, stories, works of art and poetry. Interpret and understand religious language. Derive and understand meanings of religious texts.</p>	<ul style="list-style-type: none"> • Use artefacts, works of art, and extracts from religious texts as a starting point to stimulate response and enquiry. • Give children opportunities to interpret religious ideas and language by beginning with their own experiences. • Create role play to show meaning of teachings from religious texts including parables. • Use puppets to understand religious language and ideas
<p>Reflecting; Reflect on one's own feelings, thoughts, experiences and relationships. Consider the importance of the environment and natural world. Recognise the significance of special moments. Explore questions of meaning. Understand the significance of people, place, object, story and experience. Reflect upon one's own beliefs, values and attitudes and those of others and on feelings, relationships, ultimate questions, beliefs and practices. Think and speak sensitively about values, religious and spiritual topics</p>	<ul style="list-style-type: none"> • Non-denominational sacred space available for the children to use e.g. labyrinth, spiritual trail, sensory garden • Communicate feelings in a reflective poem or prayer e.g. prayer tree • Create an atmosphere for reflection. • Visit places in the local community to use the senses in a way which evokes a sense of spiritual space. • Use natural habitats within the school grounds and the locality to develop a sense of awe and wonder

<p>recognising the significance of special moments.</p> <p>Empathising; Listen with care and respect. Consider the thoughts, feelings, experiences, beliefs and values of others. See the world through the eyes of others and appreciate issues from their point of view. Develop the power of imagination to identify feelings such as love, forgiveness, sorrow, joy, compassion.</p>	<ul style="list-style-type: none"> • Provide opportunities for the children to be part of councils and be proactive in the work of both their community and the global community e.g. a peace council, response to an international disaster, Eco Council • Use feelings graph or emotions fans from SEAL resources e.g. tracking the feelings of a character in a faith story • Use puppets to express feelings
<p>Applying; Apply what has been learnt from a religion or belief system to a new situation Apply their own beliefs and values to situations and concepts in their own and other people’s lives making the association between religion, the individual, local community, national and international life. Recognise the rights and responsibilities of the individual</p>	<ul style="list-style-type: none"> • Design games, rules for life, symbols e.g. snakes and ladders representation of karma (see resources) • Use of role play and drama to show the meaning of a faith story or teaching • Discuss similarities and differences
<p>Evaluating; Look at different viewpoints before making up their own mind. Justify a viewpoint relating to ultimate questions and religious issues. Debate issues of religious significance with reference to experience, evidence and argument. Draw conclusions by reference to experience, evidence and individual belief using a range of reasoned arguments.</p>	<ul style="list-style-type: none"> • Use of learning journals • Respond to points of view on a scale of 1 – 10 • Hold different types of debate • Order using a hierarchy • Peer assessment of work • Thinking Wall and Mind mapping - What do I want to know next?
<p>Communication and literacy; Many excellent fiction books have been produced which offer perspectives on a particular religious or ethical stance. Throughout the programs of study and Challenge Units, reference is frequently made to such resources, these are only suggestions and other material may be used. Resources of all kinds can be borrowed from Victor Seymour Infant School. It is important that pupils gain a knowledge and understanding of the distinctive key words and concepts connected with the study of religions. These are clearly indicated in each programme of study.</p>	<ul style="list-style-type: none"> • speaking and listening • circle time activities • reading and writing • drama and role-play • encountering a range of written language including sacred texts, stories, poetry and creeds • discussions and debates concerning questions of life and ultimate issues • reflections concerning life experiences
<p>Application of number; Some units will provide specific opportunities for pupils to develop mathematical skills.</p>	<ul style="list-style-type: none"> • using dates from a range of different calendars • use of graphs, Venn diagrams and pie-charts • interpretation of numerical data maps, distance and scale

<p>It is expected that, particularly from Key Stage Three, pupils will be working with numerical data that relates to real situations.</p>	
<p>Information and communication technology Pupils should be expected to use research skills to find out information to support their enquiry.</p>	<ul style="list-style-type: none"> • investigating information concerning beliefs, values and traditions and their impact on individuals, communities and cultures • awareness, respect, understanding controversy and evaluating religious responses and use of E-mail and internet to share ideas and news • the use of appropriate web sites for research purposes
<p>Cooperation with others; The very nature of the subject demands that pupils learn about a variety of ways of life and different practices in order to give an appreciation of why and how people live and work together.</p>	<ul style="list-style-type: none"> • the introduction of speakers from a range of beliefs, values and traditions • Visits to places of worship • Working in pairs and groups to follow through an enquiry a range of activities requiring co-operative learning
<p>Thinkingskills; Thinking skills encourage transfer and the making of connections Philosophical enquiry aims to help children develop the basic skills and dispositions that will enable them to contribute to a pluralistic society It can boost children’s self-esteem and intellectual confidence and create a caring class- room situation where children can learn.</p>	<ul style="list-style-type: none"> • the use of thinking skills to focus on ‘the how’ as well as knowing about ‘the what’ • the need to make judgements and decisions informed by reasons and/or evidence • the development of asking relevant questions and testing hypotheses • the development of evaluation skills supported by knowledge and understanding

Attitudes in Religious Education;

The following attitudes are those which this syllabus seeks to promote. As an integral part of the learning process in Religious Education they need to be carefully built into the planning of schemes of work. They are essential pre requirements for pupils entering fully into the study of religion and learning from their study. The development of these attitudes should also enhance pupils' contribution to other aspects of school life. Pupils should be encouraged to develop;

<p>Commitment – this includes:</p> <ul style="list-style-type: none">• understanding the importance of commitment to a set of values by which to live;• willingness to develop a positive approach to life;• the ability to learn, while living with certainty and uncertainty.	<p>Self-understanding and Self Esteem - this includes:</p> <ul style="list-style-type: none">• developing a capacity to discern the personal relevance of religious questions;• affirming the uniqueness of each person;• developing the confidence to ask important questions of meaning;• developing the ability to reflect;• being prepared to acknowledge bias and prejudice to oneself;• willingness to value insight and imagination as ways of perceiving reality;• developing a mature sense of self-worth and value.
<p>Open mindedness – this includes:</p> <ul style="list-style-type: none">• listening to the views of others without prejudging the response;• careful consideration of the views of others;• readiness to look beyond superficial impressions or stereotypes;• being prepared to reconsider existing views;• willingness to consider evidence and argument.	<p>Respect – this includes developing respect for:</p> <ul style="list-style-type: none">• one's own beliefs, values and traditions;• those who have different beliefs and customs;• the rights of others to hold their own views without embarrassment, ridicule or intimidation;• caring for each other, the environment and the needs and concerns of others.
<p>Enquiry - this includes:</p> <ul style="list-style-type: none">• curiosity and a desire to seek after the truth;• developing a personal interest in metaphysical questions;• an ability to live with ambiguities and paradox;• the desire to search for the meaning of life;• being prepared to reconsider existing views;• being prepared to acknowledge bias and prejudice to oneself;• Willingness to value insight and imagination as ways of perceiving reality.	<p>Appreciation and Wonder- this includes:</p> <ul style="list-style-type: none">• developing a personal interest in ultimate questions;• the desire to search for the meaning of life;• developing a sense of awe, wonder and appreciation;• willingness to ask questions and to explore;• curiosity and a desire to seek after the truth.

SECTION 4

INTERFAITH DIALOGUE

Pupils should study how religions relate to each other recognizing similarities and differences. This could be achieved by reflecting on “the significance of interfaith dialogue” this in turn could help to combat religious prejudice and discrimination. This Agreed Syllabus has many opportunities currently built into the programmes of study for this to happen but it is recognized that “in-depth” dialogue will probably occur in other learning situations such as PSHE/Citizenship/SMSC and looking at British Values as much as in RE lessons. The following are possible further ideas:

Festivals and Celebrations; Recognising when different pupils celebrate religious festivals e.g. Christmas, Diwali, Eid.

Unplanned Opportunities; Holiday experiences, sweets brought in for Eid.

Circle Time; The chance for different religious views to be aired in a structured environment with all opinions/views/beliefs being valued.

Assembly/Acts of collective worship; Give the chance for people of different faiths and beliefs to address groups or the whole school on their approaches to life. Occasional opportunities can be given for questions to be taken by the speaker and a debate developed on ideas presented.

Organised debates; Providing chances for different viewpoints, including those of a religious and non-religious stance as part of a debating group to discuss moral and ethical issues that young people find relevant.

Christian Unions/Muslim groups; Can be encouraged to give time to each other and looking at different Christian/Muslim perspectives on life through denominations, groups, sects and societies.

Teaching about British Values; freedom to hold different beliefs, talking about positive attitudes towards diversity, the importance of fairness in RE, how rules of faith affect people’s lives and considering questions of identity and belonging.

Visits

As part of structured RE programmes of study to a variety, in each key stage, of places of worship and other centres

Key stage 1 at least a visit to a Church, a Synagogue and/or a Mosque.

Key stage 2 at least a visit to 2 Churches, a Synagogue, a Mosque or Mandir and a place that is not local.

Key Stage 3 visits to as many places of worship as possible as above and in addition a Hindu Mandir, a Buddhist Temple, and a Sikh Gurdwara.

SECTION 5

NON-RELIGIOUS LIFE STANCES

It is suggested that pupils should be given the opportunity to study “secular philosophies such as humanism”. This should help to ensure that the religious education is broad and balanced and all pupils’ voices are heard. Pupils should also study how religions, other life stances and belief systems relate to each other recognizing similarities and differences. This could be achieved by reflecting on “the significance of interfaith dialogue” this in turn could help to combat religious prejudice and discrimination. The latest non-statutory framework suggests studies of a secular world view could happen where appropriate.

This Agreed Syllabus continues to offer planning suggestions on “Human experience” but also suggests that schools look closely at their current plans for RE based on the syllabus in order to see where opportunities might occur for more in depth study of some secular philosophies/world views. It is understood that the current syllabus approach is through the learning about and from religion and the restraints of this approach means that at this point only links can be made as no specific programmes of study are planned to deal with non-religious life stances.

Key Stage 1 & 2 possible inclusion of non-religious views

Human Experience starting points Significant places, Special stories and writings, Birthdays and anniversaries, Parents friends and people in authority, Birth and wedding ceremonies, Moral issues.

The following contribution is also offered to help guide schools about one particular non-religious life stance i.e. Humanism.

Humanism

Humanism is a life-stance practised by about 10% of the UK population explicitly or implicitly. Although it may not be regarded as a religion in the strictest sense of the word, it performs all the functions of a religion giving people a basis for their lives and providing ceremonies at birth, marriage, and death. Alongside organised religion, it is the largest body of non-religious opinion in the country.

There are five important humanist beliefs, focusing on morality, meaning and purpose, inspiration, knowledge, and evidence.

- Humanists believe in shared moral values, based on human nature and experience alone. They take responsibility for their own actions and believe that we should try to live good lives and help others to do so.
- Humanists seek to make the best of this life by creating meaning and purpose for themselves and by living life to the full.

- Humanists are inspired by art and culture and the rich natural world and motivated by the desire for happiness and good relations with others.
- Humanists look to experience, science, and reason for their understanding of how the world works.
- Humanists do not believe in things for which there is no hard evidence, such as gods or an afterlife, and they do not pray or worship or practice unnecessary self-denial.

Ceremonies

We all need ceremonies to mark such important events such as Births, Marriages and Death. Humanists conduct ceremonies for themselves, and for members of the public who wish to have a non-religious event. All ceremonies can be big or small, indoor, or out, but they are all individually tailored to suit those involved. All ceremonies can have individually chosen music and readings. Funerals contain the story of the person's life.

SECTION 6

DIFFERENTIATION, ASSESSMENT, RECORDING AND REPORTING IN RELIGIOUS EDUCATION

Teachers should use their professional judgements to differentiate work for their pupils. Teachers need to match the specific learning needs of a pupil, or a group of pupils to the learning experiences (activities) learning objectives, intended learning outcomes and assessment indicators. For some pupils with either specific learning difficulties or with exceptional ability, differentiation should happen as part of ongoing good planning practice. Differentiation should fit in with the school's policy on assessment, recording and reporting.

Differentiation in Religious Education should be based upon:

- setting tasks that enable pupils to draw from personal experiences and the knowledge and understanding which they bring with them.
- setting tasks that are clearly relevant to the needs of each pupil and appropriate to his/her abilities, particularly in the context of special educational needs, whether of less able or gifted pupils, or pupils with physical or other disabilities.
- setting a common task that offers enough scope for each pupil to demonstrate achievement to her/his full potential so that teachers can differentiate according to outcome.

In differentiating, teachers should take account of:

- the nature of the task(s) to be undertaken.
- the specific aims and objectives underpinning any activity.
- the requirements for different teaching and learning strategies.
- the opportunities for a full range of outcomes.

Good assessment practice of Religious Education should:

- be an ongoing and integral part of the learning experiences offered.
- be appropriate to the individual.
- be appropriate to the task(s).
- allow pupils to demonstrate their achievements.
- inform future learning.
- be part of the school's policy on assessment, recording and reporting.

Assessment for Sutton Schools

Assessment

Teachers should remember that:

- throughout the year both attainment targets need to be assessed
- telling the pupils the learning objective in advance of any assessment should ensure that their response is related to the objective.
- there are many ways for pupils to demonstrate their understanding, their skills and knowledge and many ways to record these.
- while formal assessment will need to take place at intervals through the year, ongoing assessment is part of every lesson and should inform planning.

Collecting evidence

The level descriptions cover several aspects, skills, knowledge, and attitudes. An individual piece of work will not be sufficient evidence of attainment as it will not cover all the expectations set out in a level.

A variety of opportunities should be given for pupils to show their understanding and achievements, so teachers can make judgements by taking into account strengths and weaknesses in performance across a range of contexts and over a period of time.

In addition, it is important to remember that evidence of achievement is not confined to written work. Photographs of work or an activity is a useful reinforcement of learning for pupils when made into a display and can be kept as evidence.

At the beginning of a unit, it is a good idea to do a mind mapping exercise to gauge what the pupils know. A more formal assessment which takes place before the end of the unit will give the teacher time to follow up any misconceptions.

Reporting

It is a legal requirement for schools to report separately on performance in Religious Education at the end of each year. It is up to the schools reporting and assessment policy as to whether they report a level of achievement.

The Principles of Assessment

The Prime purpose of teaching is to bring about learning and a teacher can only assess what has been taught. Nothing improves because we assess it, pupils' understanding can only improve if assessment leads to some action which brings about growth or development, there is no point in assessment unless it has a useful outcome.

There are three types of assessment, each for a different audience.

- Formative, regular and continuous judgements, which are shared with pupils.
- Diagnostic, occasional judgements not shared with the pupil but made based on 'tests' to assist in the next planning steps.
- Summative, judgements for parents or other teachers identifying overall achievement at the end of a period of learning.

Assessment should:

- be conducted according to commonly agreed purposes and agreed criteria.
- raise an expectation of success rather than failure.
- take place in a familiar and supportive environment.
- be preceded by equal access to the learning programme for all pupils.
- consider the way pupils learn in collaboration with others.
- ensure that pupils understand clearly what is required of them.
- encourage the involvement of pupils through review and negotiation.

Progress steps in RE for 5-14s

Eight steps in relation to the three elements of the aim of RE.

Knowing about and understanding religions and worldviews

Expressing and communicating ideas related to religions and worldviews

Gaining and deploying the skills needed for studying religions and worldviews

Analyse arguments cogently, justifying perspectives

Evaluate diverse beliefs, perspectives, sources of wisdom, ways of life

Appreciate and appraise different understandings of religion and world views

Explain the impact of and connections between ideas, practices, viewpoints

Outline religious ideas and practices, linking different viewpoints

Describe religions and worldviews, connecting ideas

Retell stories, suggesting meanings for sources of wisdom, festivals, worship

Recall, name and talk about materials in RE

Synthesise their research in RE using different disciplines

Explain ideas creatively and coherently, using the main methods of RS

Express insights into questions, giving coherent accounts of beliefs + ideas

Explain diverse ideas and viewpoints clearly in various forms

Express ideas thoughtfully in RE

Give thoughtful responses using different forms of expression in RE

Ask questions and give opinions about religions, beliefs and ideas

Observe, notice and recognise materials in RE

Use varied disciplines of religious study to research ultimate questions

Evaluate questions and arguments personally and critically

Enquire into and interpret ideas, sources and arguments

Investigate and explain why religions and worldviews matter

Apply ideas about religions and worldviews thoughtfully

Consider, link and discuss questions, ideas and points of view

Collect, use and respond to ideas in RE

Notice and find out about religions and worldviews

The steps to progress on the previous page are drawn on and adapted from the Religious Education Council of England and Wales 2014/15

The Role of Steps for Progress in RE

Steps for progress assist teachers in:

- planning schemes of work matched to the appropriate Key stage.
- identifying focussed and challenging tasks.
- assessing progress and identifying next steps.
- explaining how to pupils how they can make progress.
- recording and reporting.
- evaluating the impact of teaching on learning.

The steps relate to three areas of learning:

A) The process of learning about and understanding religion and world views.

- focuses on those strands or aspects of religion and human experience that seeks to understand beliefs, teaching and sources, practices and ways of life and forms of expression.
- consists of more than information-gathering in that it includes identifying the underlying concepts and themes.
- enables pupils to engage with the material through developing a range of identifiable skills.

B) The process of expressing and communicating ideas about religion and world views.

- encourages pupils to make links between their learning about and their own personal experiences through identity and belonging, meaning, purpose and truth and values and commitments.
- enables pupils to develop their thinking about their own and others' experiences so that they are enabled to develop in their thinking about their own experiences in life, as they compare their experiences with those of others.
- encourages pupils to express their responses in a range of forms and styles (representational, symbolic etc.).
- encourages pupils to be sensitive to a range of human responses that might differ from their own.

C) The process of gaining and deploying skills needed for the study of religion and world views.

- encourages pupils to use higher order skills in their work and think creatively and deeply about religion and world views.
- enables pupils to make links between other areas of the curriculum.

Aims in RE: a progression grid

A: Know about & understand	At the end of key stage 1 pupils will be able to:	At the end of key stage 2 pupils will be able to:	At the end of key stage 3 pupils will be able to:
A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities	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	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 ideas	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
A2. Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come	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	Explain and interpret a range of beliefs, teachings and sources of wisdom and authority in order to understand religions and worldviews as coherent systems or ways of seeing the world
A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning	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

B: Express & communicate	At the end of key stage 1 pupils will be able to:	At the end of key stage 2 pupils will be able to:	At the end of key stage 3 pupils will be able to:
B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make	Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities	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
B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves	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	Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful evaluation and analysis of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities
B3. Appreciate and appraise varied dimensions of religion ⁵⁸	Notice and respond sensitively to some similarities between different religions and worldviews	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews	Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied

The content in Aims A and B will be the vehicle through which the skills in Aim C will be developed

C: Gain & deploy skills	At the end of key stage 1 pupils will be able to:	At the end of key stage 2 pupils will be able to:	At the end of key stage 3 pupils will be able to:
C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;	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	Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry	Explore some of the ultimate questions that are raised by human life in ways that are well-informed and which invite reasoned personal responses, expressing insights that draw on a wide range of examples including the arts, media and philosophy
C2. Enquire into what enables different communities to live together respectfully for the well-being of all	Find out about and respond with ideas to examples of co-operation between people who are different	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	Examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from varied religions and worldviews
C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	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.	Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.

Example Assessment Sheet

<p>We talked about...</p>	<p>At the end my opinion was ...</p>
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Example Assessment Sheet

<p>Before this unit I know...</p>	<p>After my learning I have found out...</p>
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SECTION 7

GUIDELINES FOR USING THE SUTTON AGREED SYLLABUS

THE AIM OF RELIGIOUS EDUCATION IN SUTTON

The principal aim of the syllabus **will be met through the Programmes of Study which incorporate two components:**

- **Attainment target 1:** Learning about Religion
- **Attainment target 2:** Learning from Religion

The Principal Aim of Religious Education is to:

- enable pupils to understand and reflect upon the religious and spiritual beliefs, practices, insights and experiences that are expressed in humanity's search for meaning in life.
- provide opportunities for pupils to explore and express their own responses and personal beliefs.

The aims should be achieved through the provision of learning opportunities related to pupils developing:

- an exploratory and reflective approach which enables them to continue in or come to their own beliefs or reject a religious approach to life based on knowledge, thereby supporting them in their own personal search and enquiries about life.
- a knowledge and understanding of Christianity and the other principal religions and non-religious life stances represented in Great Britain.
- an understanding of the influence of beliefs, values and traditions on individuals, communities, societies, and culture.
- an ability to make reasoned and informed judgements about religious and moral issues.
- a positive attitude towards other people respecting their right to hold different beliefs from their own and towards living in a society of diverse religions.
- an enhancement of their Spiritual, Moral, Social and Cultural development.

(DFE Non-statutory guidance for RE)

Christianity will be taught for the majority of RE time in each key stage. This will ensure that Christianity is taught throughout each key stage and that the syllabus will 'reflect the fact that the religious traditions in Great Britain are in the main Christian...' Section 8.3 ERA 1988.

Whether we are religious or not there are signs of religion all around, the landscape is full of churches and of other places of worship.

Belonging to an organised religion has an effect on many aspects of a person's life. Any of these may show the rest of the world that we are members of a belief tradition, clothes, food, names, times and ways of celebration and what is considered important in life.

Religious education promotes pupils' understanding of the multicultural and multi faith society that we live in today by enabling them to explore issues of belief and issues between faiths.

Having learned about different faiths and beliefs, pupils are then encouraged to understand how we can interact with each other and explore inter faith issues of contemporary society.

The areas of study through which pupils will be working are:

- Key people
- Sacred Writings
- Places
- Festivals
- Approaches to life (in KS2)

The focussed religions for each key stage in the Sutton Agreed syllabus are:

- **KS1 Units: why are we thankful? (6 weeks)**
- **Christianity (30 weeks including Christmas and Easter)**
- **Hinduism, Islam, and Judaism (12 weeks each)**
- **KS2 Units: The Journey of Life (6 weeks), How faith helps Us (6 weeks)**
- **Christianity (60 weeks including Christmas and Easter)**
- **Hinduism, Islam, Judaism and either Buddhism or Sikhism (18 weeks each)**
- **KS3 It is expected that pupils will build on their knowledge and understanding of the beliefs, values and traditions of Christianity, Islam and Judaism and Buddhism. A study of one of Sikhism OR Hinduism should also be undertaken at KS 3.**

The main teaching points of each religion

Christianity

- There are many different denominations with different practices. However, all Christians believe in one God, who is the creator, and that Jesus is God's son.
- Christianity is the principal religion of Great Britain and is a growing, living world faith. There are Christian communities in every country in the world. The church is the community of believers and not just the building.
- Christians believe in eternal life for those that believe in God.

Hinduism

- Hinduism is a way of life as well as the name for a follower of the faith. Religious Hindus believe in one God and have a pluralistic view of God who has numerous manifestations. The deities are used as the focus of worship, their images are known as murtis and should not be called idols or statues.
- The home is important for worship and most homes will have a home shrine.
- Visitors to the Mandir, or temple, must remove their shoes and sit on the floor. Food, which has been offered to the deities, will be given to visitors.

Islam

- Muslims believe in one God, who is called Allah. Allah sent his final message via Muhammad, who is respected but not worshipped. Children should not be asked to role-play Muhammad. Children should not be asked to draw Muhammad and Muslim children may be uncomfortable if asked to draw any representation of people or animals.
- The Qur'an, the holy writings, should not be left open if not being read. It should be kept on the highest shelf and wrapped in a cloth. Hands should be washed before touching it.
- Visitors to the Mosque must remove their shoes and sit on the floor. Men and women are separated. Head covering is required for both sexes and women should have their arms and legs covered.

Judaism

- Jews believe in one God, who is the creator.
- The synagogue is the place of worship, but the home plays an essential part in religious observance of many festivals.
- Family life is especially important to followers of the Jewish faith.
- There are Orthodox Jews, Liberal and Reform Jews. In an Orthodox synagogue men and women sit separately. Head covering is required for both sexes in the Orthodox synagogue.

In Key Stage 2 pupils should study all of the above plus either Buddhism or Sikhism

Buddhism

- The life and teachings of Siddhartha Gautama, subsequently known as the Buddha, are an important model for Buddhists.
- The western order teaches that Buddha is not God and is not worshipped, some Buddhists do however worship Buddha.
- Children should not role play the Buddha.
- Buddhists do not pray to a supreme being, meditation is an important part of the way of life.
- Visitors to a Buddhist place of worship may be asked to remove shoes and sit on the floor.

Sikhism

- Sikhs believe in one God.
- Central to the religion is the idea of equality.
- It is not necessary to study the lives of all of the Gurus.
- Children should not role-play the Gurus, but pictures of a Guru can be used with a narrator to tell a story.
- The holy writing, the Guru Granth Sahib, is seen as the last living Guru and treated accordingly. It is not suitable to have one in the classroom, most Sikhs would not have a copy in their homes.
- Care should be taken when introducing and discussing the 5Ks, particularly the Kirpan and Kachs.
- Visitors to the Gurdwara must wash hands and remove their shoes. Seating is on the floor. Food which has been blessed as an offering will be given to visitors to eat.

In Key Stage 3 pupils should build on their knowledge and understanding of the beliefs, values and traditions of Christianity, Islam and Judaism and Buddhism. A study of one of **Sikhism OR Hinduism** should also be undertaken at KS 3.

Useful internet resources

It is very important for teachers to access the sites and check the content before recommending them to pupils.

Some sites are mentioned in the resources section of the scheme of work, below are a number of other useful sites. Some are for teacher information and some for pupils. Many sites will give information and pictures relating to different festivals, also many sites will give you a virtual tour of a place of worship, which is useful if you are unable to arrange a proper visit. Truetube and Youtube also have clips of useful material.

General Sites <ul style="list-style-type: none">• REOnline; excellence in RE http://www.reonline.org.uk• People of faith http://pof.reonline.org.uk• BBC Religion http://www.bbc.co.uk/religion• Channel 4 religion http://www.channel4.com/religion• Teachers TV (now a list of other TV sites) http://www.teachers.tv/home• Better RE http://old.betterre.org.uk• Woodlands Junior School http://resources.woodlands-junior.kent.sch.uk• Teachers network http://www.teachersnetwork.org/• http://www.teaching-resources-uk.com/resources KS3/4• 3 faiths Forum now incorporating all faiths http://www.3ff.org.uk/• RWE Today http://www.retoday.org.uk/• National Association of teachers of RE http://www.natre.org.uk/spiritedarts/• Primary resources http://www.barnabasinschools.org.uk/ <i>This site leads to a variety of websites relating to the six world faiths.</i> http://www.nelsonthornes.com/secondary/re/links• Culham St Gabriel's http://www.cstg.org.uk/	<ul style="list-style-type: none">• The Vatican http://www.vatican.va• World Council of Churches http://www.wcc-coe.org/• The Stapleford Centre http://www.stapleford-centre.org/• The British Museum http://www.british-museum.ac.uk/• The National Gallery http://www.nationalgallery.org.uk• Greenpeace http://www.greenpeace.org/• The United Nations http://www.un.org• The British Film Institute http://www.bfi.org.uk• The Quakers http://www.quaker.org/ Aid Agencies <ul style="list-style-type: none">• Amnesty International http://www.amnesty.org/• Christian Aid http://www.christian-aid.org.uk/• Cafod http://www.cafod.org.uk/• Help The Aged http://www.helptheaged.org.uk• Palestinian Relief http://www.interpal.org/• Islamic Relief http://www.islamic-relief.com• Muslim Aid http://www.muslimaid.org.uk• Tearfund http://www.tearfund.org.uk• Tzedek http://www.tzedek.org.uk• Human Rights http://www.equalityhumanrights.com/	Buddhism <ul style="list-style-type: none">• The Buddha Net http://www.buddhanet.net/• Gateway to Buddhist websites http://dharmanet.org/• Foundation for the preservation of the Mahayana Tradition http://www.fpmt.org/• Tibet Key stage 4 http://www.tibet.com• Buddhist Dharma Christianity <ul style="list-style-type: none">• Southwark Diocese http://www.southwark.anglican.org/• RE Quest http://www.request.org.uk/• The Church of England http://www.cofe.anglican.org• The Farmington Institute http://www.farmington.ac.uk• The Bible Gateway http://www.gospelcom.net/bible/Educhurch• (compare Christian churches) http://www.educhurch.org.uk• Christian Aid Schools website http://www.globalgang.org.uk• Taizé http://www.taize.fr• Damaris various films and other resources http://www.damaris.org
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<ul style="list-style-type: none"> • ISKCON http://www.iskcon.org.uk/ies <p>Hinduism</p> <ul style="list-style-type: none"> • The Hindu Universe Resource Centre_ http://www.hindunet.org/home.shtml • Hindu Resources on line http://www.hindu.org/ • Understanding Hinduism_ http://www.hinduism.co.za • Hindu Kids pages http://www.hindukids.org 	<p>Islam</p> <ul style="list-style-type: none"> • Information on Shia Islam http://www.shia.org/ • The Islamic Foundation http://www.islamic-foundation.org.uk/ • The Islam Page http://www.islam.org/ • http://islamicity.com/multimedia/radio/ch90/ • Islam inventions http://www.1001inventions.com Islam • Islam World http://www.islamworld.net • Islam information for schools_ http://www.mcb.org.uk/downloads/Schoolinfoguidance.pdf • The Croydon Mosque_ http://www.croydonmosque.com 	<p>Judaism</p> <ul style="list-style-type: none"> • The Croydon Synagogue_ http://www.croydonsynagogue.org.uk • The Shamash Organisation http://www.shamash.org • Project Genesis http://www.torah.org/ • The Board of Deputies of British Jews http://www.bod.org.uk/ • The Torah http://Bible.ort.org • The Holocaust http://shamash.org/holocaust • http://hmd.org.uk http://www.bethshalom.com/ • Judaism 101 http://www.jewfaq.org • British Jewish network http://www.brijnet.org/ <p>Sikhism</p> <ul style="list-style-type: none"> • General Sikh information_ http://www.sikhworld.co.uk/page1.html • The Sikh home Page http://www.sikhs.org/ • Baisakhi http://www.123baisakhi.com • Sikh Kids Page http://www.sikhkids.com • Sikhism http://www.sikhs.org/topics.htm
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An Ideal Set of Resources for teaching the Sutton Agreed Syllabus.

Buddhism	Christianity	Hinduism
<ul style="list-style-type: none"> • Statues of the Buddha with different mudras • Prayer wheel • Prayer beads • Prayer bell/ cymbals • Prayer shawl • Pictures of the four sights • Bodhi leaf 	<ul style="list-style-type: none"> • Various versions of the Bible e.g. Good news, Lion Storyteller Bible, Children’s Bible • Cross/crucifix, various types • Wafers • Icons • Candles (votive, Baptismal, Paschal) • Palm Cross • Rosary • Church service sheet, Baptism/Confirmation service sheet • Pictures and/or statues of Jesus and Virgin Mary • Advent ring • Trading games • Hymn book • Various baptism, confirmation, Easter and Christmas cards 	<ul style="list-style-type: none"> • Puja Tray • Arti lamp • Divas • Garlands • Murtis (eg Rama & Sita, Shiva, Lakshmi, Ganesh, Krishna, Vishnu) • Bhagavad Gita • Rakhi and Rakhi cards • Diwali/celebration cards • Russian doll • Three faced puppet

Islam	Judaism	Sikhism
<ul style="list-style-type: none"> • Qur'an and cover and Qur'an Stand. • Prayer Mat • Compass • Prayer beads • Hijab (head covering) • Ihram • Hajj belt, visa permission form, prayer times sheet • Islamic patterns • Pictures of Mosques • Pictures of the Kabba • Halal soap, jelly, toothpaste • Water carrier • Eid cards 	<ul style="list-style-type: none"> • Mezuzah and a copy of the Shema • Chanukah Menorah and candles • Shabbat candlesticks and candles • Seder Plate • Matzos • Havdalah candle • Memorial candle • Purim rattle • Miniature Torah Scroll and Yad • Tallit (prayer shawl) • Yarmulke (cap) • Dreidel • Various cards i.e. Passover and Chanukah 	<ul style="list-style-type: none"> • The five Ks, the first three of which should be introduced with care and sensitivity; • Khanga, Kirpan, Kachs, Kara, Khanda • Turban length • Rumula (cloth for the Guru Granth Sahib) • Chauri • Pictures of Gurus, at least Guru Nanak and Guru Gobind Singh • Garlands • Pictures of Gurdwara and/or the Golden Temple • Nishan Sahib • Ik Onkar • Conch shell

A Way of Planning the Units of Work. It is suggested that Harvest takes one lesson and Christmas and Easter 2 to 3 each

Year	Autumn 1		Autumn 2		Spring 1	Spring 2		Summer 1	Summer2
Foundation	Festivals and Celebrations	Harvest		Christmas			Easter		
1	Why are we Thankful?	Harvest	Christianity Key people	Christmas	Christianity Places and Visit	Judaism Key people	Easter	Hinduism Key people Writings Holi	Hinduism Places Raksha Bandhan
2	Judaism Places and Sukkot	Harvest	Festivals of Light Hinduism Judaism Christianity	Christmas	Christianity Sacred Writings	Judaism Sacred Writings	Easter	Islam Key People, Places	Islam Writings Festivals
3	How does faith help us?	Harvest	Christianity Key people	Christmas	Islam Key people Writings	Christianity writings	Easter	Christianity Approaches to life (How do Christians treat other people and the natural world?)	Christianity Approaches to life (How do Christians treat other people and the natural world?)
4	Hinduism Key people	Harvest	Hinduism Places and Festivals	Christmas	Hinduism Writings and Approaches to Life	Christianity Approaches to life (Rites of passage)	Easter	Christianity Ascension and Pentecost	The Importance of prayer (all religions)
5	Judaism Key people	Harvest	Judaism Writings Approaches to Life Yom Kippur	Christmas	Judaism Places Purim	Christianity Places Visit	Easter	Islam Approaches to Life	Islam Approaches to life
6	The Journey of Life	Harvest	The Journey of Life	Christmas	Buddhism or Sikhism	Buddhism or Sikhism	Easter	Buddhism or Sikhism	Spirited Arts project (Natre.org)

This is only a suggestion and RE Coordinators can arrange the units differently as suitable for the setting

Christmas and Easter planning

As schools tend to celebrate the Christian festivals of Christmas and Easter every year it is important that a progression of work through the primary school is planned in order to enhance the children's learning and add new concepts each year. Where possible a valid link with the preceding unit for the term should also be made. It is suggested that a unit on Christmas should last three weeks and a unit on Easter may take two weeks. See also suggestions in the Christian Festivals units in KS1 and KS2.

CHRISTMAS Key Stage 1	CHRISTMAS Key Stage 2
<p>The Christmas Story</p> <ul style="list-style-type: none"> • The Nativity story. • The key events in the correct sequence. • Story using CD-ROM. • Birthdays - whose birthday are we celebrating, how do we celebrate birth? • Who was happy and who was sad? • What journeys were undertaken and by whom? • What happened after the birth of Jesus? <p>Symbols and Meaning of Advent</p> <ul style="list-style-type: none"> • The different meaning for each week of Advent. • Christmas celebration around the world. • How do Christians celebrate Christmas? • What symbols are common to the world celebrations? • What are the similarities and differences with your own Christmas? • The Roots of the different traditional customs. <p>The Significance of light</p> <ul style="list-style-type: none"> • Comparing with other faith festivals of light. • What does it mean when Christians say Jesus is the light of the world? • Different versions of the story in the Bible. • Celebrations in other countries. 	<p>The Christmas story</p> <ul style="list-style-type: none"> • Fulfilment of Prophecies. • Different versions of the story in the Bible. • A comparison of the Christmas story from different Gospels. • Where did the modern Nativity story come from? <p>Charity work at Christmas</p> <ul style="list-style-type: none"> • Who needs help? • The role of the Church. • Study one of the Charities that work at Christmas. • Why are some people sad and some joyful at Christmas? • Invisible Gifts at Christmas. What makes a good present? • Christian belief in God's 'present' to humanity. • The ultimate Christmas present. • What sort of wishes are bestowed on people at Christmas? <p>Christmas through Art</p> <ul style="list-style-type: none"> • Reasons why the nativity is painted in contemporary clothing and settings. • Differences in the portrayal of the baby. • What are the colours used to signify? Feelings conveyed by the picture. • Why is Mary always in blue? Difference between rich and poor clothes} • Comparing artistic interpretation to Biblical accounts.

CHRISTMAS Key Stage 1 (cont.)	CHRISTMAS Key Stage 2 (cont.)
	<p>The Local Church at Christmas</p> <ul style="list-style-type: none"> • The importance of Christmas in the church year • Why some people go to church only at Christmas? • The role of the church in the community at Christmas • What does Christmas mean to Christians? • What are the differences between a religious Christmas and a secular celebration? • Look at the symbols to be found on cards, both religious and secular • Representation in stained glass windows

EASTER Key Stage 1	EASTER Key Stage 2
<p>The Story - Stained glass windows, picturing the story</p> <ul style="list-style-type: none"> • Make an Easter display with some Christmas odd one out items. • Can children distinguish between the two festivals? • What are the connections between Jesus the baby and Jesus the man? • Look at the story of Elmer talk about how sad everyone felt in the Elmer story and then how happy. Easter is a sad time and a happy time for Christians. <p>Celebration food</p> <ul style="list-style-type: none"> • What are the symbols and significant foods throughout the season of Lent and Easter? Why are these important to the community? How did we come to be celebrating with Chocolates eggs? • Giving/receiving /thankfulness/ Colours of the church year. • Understand the significance of Easter for Christians compared to non-Christians. Look at some of the ways it is celebrated by the faith community. What invisible gifts are wished at Easter? 	<p>Easter through Art</p> <ul style="list-style-type: none"> • The artist's choice of settings, clothing and mood. Colours and symbols most often used. What could appear in a picture just before or just after this one? • Looking at representations of the Stations of the Cross. <p>Palm Sunday, what happened? {why the change of attitude} Holy Week</p> <ul style="list-style-type: none"> • How the Disciples felt on each day of Holy week- Interview the 'main characters' for a newspaper report. • Palm Sunday the Sunday before Easter day is the day Jesus and the Disciples came into Jerusalem, crowds threw palms in his way. What happened? {why the change of attitude} • Churches give out Palm crosses on this day and there is often a procession around the church or Parish. • On the Monday of Holy Week, it is thought that Jesus went to the temple and overturned the money changers tables. • On this Monday and the Tuesday and Wednesday there may be extra services in church with readings relevant to the week.

EASTER Key Stage 1 (cont.)	EASTER Key Stage 2 (cont.)
<p>Some schools link spring and new life to Easter but we must be careful that children do not just think of Jesus death in terms of the spring awakening of hibernating animals. Christians believe that Jesus that Jesus is a special case of someone who died and rose again never to die again, death has given way to the victory of the everlasting goodness of God. Children should also hear that this is controversial, but it is the central belief of Christianity.</p>	<ul style="list-style-type: none"> • Thursday is called Maundy Thursday and commemorates the Last Supper and Jesus arrest in the garden of Gethsemane. • Maundy means command in Latin and refers to the new commandment given at the last supper 'To love one another even as I have loved you. John 13:34. • At some churches the minister washes the feet of the congregation. • Good Friday is a day of several services and a vigil. The Stations of the Cross are followed on this day. • On Saturday there may also be a vigil and an Easter fire is lit. • Sunday is Easter Day which celebrates the resurrection of Jesus and is a day of celebration. <p>Lent celebrations around the world</p> <ul style="list-style-type: none"> • Comparing the different ways Lent is celebrated around the world. Fasting and celebrating. Reasons for abstinence in Lent. Mothering Sunday (origins of Mother's Day). <p>Signs and symbols /Sadness and joy - Last Supper and Garden of Gethsemane - Crucifixion/Resurrection</p> <ul style="list-style-type: none"> • Make a traditional Easter garden. • Make a three sided 'icon' from card with photographs, memories, a poem or wish for peace. What did Jesus leave us? Words such as leadership, friendship, putting others first, could be beautifully lettered on one side. • Decorate a branch with 'new life' leaves which have words (as above or wishes for the future) on them. • Emotions connected with being let down. Links between the last Supper and the Passover.

Foundation Stage

GUIDELINES FOR THE FOUNDATION STAGE

Religious Education is required to be taught to all “registered” pupils which includes the Foundation Stage in schools but not the Nursery class or nursery schools. The SACRE recognises and welcomes the fact that, although it is not a legal requirement, Religious Education is often begun in pre-school and nursery environments. This work in the early years benefits children when they reach The Foundation Stage.

The Spiritual, Moral, Social and Cultural development of pupils has strong connections to the early understanding of religious beliefs and practices. Exploration of these ideas can begin to help pupils learn about the world around them, relationships, society and cultures.

It is important for pupils to be introduced to the idea that some people have a faith and that some people do not and that the different practices that are part of belonging to a faith are all equally valid and that everyone’s needs are treated fairly and equally. All of the most valid experiences in this age group come from the starting point of the children’s own experiences. It is important that young children are encouraged to approach Early Years experiences related to religious education with open attitudes and interest. Within the setting, an environment where cultural and religious diversity is regarded as positive is important so that children develop their own ideas and feel free to talk about the place religious experience has in their own lives.

Organisation

It is suggested that the RE experiences in the setting are divided into three themes which encompass nearly all of the early Learning Goals in the Foundation Stage Profile document.

- **Festivals and Celebrations;** this theme should cover a number of different festivals bearing in mind that young children need to have opportunities to recognise their home life reflected in school, different festivals may be focused on depending on the faith make-up of the class and the knowledge of the practitioners.
- **Growing Together;** this includes rules for living in harmony, consideration for others and consideration of one’s own actions. Also experiencing the ‘awe and wonder’ of the natural world and some scientific experiments.
- **Caring and Taking Care;** this includes thinking of the needs of others as well as people who help us, creation stories and ways that different religious groups have of caring for the environment.

Practitioners can group the themes into topics, forming either three of the six half term topics or each of the themes could cover a whole term linking in to topics already in place in the setting. The RE Coordinator needs to liaise with the Foundation stage practitioners on the faiths that will be introduced. In order to esteem each child in their own faith the experiences provided in each setting should be planned with the faiths of the group in mind while considering the faiths which will be studied in KS1 and KS2. The numbers by each activity relate to the 7 areas of understanding in the Foundation Stage (which are as follows):

FOUNDATION – The Seven Areas

The following is an extract from the DFE statutory guidance 2012 for the Early Years Foundation Stage.

There are seven areas of learning and development that must shape educational programs in early year's settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the prime areas, are:

Communication and language; physical development; and personal, social and emotional development.

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

Literacy; mathematics; understanding the world; and expressive arts and design.

The Prime Areas;

1. Communication and language development; involves giving children opportunities to experience a rich language environment to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

2. Physical Development; involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

3. Personal, Social and Emotional Development; involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

The Specific Areas;

4. Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

5. Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

6. Understanding the World Involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

7 Expressive Arts and Design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Festivals and Celebrations

- When planning to introduce children to the celebration of different faith festivals the following should be taken into consideration by each setting.
- Festivals should be celebrated at the correct time of year in order to put them into context and so that children who may be celebrating at home recognise similarities and differences to their own celebrations within the school setting.
- Be aware of the need to avoid racial, cultural and gender stereotyping.
- That there are different reasons for celebrations: the birth or death of the founder, New Year, the triumph of good, the end of a fast etc.
- Make it clear that the festival belongs to a certain faith group e.g. Purim is a Jewish festival celebrated by Jews.
- Introduce the history/story of the festival at an appropriate level.
- Use correct terminology and religious vocabulary wherever possible.
- Make it clear to the children and their carers that the festival is not being celebrated at the level of the believer.
- Introduce the idea to the children that there is a special dimension to the celebrations if you are a believer of the faith.
- That although all faiths have times of celebration there is more to belonging to a faith group than taking part in a series of celebrations.
- Bring parents, grandparents, carers in to talk to children about their own celebrations and encourage children of faith to share their own experiences.
- Festivals often include food as part of the celebration and different faith groups practice different food laws.
- It is good practice to include cooking and sharing food together. It is important to avoid confusion by ensuring that the food laws of each faith group are strictly adhered to. It is also important to check for food allergies when sharing food with the children

Theme: Festivals and Celebrations

Activities	Areas of Learning and Development
<ul style="list-style-type: none">• Discuss how the festival is celebrated using pictures/greetings cards.• Listen to the story behind the festival.• Act out the festival story.• Sequence events.• Use puppets.• Role play area.• Dressing up clothes.• Drawing favourite part of the story.• Looking at real artefacts.• Making own artefacts.• Making objects of significance to the festival, e.g. bracelets/lamps.• Painting.• Make a card.• Make a poster advertising the festival.• Cooking.• Listening to a visitor telling how they celebrate.• Learn a greeting.• Have a party or a parade• Listening to music.• Make and play some instruments.• Learn a song.• Make up a dance.• Talk about what someone of the faith learns to remember about the Festival.• Count decorations.• Count the number of days to a celebration.• Count the days of a festival	<ul style="list-style-type: none">• Begins to know about own culture and beliefs and those of other people 3/6• Responds to significant experiences 3.• Listens with enjoyment to stories 1.• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events 1.• Retell narrative in the correct sequence 1.• Uses language to imagine and recreate roles and experiences 1/3.• Dresses and undresses 2.• Use imagination in art 7.• Investigate objects and materials by using all of their senses as appropriate 6/7• Identifies obvious similarities and differences when observing 6/7.• Identifies and names key features and properties 1.• Constructs in a purposeful way 7.• Tries to capture experiences using a variety of different media 7.• Mathematical development 5.• Finds out about past and present events in own life and other peoples 6.• Sensitive to the views and feelings of others 6.• Moves with confidence, imagination and in safety 2.• Works as part of a group or class All.• Listens with enjoyment to songs and music 7.• Engages in music making 7.• Sings simple songs from memory 7.• Use imagination in dance 2.• Expresses and communicates ideas, thoughts and feelings 1.• Has a developing respect for own culture and beliefs and those of other people 6.• Understands that others will treat their beliefs/views with respect 6.• Counts reliably 5.• Recognises, counts, orders, writes and uses numbers up to ten and then twenty 5.

<p>Hindu festival: Diwali</p> <ul style="list-style-type: none"> • Role play area – forest or Hindu home • Firework pictures. • Making Divas - lamps from plasticene/clay and decorated with sequins. • Making garlands. • Cooking Indian sweets. • Make a shadow puppet play. • Do children know any other stories about good things happening after bad ones? How do they make them feel? • Look at a variety of Rakhi. • Make a Rakhi with wool and a circle of card. • Look at Raksha Bandhan cards. • Make a card for brother, father, uncle. • Cook coconut ice/barfi. • Make Rangoli patterns with coloured sand or powder paint. • Talk about what can we do to show we care about other people? 	<p>Hindu Festival: Raksha Bandhan</p> <ul style="list-style-type: none"> • Look at a variety of Rakhi. • Make a Rakhi with wool and a circle of card. • Look at Raksha Bandhan cards. • Make a card for brother, father, uncle. • Cook coconut ice/barfi. • Make Rangoli patterns with coloured sand or powder paint. • Role play area – Hindu home. • Talk about what can we do to show we care about other people?
<p>Jewish Festival: Purim</p> <ul style="list-style-type: none"> • Make puppets to tell story. • Look at a Purim rattle, (noise maker) called Greggors. • Make a greggor out of paper cups. • Cook Hamantashen, triangular Purim cakes. • Make a gift basket of food for another class. • Role play area – castle or a Jewish home • Dress up as Kings and Queens and have a parade. • Talk about -Have you ever had to be brave • Talk about the importance of light in life and religious ceremonies 	<p>Jewish Festival: Chanukah</p> <ul style="list-style-type: none"> • Make a Hanukiah (9 branched candle holder) by using fingers dipped in paint. • Make a mobile and hang a 'flame' on it on each of the 8 days of the festival. • Play the game of dreidel. • Cook potato latkes. • Learn a song. • Role play area – Jewish home

<p>Buddhist Festival: Wesak</p> <ul style="list-style-type: none"> • Make garlands, streamers, lotus flower decorations for the class. • Make a prayer flag with messages of hope/peace. • Talk about the eight fold path of 'rules' that Buddhists follow. • Make a mobile showing the Buddha's right ways. • Role play – Buddhist home. • Make candle holders out of an orange. • Make a cut out elephant procession and decorate. 	<p>Sikh Festival: Baisakhi</p> <ul style="list-style-type: none"> • What are the symbols we have to show we belong to those groups? Badge/uniform etc. • Look at the Five K's which are the symbols of Sikhism. • Tell a simple version of story of Guru Gobind Singh introducing the Five K's. • Talk about the significance of a flag. • Make a flag for classroom. • Hold a parade. • Share food, a Sikh symbol of equality. E.g. Karah Prashad. • Role play area – Sikh Langar. • Talk about groups and communities that we belong to. • What does it mean to belong?
<p>Muslim festival: Eid-UI-Fitr</p> <ul style="list-style-type: none"> • Learn Eider chant. • Show Eid cards which open the other way. • Make an Eid card decorated with flowers or patterns. • Talk about the idea of fasting. • Make stuffed dates talk about the end of fast. • Decorate class with stars and moons. • Role play – area Muslim home. • Look at a prayer mat. • Make a mat by paper weaving. • Think about; what is a prayer? How do people pray? 	<p>Christian Festival: Christmas</p> <ul style="list-style-type: none"> • Tell the story of the nativity. • Have a set of nativity puppets for children to retell the story. • Talk about presents, what can we give that can't be bought? • Give a compliment to someone in the class. • Make a Christmas picture for another class to enjoy. • Talk about light as a symbol. • Learn a Christmas carol. • Make an advent calendar and count the days left until the end of term. • Make a class Christmas tree and use it for maths activities. • Cook star/angel shaped biscuits. • Role play area – a stable or Christian home. • What happens when a baby is born now? Think about the way Jesus came into the world.

Christian Festival: Easter

- Acknowledge Shrove Tuesday and make pancakes.
- Discuss the way that Christians try to make a positive promise to keep during Lent.
- Go on a visit to a church and look at the colours associated with Easter.
- Look at a real Paschal candle then decorate a candle.
- Plant an Easter garden.
- Read 'The Very Hungry Caterpillar' Eric Carl.
- Watch some chrysalis' hatch into butterflies.
- Discuss the idea of Spring bringing new life. Christians believe they have new life because of Jesus.
- Talk about the joy of Easter Sunday

Harvest

- Every faith has at least one festival celebrating the harvest each year so there are many festivals from different faith perspectives for celebrating aspects of Harvest.

Theme: Growing Together

Activities	Areas of Learning and Development
<ul style="list-style-type: none"> • Listen to stories and talk about how different characters might be feeling. • Discuss the idea of ‘rules’ of different faith groups. • Discuss ‘Golden rules’ for class. • Children make up rules for classroom or for specific activities e.g. sand play/Lego. • Illustrate a rule for display. • Role play good and bad behaviour with puppets. • Teach the toys good and bad behaviour. • Discuss ‘compliments’ think of a compliment for a class mate. • Discuss being sorry for our actions. • Say sorry to others when necessary. • Listen to friendship stories. • Think about different communities that we belong to. • Where do we go to be part of the communities we belong to? • Talk about places of worship, look at pictures, go on a visit to a local place of worship, and draw pictures. • Talk about naming ceremonies. • Talk about Christian ceremony of Infant Christening/Baptism, invite a minister to ‘Baptise’ a doll. • Set up role play area as a church with a Font (Baptistery). • Listen to the account of Jesus being baptised. • Make a paper chain of children, each child draws/colours themselves and writes name. • Write a friendly message to a class member and ‘post’ it. • Make a ‘Be A Friend’ badge. • Talk about favourite/special books. • Look at examples of Sacred books from different faiths. • Look at ‘The Bible Through Art’ – Margaret Cooling. 	<ul style="list-style-type: none"> • Is sensitive to the needs, feelings and views of others 6. • Knows about own beliefs and those of others 6. • Understands there need to be agreed values and codes of behaviour for groups of people 1/6. • Understands what is right what is wrong and why 1/6. • Interacts/negotiates taking turns in conversation 1/6. • Considers the consequences of words and actions for self and others 1/6. • Able to express emotion appropriately 1. • Begins to explore what it means to belong to a variety of groups or communities 6. • Understands that people have different needs, views, cultures and beliefs that need to be treated with respect 6. • Begins to know about beliefs of own/other people 6. • Creates simple representations of events 1/4/6/7. • Uses imagination in role play 7. • Maintains attention and concentration 1. • Writes own name from memory 4. • Responds to own work and that of others when exploring and communicating ideas 1/6/4. • Begins to form simple sentences 4. • Developing interest in books 4. • Understands that information can be found in nonfiction texts 4. • Expresses feelings in response to artwork 1/3/6

Theme: Caring and Taking care

Activities	Area of learning and Development
<ul style="list-style-type: none"> • Listen to Creation stories from different faiths and discuss. • Creation story: dramatise/sequence/paint/ paint in groups for display/ create music/create dance. • Grow a plant and care for it, how does it make you feel? • Water plants in outside area. • Make something special. How does it feel to have completed it? • Look at the work of an artist. • Role play area -‘people who help us’ police/fire station/airport/ hospital. • Invite a policeman/doctor/leader of faith to talk to class. • Talk about the importance of tidying up the classroom/playground/ bedroom. • Investigate the local High Street. Is it cared for/litter/flower baskets/ shop displays? • How do different faith groups care for others? Charity/recycling/helpful information. • Invite a mother and baby into class. How are babies cared for? Watch the baby being bathed. • How do we care for toys/babies in the role play area? • Who helps us in our lives? • Write a thank you card to someone who has helped you. • Talk about how some people believe their particular God helps them. • Talk about different sorts of prayers. • Who do children help? Brother/sister/grandparent/parent. • What can we do now that we couldn’t do when younger? • Make a ‘growing book’ drawing things you can do now. • Bring in favourite toy/object from babyhood. Is it still your favourite? Why? Have you changed? 	<ul style="list-style-type: none"> • Understands that people have different cultures and beliefs that need to be treated with respect 6. • Explores different media; recognise different sound patterns, match music to movement 7. • Uses imagination in art and design, music, dance, imaginative play and stories 7. • Finds out about and identify some features of living things. Makes simple evaluations, links different experiences and observations 6. • Sustains involvement and perseveres 1/6. • Takes into account the ideas of others 1/6/7. • Expresses feelings/preferences in response to art work, responds to work of others 7. • Forms good relationships with peers 3. • Understands that there needs to be agreed values and codes of behaviour for groups of people including adults and children working together. Understand that people need to be treated with respect 3. • Works as part of the group or class 3. • Investigates places, identifies and talk about some features they like/ dislike 1/6. • Uses language to work out and clarify ideas 1/4/6. • Asks questions about how things happen and how things work 1/6/7. • Finds out about past events in own life 6. • Considers the consequences of actions 3. • Communicates freely about home and community 1/3/6. • Has developing awareness of own needs 3. • Attempts writing for a variety of purposes 4. • Begins to find out about their own beliefs/cultures and those of others 6. • Takes into account the ideas of others 3. • Uses talk to clarify thinking, ideas, and feelings 1. • Finds out about past events in own/ family /class mates life 6. • Identifies significant personal events Displays a positive sense of self identity 1/6/7. • Talk showing awareness of the listener by including relevant detail 1

Key Stage 1

KEY STAGE 1

For the main teaching points of each religion see page 23

In order to deliver the programmes of study schools will need to devote 5% of curriculum time to RE at Key Stage One which is the equivalent of 36 hours per year.

STATUTORY REQUIREMENTS FOR KEY STAGE 1

- The learning objectives of Christianity, Hinduism, Islam and Judaism for all pupils
- Christmas and Easter with a different focus in each year
- At least one visit to a place of worship during the key stage.

The programmes of study incorporate two components which relate to the current attainment targets

AT1 – Learning about religions

AT2 – Learning from religion

- The programmes of study for Key Stage One have been devised to encourage pupils to explore religion as a living community based way of life. The religious units may be taught at any time over the key stage either as discrete religion or in a thematic way.
- There are also suggested ideas for progression of Christmas and Easter in Section 7
- Suggested examples/questions for both attainment targets are given within each programme of study to assist teachers' planning. Using the suggested activities, although these are not statutory, will achieve the statutory learning objectives.
- Schools need to consider which units in the Agreed Syllabus should be taught to particular year groups. This syllabus allows flexibility in this matter. A suggested arrangement of units is included in this syllabus.
- Teaching about a specific religion should be arranged so as to be distinctive from another religion.

KEY Stage 1 Autumn Term Year 1

Why Are We Thankful?

Learning Objective: What does it mean to be thankful?	
AT1 <ul style="list-style-type: none">To recognise what we should be thankful for: Family and home.	AT2 <ul style="list-style-type: none">Who have you thanked today and why?Who has said thank you to you today and why?What does our family do to help us?How do we look after our home?How do we show we are grateful to our family?
Suggested Activities <ul style="list-style-type: none">Discussion activities.Role play.String a washing line across the room, write on strips of paper what we should be thankful for, hang these from string.Discuss what it would be like not to have these things in our life.Draw members of the family doing things to help us.In the home corner enact everyday jobs in a home – discuss what they like/don't like to do.	
Resources <ul style="list-style-type: none">The Elephant and the Bad Baby – E Vipont and R Briggs ISBN 0140500480Home CornerHoming In – A Wood ISBN 0948080876	

Learning Objective: What are the many different ways of showing we are grateful?	
AT1	AT2
<ul style="list-style-type: none"> • Starting to think about other people’s feelings • Being happy, saying thank you. • Going to a place of worship • Identify ways people show they are grateful. 	<ul style="list-style-type: none"> • What is the best present you have ever received? • How did you say and show you were grateful? • What do you feel like if you are not thanked? • How have we been thanked?
Suggested Activities	
<ul style="list-style-type: none"> • Make Thank You cards showing what you are thankful for. • Make a Thank You card for your friend thanking them for being your friend. • Create a ‘thank you’ tree. • Draw the item you are thankful for and the name of the person who gave it. 	
Resources	
<ul style="list-style-type: none"> • Branch to use as a thank you tree • Art materials 	

Learning Objective: What are the many ways in which people thank God? What might people thank God for?	
AT1	AT2
<ul style="list-style-type: none"> • Thinking about the fact that some people thank their God or count their blessings • Different types of Prayers and praise 	<ul style="list-style-type: none"> • What might people thank God for? • How might they show they are thanking God? • Why do some people pray before eating?

Suggested Activities

- Discuss what God is thanked for in the song 'Thank You, for every new morning'.
- Investigate a range of posters and identify how people are praising or praying to God.
- Draw one thing you think a member of any faith group would thank God for.

Resources

- Pictures of people praising in a place of worship.

Learning Objective: Why are people thankful for their talents?**AT1**

- Starting to recognise our individuality and our talents
- Thinking about the school and wider community

AT2

- What is your best piece of work in your writing book?
- What do you do that you are proud of?
- Who helps us in the school or the classroom? How?
- Who helps us in our community? How?
- What do these people do which makes our lives better?
- How can we show we are thankful for what people do?
- Who have we said thank you to today in school?
- Have we missed anyone out?

Suggested Activities

- Wall of achievement – each child has a brick with a picture of something they can do well.
- In circle time each child tells of an achievement they are pleased about or a skill they have developed e.g. Zipping a coat, tying shoes, etc.
- Make a concertina book of how people help us in the school community.
- Create a picture gallery of people in 'Our School' with name and title.
- Visit caretaker, kitchen staff etc. to say thank you personally.
- Link visits from people in the community e.g. Emergency services, vets, nurses, librarians etc.
- Make bumper stickers e.g. 'If you can read this thank a teacher', 'If you can tie your shoelaces thank...'

Resources

- Use the school community
- Invite speakers e.g. the police, firemen, nurses, vet into school

Learning Objective: Investigate the idea that some religious people believe that God (Allah, Brahmin) created the world**AT1**

- Look for various Creation stories which are related to Christian, Jewish, Hindu and Muslim Beliefs and discuss the similarities and differences

AT2

- How do you feel when you have made something special?
- Why are there two versions of the Creation story in the Bible?

Suggested Activities

- Look at photos of natural beauty and discuss what makes them special.
- Sort pictures into 'made by people' and 'natural'.
- Read Psalm 8 and make a collage to reflect the descriptions.
- Read – 'Think of the World Without Any Flower's and write a class list of what animals, flowers, plants, etc. are important to you.
- Listen to the story of the creation.
- Sequence pictures of the days of creation

Resources

- Orchard book of creation stories ISBN 1852137746
- Wonderful Earth – N Butterworth ISBN 1856080056
- Pack of Pictures e.g. Philip Green Series
- Copy of Psalm 8
- The Old Man and the Tree - V Wisenfeld ISBN 0745942318
- Copy of 'Think of the World Without Any Flowers' – 'Come and Praise'
- Bible

HARVEST RESOURCE SHEETS

Harvest Ideas	Harvest focus	Christian harvest
<p>Harvests happen world-wide at different times of the year for different foods. Harvest always involves a celebration of thanks that there is food to eat and an element of sharing with others. In this country the Christian customs for harvest are celebrated between the end of August (fishing harvest in Scotland) and the beginning of October (a grain harvest). Food is brought to Church and thanks given to God. The food is then distributed to the elderly or people in need.</p> <p>Believers from other faiths give thanks to their God for food at harvest time. The Jewish harvest festival of SUKKOT is also celebrated during the Autumn. One of the Hindu harvest festivals is called Pongal and celebrated particularly in South India.</p>	<p>When thinking of harvest festivals there are many 'ways in'. As it is a festival that has the potential of being returned to each year it is wise to focus on different aspects within each year group, for instance:</p> <ul style="list-style-type: none"> • Religious Traditions, festivals, celebrations, thanksgiving and praise, witness to beliefs • Seasons, pattern and change, seeds becoming fruits, sowing and reaping • Earth's resources, providing, sustaining, conserving, sharing • Beliefs, God as a creator, provider, sustainer, Creator and created, Knowing God • Human beings, self, others in the world, human need and greed. Human toil and creativity, harvest of the rich and poor, human harvest. <p>The festival and celebration aspect being particularly relevant to the foundation stage. During the work on harvest the children need to be allowed to reflect and develop a basic knowledge of the ways harvest is celebrated and develop some understanding of why they are celebrated. Also to reflect on their personal responses and experience of these festivals. Unless the children are given opportunities to reflect on the 'why' and 'how am I affected' questions the celebration becomes a cultural study rather than a development of RE.</p>	<ul style="list-style-type: none"> • Collect can/box labels and look at where our food comes from. • History of harvest – our long holiday stems from the need for all, including children, to gather in the harvest. • Make contact with a local church and help to parcel up the food. • Make labels for the parcels. • Cut out pictures of favourite foods or foods you would have for dinner or a picnic and stick on paper plates for a display. • Make a thank you tree. Either a painted bare tree on the wall or some bare twigs in a pot children draw on a leaf shape something they are thankful for and attach to the branches. • Make a display of pictures of different types of bread, talk about what it is made of and how. • Make some bread or cakes in school • Read and act out the story of 'The Little Red Hen', {Ladybird}, the little red hen would have been grateful if her friends had helped

HARVEST RESOURCE SHEETS CONTINUED

<p>Hindu Pongal</p> <p>The Hindus who celebrate this are celebrating thankfulness for the things their life depend on. New clothes are worn and unwanted clothes and possessions are thrown or given away. An offering of rice and boiled milk is given to the deity SURYA, the sun God.</p> <p>On the second day of the festival cows are washed and decorated with garlands before a procession which reflects the sacred nature of the cow, and all living things. On the third day visits are made to family and friends.</p>	<p>Jewish Sukkot</p> <p>The Jewish harvest celebrated in the Autumn. Jewish people remember the time when they were on their journey out of Egypt to find their new land Israel.</p> <p>During the journey, which is supposed to have lasted forty years, they had no permanent home and lived in temporary tents. To give thanks for their safe journey Jewish people build a Sukkah (or shelter) and live, eat and even sleep in it for seven days. Jewish people gathering their harvest in the autumn build shelters in the fields</p>	
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Christianity - Key Stage 1

Key People

Learning Objective: What do Christians believe about God?	
AT1 <ul style="list-style-type: none">• God is carer, forgiver, and creator. All powerful. The same God as that of Jewish people	AT2 <ul style="list-style-type: none">• Who is in authority? How do we show respect?• What do we believe to be true?• How do people communicate with each other?• Who is special to us? How do we show it?
Suggested Activities <ul style="list-style-type: none">• Discuss which people are in authority in our lives and how we show respect for them.• Explore the Creation accounts Genesis 1-2. Where is the story found?• How do you feel when you have made something special? Sequence pictures of the days of creation.	

Key People

Learning Objective:

Who is Jesus?

Why is it important for Christians to follow the example of Jesus?

AT1

- God's Son lived a long time ago on earth, but is still important.
- Special teachings and miracles of healing. Call of the disciples.

AT2

- Who are special people in our lives?
- Who cares for us?
- Who sets us an example?
- How do people show care and concern for one another, at home, in school and in the wider community?

Suggested Activities

- Briefly talk about the early life of Jesus.
- Look at the DVD of 'The Miracle Maker', the section on Jesus calling the disciples.
- Why did the 12 men go with him? Use the resource sheet to write a caption of what the disciples were thinking when they listened to him.
- Who does healing today? Have pupils heard someone say 'it is a miracle?' What does the word miracle mean?
- Visit a Church and look for evidence of Jesus e.g. Crucifix; Stained glass window; sayings of Jesus on banners etc.
- Invite a speaker to the class to explain how Jesus is important to them.

Sacred Writings

Learning Objective: What is the special book of the Christians?

AT1

- The Bible is a Collection of 66 books made up of the Old and New Testament.
- The Old Testament is the same as the Jewish Holy writings.
- The New Testament is the story of Jesus and how Christianity was begun.
- Written a long time ago by a number of different people but still important.

AT2

- What is special for us? What are our special books? How do we show our books are special?
- Have we ever carried an important message?
- How is the Bible treated in a Church? How might a person use the Bible daily?
- Who wrote the Bible?

Suggested Activities

- Talk about pupils own special books and why they are special. Identify books that are special to individuals in the class e.g. books made by them, class books.
- Invite a Christian, known to the children, to talk about their favourite Bible story or verse.
- Look at and handle some different Bibles. Notice that there are many different versions of the Bible. Discuss the reasons why the Bible holds a special meaning for Christians.
- Create an autobiography and write down the most important thing you know. Compile into a large book to show the idea of many books in one.
- Explore the different types of writing found in the Bible by looking at everyday examples e.g. stories, history, poems, sayings, letters.

Learning Objective: What do we learn from Jesus' stories? What do we learn from Jesus' miracles?

Suggested Activities

The Lost Coin: (Luke 15:8-10) Concepts; worry, trust, perseverance, joy. Sequence the story using pictures. Role play area 'The Lost Coin'.

The Lost Sheep: (Luke 15:1-7) Concepts; worry, trust, perseverance, temptation, joy.
Make a book 'The Day I lost My....' Play games such as hunt the thimble or Kim's game
Discuss the idea of people who don't abide by the rules. Look at behaviour contracts.
Everybody is important to God as the sheep are important to the shepherd

Good Samaritan: (Luke 10:25-37) How do you show generosity? What happened? Why do people 'pass by', why did the characters 'pass by'. What reactions and consequences might have occurred? Was it easy to forgive?
What New Year resolutions did you make? Did you break them? Who knows if you have broken a promise to others? What did Jesus mean by sacrifice?
This was Jesus' answer to the question, 'Who is our neighbour?'
Role play, drama, dance, Hot Seat the characters for motive. Research charities that put the teaching into action. Make a poster to appeal for a charity, show that every contribution will be valued. Think of a modern version of this story and discuss.

Feeding the 5000: (Matthew 14:13-21; Mark 6:30-44; Luke 9:10-17; John 6:1-15) Who was the most important person in that story? Who was the helper? Would Jesus have fed the five thousand without the boy giving up his lunch? It doesn't matter how much you give, just give what you can. The act of giving/sharing is more important. Discuss what thoughts would go through your mind if you were the only one with some food. What would you do? Write the story/ act out through the eyes of the little boy.

The man put through the Roof: (Mark 2:4 and Luke 5:17-39) This is an important story told in two gospels. In the story Jesus both forgives the man and also heals him. Good story for talking about friendship and the responsibilities it brings. Make a diorama or act out the story with a blanket, how difficult is it to carry your friend?

Places

Learning Objective: Where do Christians worship?	
AT1 <ul style="list-style-type: none">• What happens in a Church e.g. Baptism; Worship; Weddings etc.• Some features of a Church. Other places of worship e.g. Chapel; Cathedral.• Christian Church as a family.• Importance of the Ten Commandments.• Different types of worship.• Prayers at bed-time; saying grace.• Reading the Bible.• How a festival is celebrated in the home e.g. Shrove Tuesday; Christmas.	AT2 <ul style="list-style-type: none">• What are your special places and why? How do you behave and feel in your special place?• What communities do you belong to? e.g. school, brownies, cubs• What happens at a church service?• Why are there different colours of the church during the year?• Why is it important to have times of rest? Do you have a special day of the week? Why?
Suggested Activities <ul style="list-style-type: none">• Visit a church to experience the atmosphere. Set up a church in the role play area.• Find out about the different colours of the Church year and what they mean.• From a range of posters identify key features of a church and discuss what happens at each.• Find out what symbols a Christian might have in their home.• Talk about the lifestyle practices of a Christian <p>Refer to www.churchinsutton.net for a list of local churches</p>	

Festivals

See also information on differentiation when teaching Christmas and Easter in Section 7

Learning Objective: How do Christians celebrate Christmas?	
AT1 <ul style="list-style-type: none">Look at a different aspect in each year group. <p>The Christmas story –</p> <p>Significance of light at Christmas</p> <p>Journeys</p> <ul style="list-style-type: none">Christmas celebrates the birth of Jesus who Christians believe is God’s son.Ensure that pupils understand that Christians celebrate with worship and in a different way to a secular Christmas celebration.	AT2 <ul style="list-style-type: none">The key events in correct sequence.Birthdays - whose birthday are we celebrating, how do we celebrate birth?Comparing with other festivals of light.What do Christians mean by ‘Jesus is the light of the world’?What journeys were undertaken and by whom?What happened to the characters after the birth?
Suggested Activities <ul style="list-style-type: none">Arrange the key events in correct sequence. Use Christmas cards to make a storyboard.Who was happy and who was sad?Compare with other festivals of light.Look at art work of the nativity and notice the light source.Discuss the different journeys made by the key characters, both physical and mental. How would the shepherds have felt? How did the Wise Men feel after their long journey?	

Learning Objective: How do Christians celebrate Easter?

AT1

- Ensure that a different aspect is investigated in each Year Group.
The Easter Story
Celebration food
Signs and Symbols
- Easter is a time when Christians believe that Jesus died and was resurrected
- Ensure that pupils understand that Christians celebrate with worship and in a different way to a secular Easter celebrations and that chocolate eggs, bonnets and rabbits are NOTHING to do with the Christian celebration.

AT2

- What are the important events in Holy Week?
- Why might fasting and praying be particularly important to Christians at this time?
- Look at the different symbols associated with Easter, which ones are from the Christian tradition?
- Why do people have special foods at celebration times?

Suggested Activities

- Sequence the events. Briefly look at a comparison of Bible accounts
- Look at the different food associated with Easter celebrations both here and round the world. Talk about the way that Christians can fast during Lent. Look at the history of Shrove Tuesday.
- Find out the history of Simnel cake and Hot Cross Buns. Why do we celebrate with eggs today?
- Explore the history of different associated signs and symbols
- Create an Easter tree of symbols

Learning Objective: Why do Christians celebrate Harvest?

AT1

- The celebration of harvest is to thank God for his bounty
- Christians believe they are stewards of the earth and must preserve it for future generations

AT2

- Why do Christians thank God for the earth?
- What does being a steward mean?
- How do Christians show they are stewards?

Suggested Activities

- Talk about creation (Genesis 1 and 2) and how Christians believe that God made the world. Give groups of children a 'day' to illustrate. Use 'Wonderful Earth' by Nick Butterworth and Mick Inkpen.
- Find out about how food comes to us (e.g. a loaf of bread) and discuss who, ultimately, makes the food grow. (Link with Science) Make a display of pictures of different types of bread, talk about what it is made of and how.
- Cut out pictures of favourite foods or foods you would have for dinner or a picnic and stick on paper plates for a display.
- Collect can/box labels and look at where our food comes from.
- Read and act out the story of 'The Little Red Hen'. The little red hen would have been grateful if her friends had helped (Note: this is not a religious story)
- Brainstorm all the things that we are thankful/grateful for in our lives. E.g. family, presents, food, abilities.
- Find out what happens to the food given by Christians at Harvest time (e.g. to Foodbank or Homeless Project). Make contact with a local church and help to parcel up the food. Make labels for the parcels.
- Brainstorm what it would be like if we did not have clothes that fitted or were suitable for the weather, food prepared for us, homes that were warm and pleasant, teachers to help us learn. What would we have to do without these things? Discuss places and peoples that are not as fortunate as ourselves.
- Some churches ask people to give money which charities use to help people in other countries who need food/water (Link with Geography). Research charities that put the teaching into action. Make a poster to appeal for a charity showing that every contribution will be valued.

Hinduism - Key Stage 1

Key people

Learning Objective: What do Hindus believe about God?	
AT1 <ul style="list-style-type: none">• There is one God (Brahman).• God is so great that we cannot comprehend, so Hindus also worship deities which are representations of different parts of the one god.	AT2 <ul style="list-style-type: none">• Are you the same to everyone you meet? (E.g. son, brother, friend etc.).• How are you different with different groups of people?
Suggested Activities <ul style="list-style-type: none">• To start by reminding children the idea of what a god is – glass of water visual based around one god and many forms• Feely bag used to show how lots of descriptions can show one thing.• Look at a Russian Doll - many within one.• Art – Children to use pastels/paint/crayons to show what they think a Hindu Deity looks like – own interpretation of the qualities and representations of a god. Could be completed on tiles and a class display produced from the art work. (Protector, caring, wealth).• Class discussion - ideas presented using literacy/art links - children’s self- portraits with ideas attached to faces.• Draw a picture of themselves which shows their many different roles and interests, for example wearing different hats or clothes, or holding different objects, showing the many sides and characteristics that one person can have.	

Learning Objective: What are the key features of Krishna?

AT1

- Recognise that Krishna is important to Hindus he reminds them of their responsibilities and expects people to contribute to a well ordered society by putting others before themselves. He also reminds them that God's creation is theirs to enjoy responsibly while also having fun.
- Secular symbols e.g. Traffic Lights.
- He is often seen with these symbols; Swastika, Peacocks, Flute, Cow and is represented as being the colour Blue.
- Celebration of Janmashtami (birthday of Krishna).

AT2

- Who is important to you? Why?
- What symbols do we know/ recognise?
- Why are symbols important?
- How do we overcome difficulties?
- Who/what helps us?

Suggested Activities

- Talk to a Hindu parent or older child about their beliefs about Krishna.
- Listen to stories of Krishna which show his wisdom and his spirit of fun
- Look at images/pictures and how these are used in the home and the Mandir.
- Look at models of the deities or look online at examples.
- Make own jigsaw of deities using card.
- Find out about how Hindus celebrate Janmashtami.

Places

Learning Objective: Where do Hindus Worship?	
AT1 <ul style="list-style-type: none">• Hindus worship in the home (Home shrines) and in the temple or Mandir.• Use of the Puja tray and Arti lamp• What happens during worship e.g. Removing shoes, ringing bells, touching floor with forehead, singing, prayer, making offerings, blowing conch shell, chanting of Aum	AT2 <ul style="list-style-type: none">• What happens in a Mandir? e.g. Puja, Arti ceremony, worship• Who leads the worship in a Mandir• What is a shrine? How is a shrine used in a Hindu home?• Where do people go to think about God?• How can we show respect in special places?• What special things do we have at home and how do we treat them?
Suggested Activities <ul style="list-style-type: none">• Visit a Mandir to experience the atmosphere. Set up a Mandir in the role play area.• From a range of posters identify key features of a Mandir and discuss what happens at each.• Use espresso faiths to watch clips of how a Mandir is used.• Set up a class shrine on things that are important to the pupils.• Invite a Hindu child/parent to share pictures of their shrine and talk about how they use it.• DVD Water Moon Candle Tree and Sword, (Hindu programme) look at the section on home shrines.	

Sacred Writing

Learning Objective: What stories are special to Hindus?	
AT1 <ul style="list-style-type: none">• Know that Hindus have different special books.• i.e. Bhagavad Gita, Upanishads, Vedas• Know why Good conquered evil in the story of Rama and Sita• More than one book of connected stories.• Some stories about Krishna. Not all Hindus read the same texts.	AT2 <ul style="list-style-type: none">• What is your special book?• What do you think happens in the world that is bad? Or good?• What can be done to stop bad things?
Suggested Activities <ul style="list-style-type: none">• Story of Rama and Sita• Read the story of Manu's Ark. Discuss how the Deity Vishnu is important in this story.• Read the story of Krishna and discuss why Krishna is special? What happen to Krishna? What can we learn from this story?• Investigate other stories of Krishna and discuss what some might mean.• Importance of wheel of life; SAMSARA/REBIRTH how good deeds now will mean a better life after this life.• Share most important text Bhagavad Gita explaining that the book holds many different but connected stories. Children to share their own special books with rest of class.• Act out parts of the story and creating freeze frames.	

Festivals

Learning Objective: What is Diwali and how is it celebrated?	
AT1 <ul style="list-style-type: none">• Recognise that light is a religious symbol• Retell the story of Rama and Sita	AT2 <ul style="list-style-type: none">• What festivals do you celebrate?• How did the story make you feel?
Suggested Activities <ul style="list-style-type: none">• Listen to the story of Rama and Sita - act out the story - espresso faith.• Sequence and write own version of the story.• Use clay or other material to make diva lamps.• Make Rangoli patterns and Diwali cards.• Discuss how the diva light originated from the story. Talk about how the diva light is used in the celebration of the festival of Diwali.• Link to Art - big prints of story in story boards and children can recreate scenes using different materials.• Ink paint different scenes in the story.• Hand printing/painting to recreate the idea of Mehndi patterns.• Act out parts of the story.• Recreate story using comic strips.	

Learning Objective: What is the festival of Raksha Bandhan, and how is it celebrated?

AT1

- Festival takes place in August.
- It is a celebration of brothers' and sisters' honour of each other.

AT2

- When is it celebrated? What happens? Who is involved? What presents are given?
- Why Rakhis are considered valuable even though they aren't worth a lot of money?
- What symbols are on Rakhi cards? Is it good to have a festival of friendship? Why? Why not?
- Who has been your friend this year? How can you have friends who do not live near you?

Suggested activities

- Research on the internet for the timing of the festival what it is and ways in which it is celebrated ICT link.
- Look at and investigate Rakhi cards and Rakhis discussing likes/dislikes.
- Discuss what a symbol of friendship is. What different ones can pupils think of?
- Make a garland of Rakhis using paper depicting special symbols of friendship-link to PHSE.
- Make own Rakhis and state who they should go to and the reasons why.
- Look at DVD Water, Moon, Candle, Tree and Sword – Channel 4 Hindu programme celebration section.
- Use the story below; how was Draupadi a good friend of Krishna? Why did the real sister not want to get her Sari dirty? Was she justified? How was Draupadi special?

How was Draupadi a good friend to Krishna?

One Day Krishna and his sister were getting ready to go somewhere very special. His sister had put on her best Sari which had a beautiful border of gold thread at the bottom. She had so looked forward to this outing as it had meant at last that she was able to wear her Sari for the first time. Krishna was in the kitchen waiting for his sister. It was a hot day and the journey was going to be long so he thought it would be a good idea to cut some fruit off the tree. He reached for the knife but suddenly shrieked with pain. The knife had cut his arm and he was bleeding badly.

Krishna's sister heard the scream and ran into the kitchen straight away. When she saw the injury she immediately ran over to Krishna – but then stopped suddenly. What should she do – Krishna needed her help but if she got blood on her new Sari she would not be able to wear it that day. Straight away she said 'Krishna, please don't worry, I must go and change out of my Sari into old clothes then I will come back to see to your arm.'

As she went to change, Krishna's friend, Draupadi came into the house. She too had a beautiful new Sari on but as soon as she saw the wound she ripped off the bottom part of her Sari and wrapped it around the injured arm. Krishna thanked his friend, he realised what a sacrifice she had made to make him feel better and how she had acted as a 'true sister.'

Learning Objective: What is Holi and how is it celebrated? Why is colour important to Hindus?

AT1

- Recognise that colour is a religious symbol
- Understand how good can triumph over evil
- Recognize the importance of the gods Vishnu and Krishna in the festival of Holi. Some believe the origin of the festival lies with Krishna who was very mischievous as a young boy and threw coloured water over the gopis (milkmaids) with whom he is believed to have grown up. This developed into the practical jokes and games of Holi.
- The legend of Prahlad and Holika is also connected with Holi.

AT2

- What festivals do you celebrate?
- How did the story make you feel?

Suggested Activities

- Listen to the story of Holika-act out the story.
- Make cardboard cut-outs to retell the story of Prahlad and Holika.
- Sequence and write own version of the story.
- Create splatter paintings using powder paint on paper primed with damp water and icing sugar mixture.
- Recreate story using comic strips.

ISLAM - Key Stage 1

Key People

Children should not be asked to role play or draw Muhammad.

Learning objective: Who is the Imam?	
AT1 <ul style="list-style-type: none">• Understand the role the Imam plays in the life of a Mosque	AT2 <ul style="list-style-type: none">• What is the significance of the Imam on a Muslim's time at a mosque?• How does somebody become an Imam?• How do we show respect to our leaders?
Suggested Activities <ul style="list-style-type: none">• Visit a Mosque and find out what the Imam does there.• Children to interview an Imam to ask about his role.• Children to talk with a Muslim parent about who the Imam is and what he does at the Mosque.• Find out about the call to Prayer. What does it say?• Research the story of Bilal.• Read the story of Bilal.• Find out about the situations when Muslims use the call to prayer (e.g. for worship, when a baby is born etc.)	

Learning objective: What does a Muslim believe about Allah?

AT1

- Know that Islam is a religion with 1 God and His name is Allah – who created the world and sent his message to the world by the prophet Muhammad.
- There is only one God (Allah) and he has no partners.
- Allah has many names.
- What do Muslims do to feel close to Allah? Praying, reading the Qur'an, following the 5 pillars of Islam.

AT2

- Children to be able to explain who has influence in their lives – Parents, family, teachers, group leaders as well as faith leaders.
- Why are names important?
- Does it matter how I treat the environment?

Suggested Activities

- Look at some of the 99 names of Allah and think about what they mean to Muslims.
- Discuss the suggestions on the Attributes of Allah resource sheet. (see below)
- Read 'The Hundredth Name' and discuss why the boy wanted to find out the missing name.
- Look at a set of Muslim prayer beads and count them. How are they divided up? Why is there that number of beads?
- Explore Islamic Art and how they connect with Allah – e.g. Symmetry, designs in calligraphy, patterns.
- Muslims use Prayer beads to praise Allah and ask for forgiveness. Children make beads/draw own prayer beads. Write in beads things to be thankful for.

The 99 names of Allah in the Qur'an

The Merciful One	The Forgiving	The Eternal	He who knows	The Advocate	The Equitable
The Compassionate	The Grateful	The Powerful	The Restrainer	He who is Strong	The Gatherer
The King	The High One	He who is Able	The Extender	He who is Firm	The Rich One
The Holy One	He who is Great	The Advancer	The Humbler	The Patron	The Enricher
The Peace	The Guardian	The Retarder	The Exalter	The Praiseworthy	The Giver
The Faithful	The Nourisher	The First	The Empowerer	The Numberer	The Defender
The Overseer	The Reckoner	The Last	The Abaser	The Commencer	The Distresser
The Mighty	The Majestic	The Evident	The Hearer	The Restorer	The Advantager
The Almighty	The Generous	The Hidden	He who sees	The Life-giver	The Light
The Justly Proud	The Watcher	The Governor	The Judge	The Death-giver	The Guide
The Creator	He who answers	The Exalted	The Just	The Living One	The Incomparable
The Maker	The Comprehensive	The Beneficent	The Kindly One	The Self-subsistent	He who abides
The Fashioner	The Wise	The Forgiver	The Well-informed	The Discoverer	The Inheritor
The Pardoner	The Loving One	The Avenger	The Forbearing	The Sublime	The Director
The Overcomer	The Glorious	He who pardons	The Great One	The One	The Opener
The Bestower	The Raiser (of the dead)	The Kindly One		The Long-Suffering	
The Provider	The Witness	Ruler of the Kingdom			
The Opener	The Truth	Lord of Majesty and Generosity			

Learning objective: Who is Muhammad PBUH?

AT1

- Prophet Muhammad is respected not worshipped. Muslims do not have images of Allah or Prophet Muhammad.
- Prophet Muhammad was chosen by Allah.
- Prophet Muhammad was the final Messenger from Allah.
- Pbuh means 'peace be upon him' and is said by Muslims when talking about the prophet

Children should not be asked to role play or draw Muhammad.

AT2

- Who has influence in pupils lives – Parents, family, teachers, and group leaders as well as faith leaders.
- How and why does the teaching of Muhammad affect the life of a Muslim?
- Is there a saying you think people should live by? Find some of the Hadith sayings of Muhammad

Suggested Activities

- Listen to stories about Muhammad.
- Imagine you were given a very important message. What would you do? How would you remember it?
- Look at Stories about the life of Muhammad and how he received the message from Allah. (Story section from the Islam part of Water Moon Candle Tree Sword – Channel 4).
- Why do Muslims say 'Peace be upon him'?
- Know the stories that Muhammad told.
- Discuss some of the stories about Muhammad and how they illustrate his wisdom and kindness. E.g. Stories of the Thirsty Dog, The Crying Camel and The Hungry Stranger.
- Importance of following his example and the sayings in the Hadith E.g. Be truthful, Paradise is the home of the generous, Show mercy to others and you will receive their mercy.
- Think about special words and phrases they encounter in school and at home – e.g. School motto, Brownie promise

Sacred Writings

Learning objective: Why is the Qur'an important to Muslims?

AT1

- Muslims believe that the Qur'an is the direct word of Allah
- Recognise that the Qur'an is the major source of Islamic stories

AT2

- How does the teaching of the Qur'an affect a Muslim's life?

Suggested Activities

- Listen to the story of how the Qur'an was given to Mohammad
- Learn how Muslims treat the Qur'an with respect (e.g. by wrapping it in a cloth; placing it on a high shelf; using a Qur'an stand).
- Look at a Qur'an.
- Demonstrate how to use it, care for it and read it.
- Ask a Muslim child or parent to read a familiar part of the Qur'an and explain what it means and why it is important for Muslims.

Places – The role of the Mosque

Learning objective: Why is a mosque a special place for Muslims?	
AT1 <ul style="list-style-type: none">• Do any of the children have experience of going to the mosque?• What happened there?	AT2 <ul style="list-style-type: none">• What are your special places and why? How do you behave and feel in your special place?• What place is special to me and why?• What is the significance of visiting a Mosque for a Muslim?
Suggested Activities <ul style="list-style-type: none">• Children to share their own experiences of time spent in a mosque.• Talk to a Muslim parent about why a mosque is important to a Muslim.• Find out why some mosques are more important than others.• Are mosques the same all over the world? What are the common features of a Mosque?	

Learning objective: What is inside a Mosque and what happens there?	
AT1 <ul style="list-style-type: none">• Children to know the language associated with the different features of the mosque. e.g. Minaret, Minbar	AT2 <ul style="list-style-type: none">• What is the significance of a trip to a mosque for a Muslim?• Why are all Mosques facing the same way?• Why do Muslims try to face in a certain direction to pray?
Suggested Activities <ul style="list-style-type: none">• Look at pictures, or take a virtual tour of a mosque.• Make a model of a mosque• Visit a mosque• Find out about the variety of uses of a mosque by individuals and families.	

Festival: - Eid-ul-Fitr (Sometimes Id-ul-Fitr)

Learning objective: How do Muslims celebrate different festivals?	
AT1 <ul style="list-style-type: none">• Children to know what the main customs, traditions and stories connected to Eid-ul-Fitr are.• Find out how Muslims keep Ramadan by eating only before daybreak and after sunset and studying the Qur'an.• Learn that keeping Ramadan is required by the holy book, the Qur'an.• Describe how Muslims celebrate Eid-ul-Fitr by going to the mosque, holding family celebrations and sending cards.	AT2 <ul style="list-style-type: none">• How does a Muslim feel about Ramadan and Eid-ul-Fitr?• Think of other ways people celebrate, are there any similarities?
Suggested Activities <ul style="list-style-type: none">• Look at celebrations of different festivals through video, talking to Muslims or by visiting a mosque.• Investigate a range of Eid-ul-Fitr cards to identify common practices. Look at the symbols on the cards.• Investigate and make preparations for Eid-ul-Fitr.• Make cards, decorations, food, etc. connected with Eid-ul-Fitr.• Listen to stories associated with Eid-ul-Fitr.	

Judaism - Key Stage 1

People

Learning Objective: What do Jewish people believe about God?	
AT1 <ul style="list-style-type: none">• God as creator and our carer• The Shema – Deuteronomy 6: 4-9 is the most important prayer and kept on every doorpost in the home• The Mezuzah is the special case the Shema is kept in	AT2 <ul style="list-style-type: none">• What do we mean by Authority?• Who do we show respect to?• How do we show respect?• What do we believe to be true?• What is God like?
Suggested Activities <ul style="list-style-type: none">• God is something special for a person but not seen. Salt in a glass of water is there but not seen.• Discuss what pupils might have on walls at home or school which reminds them of something when they go past.• Discuss why Jewish people have a Mezuzah on each doorpost.• Research the words of The Shema. Why are they important to Jewish people?• Handle examples of Mezuzahs and where they are displayed in a Jewish family home. Make a promise/write a motto for their life on a piece of paper and put into a decorated box which is fixed to the classroom doorway. Does it help pupils remember their promise?	

Learning Objective: Why are Abraham and Moses important to Jewish people?

AT1

- Understand the importance of Abraham and Moses to Jewish people
- Abraham was the first person to teach the idea that there was only one God; before then, people believed in many gods.
- God promised Abraham that he would be the father of a great nation and that nation is the Jewish nation.
- Moses was a Jewish baby found in the bulrushes' saved from death. He was brought up in an Egyptian palace and when an adult he led the Jews out of slavery in Egypt to their new land.

AT2

- Who is special to us?
- How do we show them respect?
- What are the qualities of a leader?

Suggested Activities

- In Genesis chapter 12, God asked Abraham (whose name changed to Abram) to leave his home and country and he makes Abram three promises: the promise of a relationship with God, numerous descendants and land. Discuss the idea of making a promise between yourself and God.
- Find out from information/non-fiction books about Abraham's covenant with God.
- Read/listen/watch the story of Moses **early** life. (The plagues and the Exodus are covered in KS2).
- Role play showing empathy on how his mother and sister felt after leaving Moses in the bulrushes. Weave a basket for Moses.
- Discussion about how we feel about special people in our own lives and how we can show them that. Draw that person and write words or stick words cut out words from newspapers saying why they are special, around the image.
- Watch TV clips about the Jewish Faith e.g. from the Water, Moon, Candle, Tree and Sword DVD
- Use the Espresso Faiths website - The story of Moses and his importance to the Jewish faith.

Sacred Writings

Learning Objective: Why is the Torah special to Jewish people?	
AT1 <ul style="list-style-type: none">• Look at and learn about Jewish scrolls (real or replicas)• What is the Sefer Torah and Yad?• The Torah is kept in the Holy Ark in the Synagogue, dressed, and treated with respect.• Written in Hebrew exactly the same each time• Find out about the work of the scribe.• Simchat Torah – festival.	AT2 <ul style="list-style-type: none">• How do books guide your life?• Where and how do we keep special books?• Encourage the children to think about a simple ‘Jewish’ wise saying such as ‘Love your neighbour as yourself’
Suggested Activities <ul style="list-style-type: none">• Watch TV clips about reading from a Torah e.g. from the Water, Moon, Candle, Tree and Sword DVD• Investigate posters or DVD to see how the scroll is treated. Show children the Torah and explain it is made up of five special books.• Show a copy of the Old Testament explaining it is the same set of stories, but that the Torah was written before, and that it is this that Jews follow during worship to God.• Find out how a Torah scroll is dressed and discuss why.• Make and appropriately decorate own scrolls with a special message inside beautifully written and make a Yad to follow the words with.• Visit a Synagogue and see how the Torah is kept in the Ark.• Use the Espresso Faiths website - the story of Noah and the story of Jonah and the whale.	

Learning Objective: Why is the Synagogue special to Jewish people?

AT1

- Learn about the Synagogue where Jewish people meet together.
- Orthodox, Reform and Liberal synagogues are slightly differently arranged.

AT2

- What is your special place? Why is it special? What do you do there?
- Who leads the worship for Jewish people? A Rabbi is not necessary for leading prayers; a knowledgeable lay-person can also lead.
- Who is a Rabbi and why is he/she important to Jewish people.
- Why does a candle burn continuously in the synagogue?

Suggested Activities

- Look at information/non-fiction books about the Jewish faith e.g. This is my Faith: Judaism (Yoni's story) by Holly Wallace
- Watch TV clips about the Jewish Faith e.g. from the Water, Moon, Candle, Tree and Sword DVD or Espresso Faiths website
- Use the internet to research what a synagogue looks like and take a virtual tour inside one paying particular attention to where the 'sacred scrolls,' are kept.
- Make a 3D synagogue using junk modelling and put images downloaded from the internet in the correct places.
- Visit a local synagogue:
 - Sutton & District Affiliated Synagogue www.suttonsynagogue.org.uk Sutton 020 8642 5419
 - Kingston Liberal Synagogue www.klsonline.org Rushett Road, Surrey 020 8398 7400
 - Wimbledon & District Synagogue www.wimshul.org 1 Queensmere Road, London 020 8946 4836
 - South London Liberal Synagogue www.southlondon.org Lambeth 020 8769 4787
 - Zera Avraham Messianic Synagogue www.ubmsonline.org 108 Chipstead Valley Road, Coulsdon 07919 043179
 - Kingston, Surbiton & District Affiliated Synagogue www.ksds.org.uk 33-35 Uxbridge Road, Kingston upon Thames 020 8339 2689
 - Richmond Synagogue www.richmondssynagogue.org.uk Lichfield Gardens, Richmond 020 8940 3526
- Invite a local member of the Jewish community to talk to the children.
- Make own 'Star of David' using lollipop sticks.

Places

Festivals

Learning Objective: How is the Jewish festival of Sukkot celebrated?	
AT1 <ul style="list-style-type: none">• Sukkot, a harvest festival, is celebrated around the end of September and the beginning of October.• Investigate ways in which Sukkot is celebrated by Jewish people.• Jewish people remember the time when Moses took them on their journey out of Egypt to find their new land Israel. During the journey, which lasted many years, they had no permanent home and lived in temporary tents.• To give thanks for their safe journey Jewish people build a Sukkah (or shelter) and live, eat and even sleep in it for seven days. Jewish people gathering their harvest in the autumn build shelters in the fields.	AT2 <ul style="list-style-type: none">• What special times do you celebrate?• What event are Jewish people remembering at Sukkot?• Link Sukkot to Harvest festival.• What are the ceremonies that take place at Sukkot?
Suggested Activities <ul style="list-style-type: none">• Look at information/non-fiction books about the Jewish faith e.g. 'This is my Faith: Judaism' (Yoni's story) by Holly Wallace.• Watch TV clips about the Jewish Faith e.g. from the Water, Moon, Candle, Tree and Sword DVD or Espresso Faiths website.• Encourage the children to think about times when they might wear special clothes, eat special food and play fun games with family and friends.• Find out the significance of the Lulav and Etrog.• Investigate ways in which Sukkot is celebrated by Jewish people.• Find out why Jewish people make a shelter at Sukkot and make one in the classroom or make small representations in shoe boxes.	

Learning Objective: How is the Jewish festival of Chanukah celebrated?

AT1

- Chanukah is celebrated in December and is a festival of light.
- The bravery of Judas Maccabee is celebrated.
- Jews also remember this as a time when God intervened in history to help them.
- The Lamp in the temple burning for 8 days. A symbol of victory over oppression.
- Celebrations e.g. The Chanukah Menorah (a candle stick with 8 candles and a servant candle in the centre) lit; cards and presents; Dreidel game; sweet foods eaten.

AT2

- What special times do you celebrate?
- How is the story of Chanukah special to Jewish people?
- What does the word Chanukah mean?

Suggested Activities

- Read the story of Chanukah stressing the insults to the Jewish faith. How do you feel when you are insulted?
- Investigate the artefacts connected with Chanukah and decide what they represent.
- Explore the different traditions of Chanukah e.g. the special clothes Jewish people wear, the significance of the Chanukah Menorah.
- Make a felt purse.
- Play a game using a dreidel.
- Investigate a range of Chanukah cards.
- Make a Chanukah candlestick. Why is a candles lit each day? When otherwise do Jewish people light candles?
- Find out what happens in the Synagogue at this festival time.

Key Stage 2

KEY STAGE 2

For the main teaching points of each religion see pages 23 and 24

In order to deliver the programmes of study schools will need to devote 5% of curriculum time to RE at Key Stage Two which is the equivalent of 45 hours per year.

STATUTORY REQUIREMENTS FOR KEY STAGE 2

- The learning objectives of Christianity, Hinduism, Islam and Judaism and either Buddhism or Sikhism for all pupils
- Christmas and Easter with a different focus in each year
- At least two visits to a place of worship during the key stage.

The programmes of study incorporate two components which relate to the current attainment targets

AT1 – Learning about religions

AT2 – Learning from religion

The programs of study for Key Stage Two have been devised to encourage pupils to explore religion as a living community based way of life.

Particular attention has been paid to the introduction of Buddhism or Sikhism and to ensure progression and continuity from Key Stage One to Key Stage Two in the study of Christianity, Hinduism, Islam and Judaism. The religions may be taught at any time over the key stage either as discrete religion or in a thematic way.

There are also suggested plans for progression of Christmas and Easter for KS2 pupils– see section 7 for differentiation.

During Key Stage two pupils will also follow the Journey of life and How Faith helps us Units over the equivalent of six hours each which may be taught at any time during the year. It is expected that through Attainment Target 2 opportunities teaching will be able to reflect the variety of faith traditions within the school and local community.

Suggested examples/questions for both attainment targets are given within each programme of study to assist teachers' planning. Using the suggested activities, although these are not statutory, will achieve the statutory learning objectives. Schools need to consider which units in the Agreed Syllabus should be taught to particular year groups. This syllabus allows flexibility in this matter.

A suggested arrangement of units is included in this syllabus. Teaching about a specific religion should be arranged so as to be distinctive from another religion.

KEY STAGE 2

THE JOURNEY OF LIFE – Half term unit

Learning Objective: What are the circumstances that change things in people's lives?	
AT1 <ul style="list-style-type: none">• The different rites of passage that pupils can think of or have experienced so far.	AT2 <ul style="list-style-type: none">• How do seasons change?• What moods do you think of for summer, winter, autumn and spring?• What will change in your life?• What won't change?• What ceremonies do people have to mark the changes?
Suggested Activities <ul style="list-style-type: none">• Draw mood faces for the seasons.• Look at pictures of different seasons, emphasising the continuous cycle of nature.• Identify what will change/what won't.	
Resources <ul style="list-style-type: none">• Pictures of the changing seasons	

**Learning Objective: Why are special moments in some people's lives marked by religious ceremonies?
How do non-religious people mark special times?**

AT1

- Religious people mark the special moments in a person's life in ceremonious ways E.g. naming ceremonies, childhood to Adulthood, confirmation, weddings, and funerals.
- There are also secular ways of celebrating these.

AT2

- What are the special moments in a person's life? E.g. naming ceremonies, Childhood to adulthood, confirmation, weddings, and funerals.
- Have you had a day when you felt special?
- How did people prepare that day for you?
- What was expected of you on the day?

Suggested Activities

- Look at photographs, posters and artefacts of items associated with Christian baptism, naming ceremonies for Muslim, Sikh and Rastafarian, Confirmation, Bar and Bat Mitzvah maturing to adulthood, marriage, and funerals.
- Make a timeline on special moments followed by class discussion.
- Pupils to talk about the ceremonies in their own faith.
- Create a souvenirs table.
- Class display of personal milestones or baby photographs.
- Class book with each child doing one page in a 'Me' book with a foil mirror in.
- Devise a 'Me' shield like a coat of arms.
- Read the story of Marcellus and discuss what was special to him and why?

Resources

Range of Fiction e.g.

Badger's Party – H Oram & S Varley ISBN 0006645542
Wonderful Earth – N Butterworth ISBN 1856080056
You Are Very Special – Su Box and Susie Poole ISBN 0745933483
Annie's Gift – Angela Shelf Medearis. ISBN 737243104980
Marcellus – L Simeon ISBN 0863162231
Who Made Me – S Tulloch. ISBN 780745941639

Learning Objective: What ceremonies do we have at the beginning of our life?

AT1

- Use the resource sheet for information on different birth rituals and consider a suitable selection for your class.
- Consider some of the different ways babies are celebrated and named.

AT2

- What are the special ceremonies at the birth of a baby?
- Why are our names important?
- Why were you given your name?
- How were you given your name?
- What does your name mean?
- Why is it important to know people's name?

Suggested Activities

- Write your name vertically and use the first letter to start a word or phrase that describes you.
- Look at the order of the baptism service and prayers and promises spoken.
- Find out what happens in the first 7 days of a Muslim baby's life. Why do the parents give the weight of the hair to charity?
- Listen to a recording of the call to Prayer.
- What would you want to whisper into a new born baby's ear?
- Design a special Rumala (Sikhism)
- Pupils open a book at random and choose a name with the first letter of that page.

Resources

- Use the resource sheet for information on different birth rituals.
- Baby's first name books.
- Welcoming Babies – M Knight ISBN 18005821899
- My Christian Faith.
- My Muslim Life.
- My Sikh Life.
- My Jewish Life.
- Pathways of belief.
- Section showing a baby's head shaving.
- RE Quest on Christian ceremonies.
- <http://www.request.org.uk/main/dowhat/rites/rites01.htm>

Learning Objective: Why is marking a change from childhood to adulthood still important for many people?

AT1

- Reflect on “maturing” ceremonies as a key ritual in life. Think about what they believe to be the main differences between childhood and adulthood

AT2

- Research some of the rituals and promises associated with Confirmation in Christianity and Bar/Bat Mitzvah in Judaism

Suggested Activities

- Pupils to discuss and make a list of promises they would make to their community as they progress into adulthood.
- Discuss the promises made at these ceremonies by candidates and parents.

Resources

- Confirmation Service book “Pathways of Belief” BBC.
- The Jewish Way of Life CD- Rom.
- Confirmation Service book from the Southwark Diocese website

Learning Objective: what promises do people make at their weddings?

- | | |
|--|--|
| AT1 <ul style="list-style-type: none">• Introduce the idea of a wedding. What is it?• Where do people get married?• Where are weddings held?• What is the meaning of the wedding vows? | AT2 <ul style="list-style-type: none">• Find out about and describe the events of a Jewish or Hindu wedding.• What is the meaning of the symbols used? |
|--|--|

Suggested Activities

- Explore the reasons why people get married.
- Find out about the symbolism of weddings.
- Find out about the different promises made at weddings from different faith groups. Make up a set of wedding vows.
- Ask a leader of a faith community to come and talk about the wedding ceremony.

Resources

- Use the resource sheet for information on weddings.
- http://www.ngflcymru.org.uk/wedding_service
- RE:Quest Celebrations DVD.
- The Jewish way of Life CD.

Learning Objective: what are the emotions connected with loss and leaving?

Care needs to be taken to check whether you have a pupil who has recently suffered a bereavement.

This is obviously a sensitive area and children need to feel they are in a secure and supportive learning environment to share their feelings and experiences.

AT1

- Develop pupils understanding of beliefs about life after death consider the power of feelings associated with loss.
- To reflect on and, where appropriate, share their own feelings about loss.

AT2

- What has changed for us this year? (E.g. new teacher, new friends, new home etc.).
- Why do people move house?
- In what ways do we show we remember people?
- How can we say thank you for the lives of people?

Suggested Activities

- Visit a local cemetery. Look on the gravestones for messages showing what people believe about death.
- Pupils could explain what they think will happen when they die. Discuss ideas as a class.
- Draw a chart of emotions to reflect a time when you have lost/found something.
- Make a montage of words connected with loss.
- Read 'Water bugs and Dragonflies'.
- Read the story of Kisa Gotami or watch the story on the Clearvision video.
- Make a list of all the people who have special days e.g. Anne Frank Day, Martin Luther King Day, St. George's Day.
- Devise a Biography/Thank you sheet – explaining the different deeds you are grateful for.

Resources

Use the resource sheet for information on funerals.

Good Grief – B Ward ISBN 1853023248.

Where have all the colours gone – J Courtney ISBN 9780745919577.

The Sky Goes on Forever – Molly MacGregor ISBN 0929929004.

Sing to the Stars – M Barrett ISBN 0316082244.

Badger's Parting Gifts – S Varley ISBN 0006643175

How Far to Heaven – Chara M Curtis ISBN 0935699066.

The Leaving Morning – A Johnson ISBN 0531059928.

The Kite and Caitlin – R McGough.

DVD Pathways to Christianity.

DVD Clearvision video Buddhism for KS2.

Waterbugs and Dragonflies – Doris Stickney

Learning Objective: Why are some people admired because of their qualities?

AT1

- Identify what qualities we admire in people. Bravery, courage, excellent behaviour etc.

AT2

- Who do we admire?
- Why do we admire them?
- What do they do that makes them special?
- How does their behaviour make them special?
- How are they role models?

Suggested Activities

- In groups research a person who is admired because of their qualities. Identify the qualities of the person and explain how you will try to develop those qualities in yourself.

Resources

- Websites and books relevant to the person chosen.

RESOURCE SHEETS FOR THE JOURNEY OF LIFE

For videos on a variety of rites of passage see <http://www.reonline.org.uk/ks2/topiclist.php?8-70>

Birth/Naming Ceremonies

Christianity	Recap on Baptism and Christening within the Christian Church Look at http://www.request.org.uk/main/dowhat/rites/rites01.htm
Hinduism	The jatakarma ceremony welcomes the baby into the world. The father places a small amount of ghee and honey on the baby's tongue and whispers the name of God in his ear. During this the father feeds honey to the baby and pierces the baby's ear. This ear piercing is supposed to enhance the memory of the child. Brahmins chant Mantras for a healthy, long life of the child. In Namakarana ceremony the child is given a name. Nama literally means 'name' and karana means 'to make, to effect'. All the activities in the world are carried on the basis of name. Every parent has the duty to give a nice name to the child, which reminds the child of some goal or objective in the life.
Judaism	Any child born to a Jewish mother is considered a Jew. On the first Sabbath after a Jewish child is born, the infant's father is called forward at the synagogue to recite the aliyah (an opportunity to bless the reading of the Torah) and ask blessings for the health of mother and child. If the child is a girl, she is named at this time. Boys will be named on the eighth day after birth, as part of the rite that takes place on the 8th day.
Islam	When a baby is born, the Muslim call to prayer, known as the Adhan, ("God is great, there is no God but Allah. Muhammad is the messenger of Allah. Come to prayer.") Is recited into the baby's right ear by the father. The baby is given a taste of something sweet. It was a practice carried out by the Prophet Muhammad and is believed to help the digestive systems get started. After seven days the Aqeeqah ceremony is performed in which the baby's scalp is shaved of hair. This is to show that the child is the servant of Allah. Parents then weigh the hair and give the equivalent weight in silver to charity or distribute meat to the poor. Muslims often name sons Muhammad and daughters after his wife or daughter.
Sikhism	When a Sikh baby is born the Mool mantah is whispered into its ear and a drop of honey put on its tongue. The baby is taken to the Gurdwara and mother and baby are given Amrit to drink. The parents bring butter, sugar and flour for making Prashad for the worshipers. The parents might also present a new Rumula to the Gurdwara (the cloth covering the Guru Granth Sahib). Each day the Granthi opens the guru Granth sahib at random and the first verse on the left hand page is the message for the day. The first letter of the left hand page of the random opening becomes the first letter of the baby's name. The parents bring a number of choices for the name and the congregation is often asked to help choose
Humanism	Humanism is a way of life which puts emphasis on human beings and their concern for one another. This means taking special care for the growth and development of the young. Birth and naming is above all an expression of joy, but it is also a time to consider our responsibilities towards all the children among us. Good parenting is all about balance between indulgence and repression; between firmness and fairness; between risk and safety. Good parenting matters not just for the individual child, but for all of us because happy children may become happy fulfilled people who'll influence everyone around them for the better. A child is a guest in your house to be loved and respected, but never possessed. Children learn by experience and example and it takes a long time to learn enough to equip them for independent

life. If a child is fortunate, he will be brought up in a loving, caring environment with food, shelter and protection from life's dangers. Parents of all species put their children's welfare first and even risk their lives to ensure their children's survival.

	Weddings
Christianity	Look at http://www.request.org.uk/main/dowhat/rites/rites01.htm
Judaism	Jews are traditionally married underneath a special canopy known as a chupa, which symbolises the home that the couple will share. The rituals associated with Jewish weddings begin as soon as a couple are engaged, with a ceremony known as tena'im. It involves breaking a plate to symbolise the destruction of the temples in Jerusalem, as a reminder that even in the midst of celebration Jews still feel sadness for their loss. Many Jews fast on their wedding day to cleanse themselves of sin. The ceremony begins with the signing of the Ketubah – the Jewish marriage contract which sets out the legal terms of the marriage. The origins of the Ketubah go back to the days of the Sanhedrin - the Jewish Supreme Court - in Jerusalem a few thousand years ago - in order to protect the bride by the terms of her dowry. Next there is a ceremony known as Bedecken (veiling), in which the bridegroom places the veil over the bride's face. This symbolises the groom's intent to clothe and protect his wife, and dates back to Biblical times, when Rebekah covered her face before she married Abraham's son Isaac. Seven is an important number because God created the world in seven days and so the groom and the bride are symbolically creating the walls of the couple's new home. When the bride reaches the Chupa she walks round the bridegroom once, or if orthodox seven times. Seven cups of wine are drunk during the ceremony and several prayers are said binding the couple together. One of the most important parts is the giving of the ring. It must be a complete circle without a break, to emphasise the hope for a harmonious marriage, and must be plain without stones or decoration. During the ceremony, the officiator of the service, usually the Rabbi, will make a speech about the couple and bless them as they begin their new life together. The service also features a prayer, usually sung by a cantor, about the sadness Jewish people at the destruction of the Temples in Jerusalem. The ceremony ends with the breaking of a glass by the groom, which is also linked to remembering the destruction of the Temples.
Islam	In Islam a marriage is a social contract which brings rights and obligations to both parties, and can only be successful when these are mutually respected and cherished. The actual Muslim wedding is known as a nikah. It is a simple ceremony, at which the bride does not have to be present so long as she sends two witnesses to the drawn-up agreement. Normally, the ceremony consists of reading from the Qur'an, and the exchange of vows in front of witnesses for both partners. No special religious official is necessary, but often the Imam is present and performs the ceremony. He may give a short sermon. There are certain things which are basic to all Muslim marriages. The bride and groom are asked three times if they accept each other in marriage according to the terms of their traditional marriage contract which they then they sign, Marriages have to be declared publicly. The publicity is usually achieved by having a large feast, or walimah – a party specifically for the purpose of announcing publicly that the couple are married and entitled to each other. Many wedding customs are a matter of culture and not of Islam. The bride and groom may be obliged to sit on 'thrones' on a platform, to be seen by the guests. They may receive gifts, or gifts of money.
Hindu	Firstly the bride and the bridegroom exchange garlands (jayamaala) and declare: "Let all the learned persons present here know, we are accepting each other willingly, voluntarily and pleasantly. Our hearts are concordant and united like waters. The bridegroom is brought to a specially decorated altar called 'mandap' and offered a seat and a welcoming drink and the groom's mother gives a necklace (mangala sutra – the emblem of marital status for a Hindu woman.) to the bride. A sacred fire is lit and the groom, holding the bride's hand, says "I hold your hand in the spirit of dharma we are both husband and wife" and they walk round the fire 4 times. The couple walk seven steps reciting a prayer at each step, the seven vows which are exchanged for food, strength, prosperity, wisdom, children, health and friendship. A symbolic matrimonial knot is tied after this ceremony and then they are blessed the priest for a long and prosperous married life.

	Funeral Rituals
Christianity	Watch at http://www.request.org.uk/main/dowhat/rites/rites01.htm Get an order of service for a funeral from the local church
Hindu	Most Hindus are cremated as it is believed that this will help their soul to escape quickly from the body. Various rituals take place, prayers and hymns are sung and a lamp, rice balls and a mala, or garland of flowers, are placed in the coffin. In India people hope to have their funeral at the burning Ghats on the shores of the sacred river Ganga (Ganges). Here the body is placed on a large pile of wood, then the eldest son says the appropriate Vedic prayers and lights the fire. Incense and ghee (cooked and clarified butter) are poured into the flames. Afterwards the ashes are sprinkled on water. Many people take the ashes to India to put on the waters of the Ganga; others may take them to a river or the sea near to where they live.
Islam	Muslims try to bury as fast as possible and certainly within three days. The body is washed and wrapped in a white cloth or in the Irham they wore on Hajj. Muslims prefer not to use a coffin but in some countries they must by law. Muslims are buried facing the Muslim holy city, Makkah, which is also the direction that Muslims always face when praying. Muslims believe that there will be physical resurrections on the Day of Judgement so do not have cremation. Tombstones and decorations are not usually found and Muslims like to have a section of a cemetery only for Muslims.
Judaism	Men and women have equal rights to play a part in funeral and mourning rituals. As soon as someone dies preparations are made for burial which must take place as quickly as possible. The body is washed and dressed in a simple white shroud. Men are wrapped in their tallit (prayer shawl) with the fringes cut off to show that he is now free of the religious laws. From the time of death until burial, the body is never left alone in its simple wooden coffin. No flowers are given at a Jewish funeral and the service is short. Orthodox Jews do not usually allow cremation but Progressive Jews sometimes cremate the dead. For the next seven days a candle is kept burning and the mirrors in the house are covered. The mourners stay at home praying. The dead person is remembered each year on the anniversary with a lit candle and a special prayer. When people visit a Jewish grave they place a small stone on the gravestone as a sign of respect.

How Does Faith Help Us? Teachers should use opportunities for storytelling, discussion, reflection and a deepening of pupil’s understanding of the human condition. Pupils should be given time during the unit to consider values, traits and abilities which ‘see people through’. The examples may be taken from any belief, life-stance or faith system. This unit will also make teaching on British Values visible.

Learning Objective: To recognise that for many people their faith can be a source of strength. (1 session)	
AT1 <ul style="list-style-type: none"> • What/who do you put your trust in? • Where does inner strength come from? Is an inner strength in everyone? How can it be developed? 	AT2 <ul style="list-style-type: none"> • Can you know how you’ll react to situations? • If you had to go into hiding what would you put in your suitcase? • Could you survive on a desert island on your own? What personal characteristics are needed?
Suggested Activities <ul style="list-style-type: none"> • Discuss what ‘home’ means to the pupils; is it a building or a feeling? • Identify the sources of pupils’ own inner strength through discussion. • Justify a list of requirements in your suitcase. • Conduct a survey with friends and family to identify sources of inner strength. 	

Learning Objective: What is suffering? What are the personal qualities which can help in such times? (2 sessions)	
AT1 <ul style="list-style-type: none"> • How do people suffer? Physically? Mentally? • How is some suffering self-inflicted? • How might a person’s faith help them when they are suffering? 	AT2 <ul style="list-style-type: none"> • Use a variety of reflective questions e.g. what sound do you associate with suffering? • What colour is suffering? • Can suffering sometimes be for a good purpose? Give examples.
Suggested Activities <ul style="list-style-type: none"> • Look through a range of newspapers and make a class collage of different types of suffering. • Brainstorm a list of words that help people in time of trouble e.g. family; hope; faith; friends; memories. Divide the list into material, human and spiritual. • Resources sheet: Quotes – how do these relate to the pupils life stance? • Read/watch the Buddhist story of Kisa and the Mustard Seed. Discuss what Kisa learnt through her suffering. (Buddhism Key Stage 2 –Clearvision • Read the story of Job and make a chart of his different moods. Discuss why he felt each mood at different times in the story. 	

Learning Objective: How can a person's inner resources sustain them during a time of adversity? (3 sessions including presentations)

AT1

- Religious people feel that following a faith helps people to deal with modern day problems
- Identify what qualities we admire in people. Bravery, courage, excellent behaviour etc.

AT2

- Who do we admire?
- Why do we admire them?
- What do they do that makes them special?
- How does their behaviour make them special?
- How are they role models

Suggested Activities

- Prepare a radio phone-in help concerning a modern day issue.
- Devise questions to ask the person chosen to research.
- Write a letter as the person you have researched giving advice to others on how to cope.
- In groups research a person who is admired because of their qualities. Identify the qualities of the person and explain how you will try to develop those qualities in yourself.
- In groups research a person whose faith has helped them in a time of adversity e.g. Martin Luther King, Hannah Senesh, Anne Frank, Maximillian Kolbe, Terry Waite, or any examples that you find. Investigate and present to the class the Themes and responses of one person.
- A group could look at a secular person
- Identify the qualities of the person and explain how you will try to develop those qualities in yourself.
- Include a verse from a sacred text in your presentation which might have given that person inspiration.

CHRISTIANITY - Key Stage 2

Key People

Learning Objective: What do the different descriptions of God tell us about the Christian belief in God?	
AT1 <ul style="list-style-type: none">• God as Father, Son and Holy Spirit• God as Judge, Forgiver, Creator, Saviour, King, Shepherd• Christians believe in the Trinity, which is God the father, God the Son and God the Holy Spirit	AT2 <ul style="list-style-type: none">• What qualities do you associate with each of the descriptions?• What does the Trinity mean? Genesis 18 is an example of a visit by three angels.
Suggested Activities <ul style="list-style-type: none">• Look at some Bible passages which describe God or Jesus and discuss any imagery used and the feelings they evoke (e.g. Psalm 23, Psalm 8 and Psalm 24, Exodus 34:5-7, Philippians 2:6-11). Make a collage of the descriptions.• Write poems or draw pictures based on the Bible passages explored.• Explore peoples' perception of God and Jesus in art and sculpture and poetry through the ages• Discuss how a person can be described in three different ways, e.g. a friend, brother, son.	

Learning Objective: How is Jesus important to Christians? (the birth and death of Jesus is covered in Christmas and Easter activities)

AT1

- Christians believe that – Jesus is God made man, that Jesus is still present and it is important to follow Jesus’ example

AT2

- What examples can be taken from these people’s lives?
- How do you judge/make opinions about other people?
- How do your beliefs affect your actions?

Suggested Activities

(use Miracle Maker DVD)

Explore significant events in the life of Jesus for example:

- Jesus’ birth and childhood (Matthew 1:8 – 2:23, Luke 1 and 2), Jesus’ baptism (Mark 1:4-11a, Luke 3:1-23a), Miraculous catch of fish (Luke 5:1-11), Healing a paralysed man through the roof (Luke 5: 17-26), Choosing the 12 disciples (Mark 3:1-13, Luke 6:12-26).
- Ask pupils to write a newspaper report of the event or interview someone who was there (Link with ICT)
- ‘Hot seat’ different people and ask the characters what they thought of Jesus before and after the incident. How did meeting Jesus make a difference to them? Remember that many of the things Jesus said and did turned the Pharisees/Jewish leaders against him.
- Explore the concept of having ‘faith’ in Jesus. What is faith? How do people put their faith into action? How did Jesus show that he was both God and man? Look at his human attributes, his miracles and his teaching.

Look at some of the teachings of Jesus e.g. Lord’s prayer and discuss what difference these teachings should make to people.

- The Greatest Commandments (Matthew 22:36-40) what would happen if everyone obeyed these commandments? Compare them with the 10 Commandments given to Moses (Exodus 20: 1-17) how do they fit together? What would be the pupils’ own greatest commandments? Discuss different scenarios and what possible outcomes there are when people do/don’t keep the commandments.
- Lord’s Prayer (Luke 11:1-13) what does this teach about priorities in prayer? Use Jesus’ pattern to write your own prayer (this is looked at in depth in Approaches to Life)

Learning Objective: What made the disciples follow Jesus?

AT1

- The disciples were chosen from amongst the ordinary people Jesus met.
- They were key to spreading the teachings of Jesus.

AT2

- What examples can be taken from these people's lives?
- What difference did God and/or Jesus make to their decisions and behaviour?
- What made the disciples follow Jesus without question?

Suggested Activities

- Look at the lives of some of Jesus' disciples or early Christian leaders (e.g. Peter and Paul) (Link with Festivals: Pentecost for Peter)
- Explore significant events in the life of the disciples and, in particular, Peter. For example: Calling the disciples and catch of fish (Luke 5:1-10), Wedding at Cana (John 2:1-11), Walking on the water (Matthew 14:22-33)
- Imagine children were one of the disciples, write their own diary entry, blog or tweet about a particular event
- Think about the character of Peter shown in different incidents. How was he feeling at different stages? Would he have expected Jesus to forgive him for his denial? What was he like after the Holy Spirit came? Why did Jesus choose him to lead the disciples?

Sacred Writings

Learning Objective: Why is the Bible important for Christians?	
<p>AT1</p> <ul style="list-style-type: none"> Find out that the Bible is a Collection of 66 books made up of the Old and New Testament. The Old Testament is the same as the Jewish Holy writings. The New Testament is the story of Jesus and how Christianity was begun. In what ways might the Bible ‘speak’ to Christians and make a difference to their lives? (attitude or behaviour) 	<p>AT2</p> <ul style="list-style-type: none"> What difference would it make to someone to have a book that shows them how God wants them to live? Where do other people get their ‘code of life’ from? What motivates people to move overseas and learn a new language in order to translate the Bible? Is there anything that would be this important to you? What different genres make up a Bible? What do Christians learn from the Bible? Who does it teach them about?
<p>Suggested activities</p> <ul style="list-style-type: none"> Discuss different books/writings and link these to similar parts of the Bible, e.g. history, poetry, letters, instructions (laws), sayings (wisdom), and prophecies. Bring in Bibles from home. Use the resource activity ‘many messages’ below. Make a Bible bookcase showing all the books and their “genre” or pupils might design a book jacket for one Biblical book for display Create an autobiography and pupils write down the most important thing they know. Compile into a large book to show the idea of many books in one. Explore the concepts of the Bible as ‘inspired’ writing (see 2 Timothy 3:16-17), and teaching ‘a way of life’ Discuss with a Christian visitor the different ways the Bible is used in homes and churches Compare versions of Biblical texts (e.g. Birth of Moses, Christmas events) by looking at, for example, King James Bible, Good News Bible, children’s Biblestory book, DVD Find out how the Bible came into being from oral tradition and scrolls to printed versions. Explore the life of a monk who copied and illustrated the Bible e.g. St Cuthbert and the Lindisfarne Gospels, Book of Kells. Make your own illuminated page. Find out about the work of John Wycliffe who first translated the Bible into English or William Tyndale who was martyred for doing so (Link with Approaches to Life and History – Henry VIII and Tudors). Find out about the work of modern Bible translators who work overseas e.g. in Africa and Asia (e.g. Wycliffe Bible Translators) Look at the story of Mary Jones (www.biblesociety.org.uk/about-bible-society/our-work/mary-jones/) and how her determination to have her own Bible inspired the formation of the Bible Society giving Bibles to people across the world. Find out that a number of different people wrote the Bible – they wrote about what they had seen and heard and also things that God had told them Choose some passages from the Bible which the children can copy, illustrate and display. How is the Bible treated in a Church? How a person might use the Bible daily? 	

Bible reference	History	Letter	Rules	Poetry	Future	Life story	Story
Genesis 37:5-11							
Exodus 2 :1-11							
Exodus 20:1-17							
Joshua 6: 1-5							
I Samuel 17:4-8							
Psalms 23							
Ecclesiastes 3:1-10							
Daniel 6:16-23							
Luke 2:4-13							
John 2:1-11							
Matthew 5:3-11							
Matthew 6:9-15							
Mark 12:29-31							
Acts 2:1-8							
I Corinthians 13							
Philippians 2:1-2							
Revelations 1:12-16							

Many Messages

Look up the following Bible references and decide which category they belong to.

Look in the contents page, which type of book is most frequent?

Why you think that?

Learning Objective: How are the events and parables that Jesus told to his followers relevant to us today?

AT1

Jesus taught people using real life examples and parables.
It is important to get the children to reflect on what it shows that Jesus valued, what people of the time might have thought of it and how Christians today put the message into practice.
Talk about the Christian belief that God cares for everyone.

AT2

How do some of the stories Jesus told help us to understand him?
Who cares for each of us? How do we know that we should look after each other?
Do you think these stories are similar?
What message was Jesus trying to convey to people who were listening?
What happenings in the world today are sometimes called miracles

Suggested Activities

- Make a collage of newspaper reports of today's 'miracles'.

Zacchaeus Luke 19:1-10 Concepts; Greed, Outsiders, Forgiveness.

- How do we treat outsiders? How did Jesus treat Zacchaeus? How did he show repentance? Why do people judge others by what they are and not who they are? Why did Zacchaeus' wealth not make him happy? What gave him the strength to change his ways?
- Read a modern version of the story with different voices for the narrator, crowd, Jesus and Zacchaeus. Hot seat the characters in turn
- Write a newspaper article 'by' Zacchaeus called 'The day I changed my Life'.
- Using Speech bubbles show: How Zacchaeus felt before and after he met Jesus.
- Investigate a time when forgiveness has been shown e.g. when Martin Luther King's house was fire-bombed or stories of Gandhi.
- Discuss possible reactions and their consequences. Make a resolution tree for the class and write on the leaves changes to make you a better person. Make a list of class rules. Make a graffiti wall e.g. forgiveness is...
- What do Christians learn about how to treat people who have done wrong from this story?

Calming the storm KS2 (Mark 4: 35-41). Concepts: miracles, faith, Jesus authority.

- Role play, drama, dance, music making, link with art activities.
- Write a diary or letter home from one of the disciples.
- Write thought and speech bubbles for Jesus and for the disciples.
- Write a newspaper report of the incident.
- Who do you put your trust in? What makes you afraid, what do you do to overcome fear.

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Parables:

The Prodigal Son KS2 (Luke 15:11-31) Concepts: temptation, forgiveness.

- Discuss need to conform e.g. team game rules Brainstorm the sort of things that distract us from acceptable behaviour
- Discuss prayers and rituals used in church for confession, repentance and forgiveness.
- Chart the story under the headings Rebellious, Returning, Repenting, Resenting and Rejoicing.
- Do a TV interview with characters about their thoughts, actions and feelings.
- Listen to 'Amazing Grace' and discuss what it means

The Wise and Foolish Builders: (Matthew 7:24-27 and Luke 6:46-49) Concepts; Listening to Jesus Teachings will help you.

- Jesus said that people who followed his teachings would be wise and have their faith founded on the rock.
- Discuss whether it is important to listen to others and seek advice for a problem? Think of examples.
- It is also about 'witness'. Is it important to stand up for what you believe? Look for examples in the news of people doing this.
- What do Christians learn about how to treat people who have done wrong from any of these stories in the Bible?

Places

Learning Objective: What is the nature and function of religious buildings and places associated with Christianity and the Christian community?

AT1

- What are the distinctive features of a Christian church? How do buildings differ?
- What happens in a church on a Sunday and during the week?
- How do Christians worship God?
- What are some of the important places around the world for Christianity?
- The Church is not just a building, it is the community of Christians

AT2

- What are some of the feelings evoked by a Christian church? E.g. peace, security, majesty. How might these feelings help Christians worship God?
- What motivates a Christian to help/serve other people?
- Are there other things/places that people hold in such high regard that they 'worship' them?

Suggested Activities

- Discuss special places: explore reasons for individual choices and the reasons why these places are special.
- Invite a church leader into school to discuss what happens in their church on a Sunday and during the week.
- Discuss how the church is not a building, it is a community.
- Discuss how/why people worship God and the nature of prayer.
- Visit two local churches of different denominations and explore the nature and use of the buildings (terminology, special furniture, symbols) and any similarities or differences.
- Look at the variety of symbols used in different churches and their meaning e.g. cross, dove, fire, water, oil, bread and wine, fish –ichthus.
- Discuss the significance of bread and wine at communion, look at the words used during a communion service and consider what they mean.
- Consider the church as a community and its place in the locality, find out about the work of some Christian charities (local, national and international).
- Invite a Christian into school to talk about a Pilgrimage they have been on e.g. to Israel and Jerusalem, Walsingham, Lourdes, Lindisfarne, Iona, Canterbury.
- Find out about the geography and climate of the country of Israel and the places mentioned in the Bible. Create a map with pictures.
- For a list of Churches see www.churchinsutton.net

Festivals

Learning Objective: What are the origins and practices surrounding the major Christian festivals?

AT1

- The major Christian festivals are Christmas, Easter, Ascension and Pentecost
- Christmas celebrates the birth of Jesus and Christians believe He is the son of God.
- Easter remembers His death and Resurrection.
- Ascension is 40 days after Easter and is when Jesus returned to Heaven.
- Pentecost is 50 days after Easter and is when the Holy Spirit came to be with Jesus' disciples and they began telling everyone about Jesus. Christians believe the Holy Spirit is with them now, enabling them to live as Jesus would want.

AT2

- Why is it important to remember and celebrate significant people and events?
- What aspect of Christian teaching do they commemorate?
- What difference does celebrating these events make to Christians?
- Christians believe that Jesus didn't die as an old man but ascended to Heaven to be with God. What difference does this make to their faith and experience? (e.g. prayer, life after death)
- Christians have the Holy Spirit to help them live what power/motivation do other people have?

Suggested activities; See also section 7 for differentiation of Christmas and Easter

Advent and Christmas

- Make a display or collect religious Christmas cards from around the world or look at various poster/art packs from different cultures (e.g. Born Among Us ISBN-13: PE126-PH-07). How are the people/scenes portrayed differently than those from the UK?
- Write stories, letters or a play based on the thoughts and views of characters in the Christmas events.
- Find out what the four Sundays in Advent mean for Christians as they wait for Jesus' coming.
- Discuss why it is important for Christians that Jesus is part of God as well as man (incarnation).
- Look at the Gospels of Matthew and Luke and find out what they say about the birth of Jesus (Matthew 1:18-2:23, Luke 1:26 - 2:1-40). Compare this to the story of the Nativity as commonly told.
- Look at some of the prophecies in the Old Testament and how these are fulfilled in the birth of Jesus (Micah 5:2, Isaiah 7:14, Isaiah 9:6, Isaiah 11:1, Isaiah 60:6, Numbers 24:17, Jeremiah 31:15, Hosea 11:1) (Link with Sacred Writings)
- Discuss why some people might only go to church at Christmas.

Explore and appreciate Lent and Easter and the context for celebration.

- Discuss how people get ready for different events (e.g. birth of baby, holiday, operation, moving house) and how Christians prepare themselves for Easter through Lent.
- Discuss the reasons behind Shrove Tuesday connect with Jesus' temptations (Luke 4:1-13, Ash Wednesday, Palm Sunday and Mardi Gras). Talk about the need for forgiveness. Make pancakes and palm crosses.
- Learn about the events of the Last Supper and how Christians celebrate Holy Communion today.

- Watch Miracle Maker DVD (main events are from 51 minutes in).
- Find out how Christians celebrate Good Friday and Easter Sunday and compare the choice of songs, reading, prayers and decoration in churches.
- Watch appropriate videos (Espresso) linked to Easter.
- Look at the celebrations from around the world through artwork and investigate different types of crosses.
- Find out what Christians believe about Jesus' death and resurrection and the teaching of forgiveness and eternal life (John 3:16).
- Look at the events surrounding Jesus' death – washing the disciples' feet (John 13:1-17), Jesus' arrest (John 18:1-11), Peter's denial (Luke 22:54-62), the empty tomb (John 20:1-8).

Ascension

- Hear the story of Jesus' ascension from Acts 1:1-11 within the context that this happened after his death and resurrection.
- Create a complete timeline for the life of Jesus
- Understand that Christians believe Jesus is still alive (with God) in Heaven and that one day he will return to earth (Acts 1:11).
- Think about people the children know who have moved away. How do they remember them?
- Jesus promised that one day he would come back to earth again. What difference should this make to the way Christians live?

Pentecost

- Find out what happened at Pentecost and how the Holy Spirit came to Jesus' disciples (Acts 2).
- Look at a painting of the events and discuss the scene, figures and imagery used.
- Imagine themselves as either a disciple or one of the crowd. Discuss, act or write about their experience and reactions.
- Discuss why Christians sometimes call Pentecost the 'birthday of the church'.
- Hear more stories from the book of Acts about how the Holy Spirit helped the disciples.
- The Holy Spirit is the third person of the Trinity (Father, Son, and Holy Spirit) who Christians believe is with them all the time and helping them. How is the Holy Spirit remembered by Christians in churches?
- Look at the Fruit of the Spirit (the behaviour/character a Christians should show) in Galatians 5:22-23. Pupils can decide which are their 3 most important 'fruits' and why.
- Ask pupils to make up a short drama to demonstrate each one (love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control).
- How was the Holy Spirit involved in the life of the first Christians and Christians today?
- Discuss the different 'gifts' of the Holy Spirit and how these should be used (Romans 12:3-8).

Approaches to Life Rites of Passage

(This unit should be done with a different year group from the Journey of Life unit)

Learning Objective: Why are rites of passage important in the life of a believer?	
AT1 <ul style="list-style-type: none">• Christians mark key events in their own lives (birth, choosing Christian belief, marriage, death).• It is important for Christians to mark these events in a religious way to reconfirm their beliefs.	AT2 <ul style="list-style-type: none">• What are the significant events in people's lives? How do they mark them?• What important promises do you make and why?• Do you believe in life after death/heaven? What difference might this belief make to the way people live their lives?
Suggested activities	
Birth <ul style="list-style-type: none">• Review ways in which birth is celebrated in different families, using photographs, interviews, etc.• Christians celebrate the birth of a baby in two different ways. Some people have their babies baptised/christened (Anglican, Catholic, Methodist) believing that this makes the child a Christian. Other families thank God for their child and 'dedicate' them to God (Baptist, Evangelical, and Pentecostal). Consider the promises made during these ceremonies. Why is it important for Christians to celebrate and make promises in church?	
Confirmation/Baptism of believers <ul style="list-style-type: none">• Look at the practice of believers baptism by total immersion (Baptist, Evangelical, Pentecostal)• Consider the importance of confirmation of promises after infant baptism (Anglican, Methodist, Catholic)• Why might someone choose to be confirmed or baptised? Invite the local Vicar to tell you why/how they chose to follow Jesus. How might someone's life change after they have chosen to become a Christian?	
Holy Communion <ul style="list-style-type: none">• Look at Bible verses about communion (1 Corinthians 11:23-26). What do the bread and wine represent? Why is communion important to Christians? What does it mean to take communion in an 'unworthy manner' (1 Corinthians 11:27).• Role play a communion service. Find out about the significance of celebrating 'first communion', particularly in the Anglican and Catholic traditions.	
Marriage <ul style="list-style-type: none">• Discuss different weddings the pupils have been to and what they remember. What do they think is the most important part?• Make a list of all the people involved in a wedding and then role play a wedding service.	

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- Consider the meanings of the words used in wedding ceremonies and, in particular, the marriage vows e.g. ‘for better, for worse, for richer, for poorer, in sickness and in health, to love and to cherish, till death us do part’.
- Discuss the significance of prayers, music and the words of hymns and songs used.
- Discuss ‘love’ as described in 1 Corinthians 13 (often read at weddings). Draw ‘Love is...’ cartoons to illustrate the different aspects of love.

Death

- Discuss (sensitively) children’s experience of death e.g. loss of pets, grandparents. Listen to and discuss stories that explore the emotions surrounding death
- Find out what happens at a Christian funeral or Memorial Service.
- Consider Christian music, hymns and writings that respond to death.
- Help pupils to write their own obituary and to include what they hope to have achieved by the time they are 80.
- Consider what difference a belief in Heaven makes to Christians.

Learning Objective: How does Christians belief affect the way they live, treat other people and the natural world?

AT1

- Prayer is a conversation with God and there are many different kinds of prayer, formal and informal, personal, thankful, supplication (asking), and adoration (worship). The Catholic Church has prayers which petition Saints to intercede for them. The most well-known Christian prayer is The Lord's Prayer (Our father) which was taught by Jesus to his followers as a way to talk to God. This prayer is used in most Christian acts of worship regardless of denomination.
- Daily prayer is encouraged, Church of England clergy are required to pray morning and evening which is a model for the faithful. The whole service is seen as a prayer including the hymns.

AT2

- What difference does a belief in God and Jesus make to the way a Christian lives?
- Why do Christians pray and read the Bible?
- What motivates Christians to help others?
- How do people choose a role model? Who inspires you?
- What affect do role models have on people's choices and ambitions?
- What motivates people to live the way that they do? What is important to them?

Suggested Activities

- Look at poetry and artwork which focus on the characters of God and Jesus.
- Look at the Biblical account of creation (Genesis 1 and 2) and consider God's command to take care of his world, to be stewards of the world. Do people obey this command? Show the Youtube clip of the Apollo 8 Mission when the astronauts read from Genesis 1.
- Talk about how and why people communicate with each other and lead on to discuss different types of prayer (praise/thanks, saying 'sorry', asking for help for others and for yourself).
- Discuss rules/codes of conduct and why they are important and include reference to the Ten Commandments and the teachings of Jesus. Devise a short play that demonstrates moral dilemmas and the consequences of choices.
- Find out about how Christians live their daily lives, the importance of the church, Bible reading and prayer, giving money and time/service etc.
- Invite a Christian visitor to talk and answer questions about how their faith affects their daily life.
- Find out what Christians believe about Heaven and what it will be like to be there (John 14:1-4, Revelation 4, Revelation 22:1-6). Use the imagery to make a large collage of what Heaven could be like. The 'Lamb' is picture language for Jesus described as the 'Lamb of God'.
- Look at the lives of some historical Christians and consider the motivations for their actions in the light of their Christian faith e.g. Victorian reformers like Dr Barnardo, George Muller, George Cadbury, Elizabeth Fry, William Booth, Lord Shaftesbury (*Link with History – Victorians*) or Corrie Ten Boom (*Link with History – World War 2, also find out about the National Days of prayer during WW2*).

- Find out about the lives of some modern followers of Jesus e.g. Jackie Pullinger, Billy Graham, Archbishop Desmond Tutu, Mother Teresa. What is the motivation behind the work that they do? Consider some of their 'sayings' and whether pupils agree with them. Are these people inspirational?
- Find out about the work of some Christian charities and the people who work for them e.g. London City Mission, Ascension Trust (Street Pastors), Trussell Trust (Foodbank), Operation Christmas Child, Tear Fund, Christian Aid. What motivates them to help others?

Key People

Learning Objective: What do Hindus believe about God?	
AT1 <ul style="list-style-type: none">• Who is Brahman? One God in many forms• So great that we cannot comprehend and so the parts of the whole are seen as different deities.• Hindus also describe Brahman as the ultimate reality which pervades the universe and is within everything (omnipresent). The atman (real self or soul) in all living things is considered to be a tiny fragment of Brahman and is eternal. Many Hindus believe that when they reach moksha (their final liberation) they will be reunited with God.• The universe is constantly going through the pattern of birth, growth and death. The three most important functions of God within this world relate to this continuous cycle of life.	AT2 <ul style="list-style-type: none">• Who sets expectations for your life?• Where are you expected to behaviour in a certain way?• What ways are Hindus expected to run their lives?• Are you the same to everyone you meet? (e.g. son, brother, friend etc.)• How are you different with different groups of people?
Suggested Activities <ul style="list-style-type: none">• Look at pictures of statues of Hindu images of deities; Handle images of Hindu Gods/deities.• Discover how Hindus understand Brahman; Discussion about Hindu belief and how a Hindu child sees God - express ideas of this through art.• Read the story of 'The Blind Men and The Elephant' or act out the story to understand the concept that Brahman is too immense to be imagined. (See resource sheet below)• Study Hindu rules for living and what these say about treating people and the natural world; read stories that explore these views.• Re-cap idea of one God and many deities/forms - Parents teach Hindu children about the importance of Aum in their day-to day lives. ICT search for the many forms of Aum.• Brainstorm all the things we have in nature that are invisible but important-love, hate, pain, cruelty, kindness etc.• Discuss your many different roles in everyday lives - daughter, sister, friend, swimmer, school child etc. Draw a self-portrait, centre page, with their many different roles drawn around it.	

The Blind Men and the Elephant

Once upon a time there were six wise men who lived together in a small town. The six wise men enjoyed discussing the ways of the world but they were all blind. One day an elephant was brought to town. The six wise men wanted to see the elephant, but how could they?

“I know”, said the first man “we will feel it”.

“Good idea”, said the others. “Then we will know what an elephant is like”.

So the six men went to see the elephant.

The first one touched the elephant’s big, flat ear. He felt it move slowly back and forth. “The elephant is like a fan”, he cried.

The second man was feeling the elephant’s big strong legs. “He is like a tree”, he cried.

“You’re both quite wrong”, said the third man who was feeling the elephant’s tail. “It is quite obviously like a piece of rope”.

Just then the fourth man pricked himself on the elephant’s sharp tusk. “Oh, the elephant is like a sharp spear”. He cried out.

“No, no,” cried the fifth wise man, who was feeling along the elephant’s side as he spoke. “He’s like a high wall”.

The sixth man was holding the elephant’s trunk. “You are all wrong, the elephant is quite like a snake”, he said.

“No, no, like a rope”

“Snake”

“Wall”

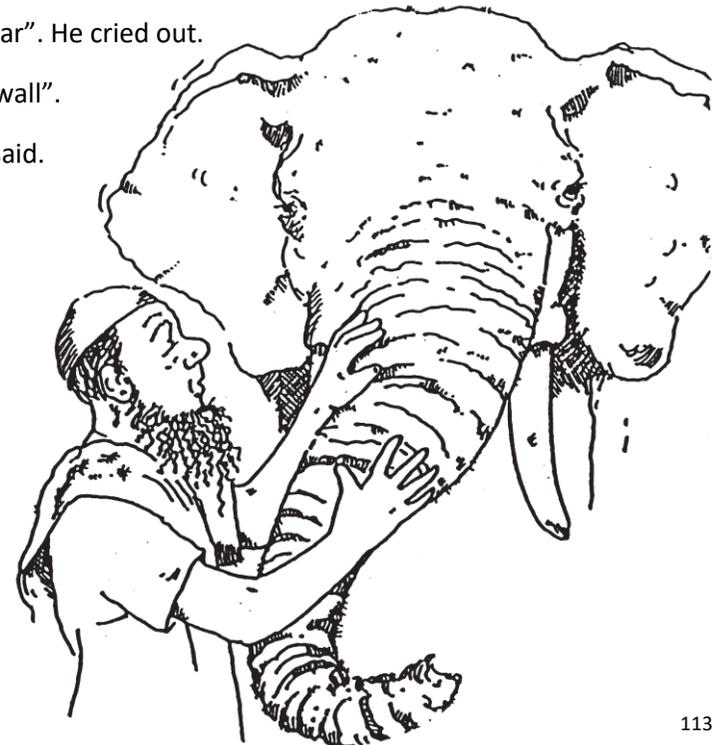
“Fan”

“Tree”

“Spear”

“You’re wrong”

“I’m right”



The six men shouted at each other for an hour, and they never found out what an elephant was like.

Learning Objective: What are the key features of some of the Deities?	
AT1 <ul style="list-style-type: none">• Krishna and Rama are Avatars of Vishnu who comes to fight when evil threatens the world.• Ganesh is the son of Shiva and Parvathi, Ganesh has an elephantine countenance with a curved trunk and big ears, and a huge pot-bellied body of a human being.• Lakshmi is one of the mother goddesses and is addressed as "Mata" (mother) instead of just "Devi" (goddess). As a female counterpart of Lord Vishnu, the female energy of the Supreme Being. She is the goddess of prosperity, wealth, purity, generosity, and the embodiment of beauty, grace and charm.• Om or Aum is of paramount importance in Hinduism. This symbol (as seen in the image on the right) is a sacred syllable representing Brahman, the impersonal Absolute of Hinduism — omnipotent, omnipresent, and the source of all manifest existence	AT2 <ul style="list-style-type: none">• What do Hindus believe about these deities?• What symbols do we know/recognise?• Why are symbols important?• How do we overcome difficulties?• Who/what helps us?
Suggested Activities <ul style="list-style-type: none">• Explore cards and posters with Aum on and discuss why it might be so important.• Collage of important symbols in pupil's lives.• Make a representation of a deity of your own i.e. Lord of Justice would have many arms, one eye and large ears to see and hear the truth etc.• In groups find out about one of the deities and make a presentation to the class.	

Sacred Writings

Learning Objective: What writings are important to Hindus?

AT1

- Hindus do not have one book of sacred writings but use many different ones.

AT2

- Where do we get our inspiration from?
- Are there people we look up to?
- Where do we get the rules for living a good life from?
- When have you ever been like one of Ganesh's skills?
- What is special about your mother?

Suggested Activities

- Look at the Bhagvad Gita which is the most important of the Hindu texts. The story of Rama and Sita is found there.
- Listen to some stories of Hindu deities. Illustrate the stories or role play.
- Read and re-tell stories of Ganesh and Durga.
- Discuss how Ganesh's skills relate to own experiences.
- When have you ever been like one of Ganesh's skills?
- What is special about your mother?
- Use role play and drama to explore the concepts found in the stories

Places

Learning Objective: What are the main features and functions of a local Mandir?	
AT1 <ul style="list-style-type: none">• The Mandir is a place where Hindus worship. Prayer and worship is often led by a priest.• Preparations for worship. The shrine and murtis.• Worship as an exchange of love, Hindu worship uses all the 5 senses.	AT2 <ul style="list-style-type: none">• Special places. What is sacred?• Which communities do we belong to? How do we show it?• What rituals do we carry out ourselves? E.g. shopping, going to clubs.
Suggested Activities <ul style="list-style-type: none">• Display the Aum sign and images of deities that they already know about, e.g. Rama & Sita, Krishna. Ganesh.• Show pupils photographs of Mandir, they are not all the same.• Recap Discuss what the symbols are and rituals associated with Hindu worship.• What do Hindus hope for when offering food to the Deities?• Investigate the role of the temple within its community. What else does it offer the community and those within the location/is it for anyone to access? Are there other activities going on for the whole of its surrounding community?• What is different from other places of worship they have been to or learned about?• Try a Stillness and concentration exercise.• Visit a Mandir/temple.	

Festivals

Learning Objective: Exploring the festival of Durga Puja, Navaratri

AT1

- Durga Puja - the ceremonial worship of the mother goddess, is one of the most important festivals of India.
- An occasion for reunion and rejuvenation, and a celebration of traditional culture and customs.
- It is celebrated in October.
- Navaratri is a festival dedicated to the worship of the Hindu deity Durga. The word Navaratri means 'nine nights' in Sanskrit, nava meaning nine and ratri meaning nights. During these nine nights and ten days, nine forms of Devi are worshipped.

AT2

- What do we gain from holding a festival?
- What happens at Durga puja?
- How is your mum special?
- Is good luck a virtue? Who helps us to know what is good and what is bad?

Suggested Activities

- Invite a Hindu to discuss the importance of the festival to a believer. Prepare questions first.

Find out about the festival including answering these kinds of questions:

- Who is the Goddess Durga? How and why was Durga created by Shiva and the other Gods? What happened to the demon? Who is the Mother Goddess?
- How do Hindus treat their mothers and why?
- What is the meaning of the following symbols held by Durga: a lotus flower; a sword?
- use role play and drama to explore the concepts found in the stories.
- Investigate the symbols of the festival. Explore some of the teachings in the Bhagavad Gita.
- What is the important message (parable) behind the stories of these festivals?

Although Diwali is looked at in Key Stage 1 many schools also look at this festival in Key stage 2 with a different focus

Learning Objective: What are the main features of the Diwali story? What are the examples of good behaviour that can help us today?	
AT1 <ul style="list-style-type: none">• Rama, Sita and Lakshmana live in exile.• Ravana appears disguised and captures Sita.• Hanuman helps with army of animals.• Diva lamps used to help Rama and Sita return home.	AT2 <ul style="list-style-type: none">• Can you give an example of good and bad behaviour?• Can you give examples of good and bad actions?• What does it mean to be loyal? How can people show courage?
Suggested Activities <ul style="list-style-type: none">• Identify examples of good and bad behaviour and actions.• Sequence the story using pictures. Write captions for part of the story.• Complete a word chart to show Sita's different emotions in the story. Role play the story.• Watch the story in cartoon form using interactive W/B and internet sites.• Invite adult/parent into class who can describe how they celebrate Diwali.• Explore Diwali Cards and identify the main symbols.	

Approaches to Life

Learning Objective: What is significant about the prayer and worship of many Hindus?

AT1

- People of the Hindu faith worship in their homes and in the Mandir.
- Hindus believe in one God whose many facets are represented by different deities.
- In the home there is a shrine, Gruhmandir, to the favourite deities of the family. Puja takes place each morning at the shrine and the worship may include hymns, offerings, meditation and reading from a Hindu scripture. The prayers and ceremony are part of the fulfilment of the four aims of life, Dharma, religious merit, Artha, gain of wealth, Karma, fulfilment of wishes and Moksha, the release from the cycle of birth and death.
- Remind children that Hindus believe in only one god – Aum – but it can take many different forms.

AT2

- How do people prepare for a special celebration?
- Why do people pray?
- How do people pray?
- When is the Arti lamp used?
- How do different Hindus choose their favourite deity to worship in the home shrine?

Suggested Activities

- Look at a puja tray and discover the elements that are important. Invite a Hindu parent or child to demonstrate.
- Match labels of names and explanations of significance to the artefacts on the Puja tray (see below for Puja sheet).
- Research on the internet for the many forms of the deities and gods that Hindus worship.
- Look at how Hindus pray and who to i.e. deities
- Create classroom shrine, or wall display, (RE/art book) and a handling session of Hindu worship artefacts, 'puja' set and its role during prayer.

ISLAM - Key Stage 2

PBHU written after the name of Muhammad means Peace Be Upon Him

People

Learning Objective: What do Muslims believe about God (Allah)?	
AT1 <ul style="list-style-type: none">• There is only one God (Allah) and he has no partners.• Allah has many names - Allah created everything.• Islam is an Arabic word which means 'peace, submission and obedience'.• Followers of Islam are called Muslims. Muslim means 'one who has submitted to God'.• The Arabic word for God is Allah.• Muslims try to understand Allah through his qualities and attributes.	AT2 <ul style="list-style-type: none">• What do we believe to be true?• How does someone show they believe in a God?
Suggested Activities <ul style="list-style-type: none">• Learn about the Shahadah as the cornerstone of Muslim belief.• Explore some of the 99 names of Allah – how do the different names for Allah help Muslims understand him.• Ask children to choose one attribute and write it on one side of a card. On the other, write what the name tells Muslims about Allah. Display as a mobile.• What other names do pupils know for God from other religions? (See KS 1 resource sheet for the 99 names of Allah).• Look at the Shahadah, what does it say, what does it mean to a Muslim? Look at calligraphic representations of it.• Start to build the 5 pillars of Islam as a display to be added to. Add to this as pupils learn about each Pillar.	

Children should not be asked to role play or draw Muhammad.

Learning Objective: What do Muslims learn from the Prophet Muhammad PBHU? Why do Muslims think of the Prophet Muhammad PBUH as the final Prophet?	
AT1 <ul style="list-style-type: none">• How did Muhammad overcome obstacles? The Night of Power. Belief in one God.• Prophet Muhammad is respected not worshipped. Muslims do not have images of Allah or Muhammad. Importance of following his example and sayings in the hadith, e.g. Be truthful. Paradise is the home of the generous. Show mercy to others and you will receive their mercy.	AT2 <ul style="list-style-type: none">• What are the qualities of a leader?• Who influences the things you do?• What qualities do you admire in them?• Is there a saying you think people should live by?
Suggested Activities <ul style="list-style-type: none">• Recap briefly some of the stories about Muhammad and how they illustrate his wisdom and kindness.• Look at the Islam story on the DVD Water Moon Candle Tree and sword about the clearing of the Kabah. Link briefly to the pilgrimage unit on the Hajj.• Read the Hadith Resource Sheet and think of situations where the Hadith would guide actions.• Depict in a series of pictures with thought and speech bubbles.• Look at the extract from the Prophet Muhammad’s last sermon. How would people have felt when they heard this?• Listen to some of the examples of his sayings and think of an important message for your friends.	

Sacred Writings: The Qur'an and The Hadith.

Learning objective: Why is the Qur'an special to Muslims and what does the Qur'an teach?

AT1

- Pupils to understand how to read the Qur'an – and what language it is written in.
- Muslim's believe the Qur'an was revealed by God to Muhammad through the angel Gabriel. Revelations to Prophet Muhammad through Jibrail were in Arabic and it is always read in Arabic. Structure – 114 Surahs, 6236 Ayahs. It is called 'Mother of Books'. It contains stories of many Prophets.
- For the children to recognise that the Qur'an is the major source of Islamic stories.
- The Qur'an contains complete guidance for daily living.
- Respect and honour for the Qur'an is indicated through Calligraphy. Read regularly at home and in the Mosque.
- Studied at the Mosque. Whole Qur'an read, parts of Qur'an learned off by heart.
- Treatment of the Qur'an – it is placed on a high shelf when not in use and often wrapped in cloth.

AT2

- What is the effect the Qur'an has on the daily life of a Muslim?
- Does different teaching affects the way we behave? - E.g. Rules at school.
- Which books are special to us and why? Which books give us guidance?
- When have we understood something not understood before?
- What is the difference between something revealed and something written?
- Why would people show respect to a book? What is precious?

Suggested Activities

- Recap with pupils how the Qur'an was revealed to Muhammad
- Talk about and demonstrate how the Qur'an is treated and kept.
- Muslim children to read from Qur'an and explain what it means.
- Talk to Muslim parents or visitors about what the Qur'an teaches about important areas of life for a Muslim e.g. Prayer and worship.
- Discuss these and reflect upon their importance from the Muslim way of life. How would you have to change your life to carry out these?

Places

Learning Objective: What are the main features and functions of a local Mosque?

AT1

- Features – Domes, minarets, no images, Minbar.
- Importance of a congregation. The world is considered as a Mosque.
- How and when a Mosque is used as a place of worship and a cultural centre. Madrassah – Islamic school.

AT2

- Special places - What is sacred?
- Which communities do we belong to? How do we show it?

Suggested Activities

- Visit a Mosque.
- Make a model of a Mosque and explain what happens in each area.
- Write in a silhouette outline all the activities that happen in a Mosque.
- Devise a leaflet which could be given out at the Tourist Board explaining about a Mosque.
- Look at Posters/pictures of different Mosques around the world, are they similar?

Festivals

Learning Objective: What are the key customs followed during Ramadan and Eid-ul- Fitr?	
AT1 <ul style="list-style-type: none">• Ramadan last for a month during which Muslims fast during the daylight hours.• Times of fasting. Reasons for fasting. Importance of the Mosque during Ramadan.• Qur'an – Laylat ul Qadr – Night of Power, remembering the revelations of the Qur'an.• Spending last 10 days in the Mosque, charity.	AT2 <ul style="list-style-type: none">• Why do people go to special places to worship?• What are the challenges facing Muslims at work and school during Ramadan?• How do you show commitment to your friends and family?• What do you do when it is a celebration or festival time? How have you remembered a special time?
Suggested Activities <ul style="list-style-type: none">• Draw a spider diagram of the communities you belong to and how you show your connection• Design a leaflet explaining what happens during Ramadan• Investigate a range of Id cards to identify common practices• Interview a Muslim speaker and devise a diary entry for a day during Ramadan• Research and write a newspaper article about Ramadan and the practise of fasting.	

The other major festival is Eid-UI-Adha which is celebrated during the Hajj or pilgrimage which Muslims try to make once in their life. It is not suggested that this festival is studied at KS2 but see below for information on the Hajj which should be studied.

Approaches to Life

Learning objective: Why are the Five Pillars of Islam significant for many Muslims?	
AT1 <ul style="list-style-type: none">• For children to know what the 5 Pillars are.• Shahadah – What do Muslims believe about Allah?• Salah – How does a Muslim pray?• Sawm – When and why do Muslim’s fast? (Ramadan)• Zakah – Why do Muslims give to Charity?• Hajj – Why do Muslim’s go on pilgrimage? How is Eid-ul-Adha connected to Hajj?• Muslims pray 5 times a day. Before praying they wash themselves in a ritual way called Wudu.• Babies are welcomed into the world by hearing the Shahadah.	AT2 <ul style="list-style-type: none">• What are the rules that guide you? Who told them to you?• Where did the 5 Pillars come from? Why do Muslims attach importance to these rules?• Is there a part of your home that is special to you? Are there times when pupils like to be quiet and think about someone/something special?• Do people of faith pray for the same sort of thing?• Why is it important to Muslims to pray 5 times a day?• Do you have any special rules to follow about the food you eat? Are there times when you wear very special clothes that are different to your normal clothes? Why do you?• Why do Muslims remove their shoes indoors?
Suggested Activities <ul style="list-style-type: none">• Read statements and quotes from the resource sheet and sort into five groups arranged as Five Pillars. See if you can make up some more examples of how your life might be affected by following the five pillars of Islam (See resource sheet below).• Write a set of beliefs which are important to daily living. Devise five beliefs that affect the way you live.• Look at a prayer mat, can you see a mistake in the weave? Only Allah is perfect.• Design a prayer mat using paper weaving.• Find out how Muslims prepare for prayer washing, removing their shoes and using a prayer mat at home.• Look at the positions for praying- invite a Muslim to show the class.• Collect artefacts associated with prayer – water, prayer mat, compass, prayer beads.• Visit a mosque and learn about Friday as a special day for communal prayers.• Muslim children or parent to talk about how a Muslim prays at the Mosque and at home.• Devise ways to help raise money as a class to give to charity.• Design maps that show what happens on each stage of Hajj.• Watch video clips or talk to people that have been on Hajj. What did it mean to them?• Google earth to see what these places are like today. Discuss how these places would have been during the time of Muhammad.• Find out about Islamic relief and the Red Crescent• Look at the differences between “true” Muslims and fanatics – Year 5/6	

Use these 'bricks' to build the 5 Pillars, can you add some of your own from your knowledge of Islam?

I don't like to have pictures of pop-stars in my bedroom as it might tempt me to worship them.

We always show respect for the Prophet Muhammad's name.

At school I need to find a place to pray during lunch-time.

I always spend time before Salah. It is important to wash before and to have a

Giving charity helps people who are ill or poor.

I get tired during Ramadan as it's such an exciting time of year.

We have been saving for five years to go to Makkah.

During this month I try to read the Qur'an.

When my dad returned from Makkah it meant he could be called Hajji.

When we break the fast at night I like to eat dates but my Turkish friends eat olives.

It is difficult to fast when we are doing cooking at school.

When we give charity we are being helped too. It makes us realise all wealth belongs to Allah.

The Pilgrimage or Hajj

The Hajj is the fifth pillar of Islam and all Muslims are expected to try to go to the Holy City of Makkah on a pilgrimage at least once in their life. It is mainly undertaken during the month of Ramadan. There is a set route to take to fulfil the Hajj. Only Muslims are allowed into Makkah to perform Hajj and a special visa and permission letter from the Imam must be taken. Everyone dresses in a white garment called an Ihram to show that everyone is equal.

Preparation. Pilgrims bath and dress in IHRAM and express intention to perform Hajj Go round the Ka'ba seven times touching or raising hand to the black stone. Walk seven times between the Safa and Marwa hills. This recalls Hagar's search for water for Ishmael when they were in the desert.

Day 1: Move to MINA which is 3 miles from Makkah by noon. Prayers are said in the mosque. This is the day of reflection.

Day 2: After sunrise, journey to Arafat by noon. At Jabul-al-Rahma, a small hill, is the place where Adam and Eve were reunited. This is called the day of standing and intense prayer and devotion is made until sunset. Without this event the Hajj is not complete.

Day 3: Known as Yaum-al-Nahr or day of sacrifice. Pilgrims collect 7 stones to throw at the pillars at Mina to recall Abraham throwing stones at Satan. Then a sacrifice of a lamb or goat is made to remember Abraham who was willing to sacrifice his son. Elsewhere in the Muslim world this day is celebrated as Eid-al-Adha and involves celebration and sacrifice.

Day 4: Pilgrims stay at Mina, by the roadside and throw more pebbles at the pillars. This and day 5 are called the days of drying meat.

Day 5: Having stayed again at Mina the pilgrims return to Makkah and again go seven times round the Ka'ba. They then drink at the zam zam well where Hagar found water for Ishmael in the desert.

Questions:

- What does pilgrimage mean? What other examples of pilgrimage can you think of?
- What special places do you go to? What special journeys have you made?
- Why does a Muslim save up to go on Hajj?
- What does it feel like to be with all the others and all dress the same? What does it feel like to be in places that Mohammed was in?
- Write a postcard from your Hajj telling how you feel.
- Create a board game of your Hajj.
- Watch the video section on Hajj in 'Water, Moon, Candle Tree and Sword' *Channel 4*.

Approaches to Life

Learning Objective: The importance of prayer

AT1

- Before praying a Muslim washes in a ritual way in order to be clean and ready to talk to God. This washing is called wudu. Muslims pray at five set times a day wherever they are. The prophet Mohammad said, 'Prayer is a refreshing stream into which you dip five times a day'. A prayer mat is used to ensure that the person is on a clean area. Muslims remove their shoes in the Mosque and home in order to keep the floor clean as there is no set place for prayer. Muslims believe that your body is useless without your soul and therefore in the same way as you feed your body you should feed your inner self by prayer.
- The first pillar of Islam is the Shahadah which is a statement of belief and which is whispered to new born Muslim babies along with the call to prayer as the first sounds which they hear.

AT2

- How does prayer or time to reflect improve the quality of a person?
- Do we need quiet times during the day?
- What sort of situations might make you want to pray?
- Do you need special places to go to, to pray or think?
- Is prayer a personal or communal activity?

Suggested Activities

- Look at a prayer mat, why do Muslims need this?
- Ask a Muslim child to show the different postures of prayer.
- Find out why Muslims pray 5 times a day.
- In which direction do Muslims pray and why? What happens when they are in an aeroplane or train?

Key Stage 2 Judaism

Key People

Learning Objective: What do Jewish people believe about God?	
AT1 <ul style="list-style-type: none">• God as creator, carer• Orthodox Jews pray 3 times a day.• The tallit or Prayer shawl has significance in the number of tassels.	AT2 <ul style="list-style-type: none">• What do we mean by Authority?• What is God like? Find examples.• How do we communicate? What do our actions mean?• How do we show praise?• Why are the Tallit and Capel important? When are they worn?
Suggested Activities <ul style="list-style-type: none">• Recap learning on Judaism in KS1.• In groups brainstorm the qualities of: A carer/ A king/ A shield /A creator/ A father/ A judge/ A listener/ A friend. Who might have all these qualities? Would you like to talk to a person like this? Choose the three words from each brainstorm that describe the qualities of God best to make a display.• Look at a Rabbi, what do they wear and why?• Design a Capel for a special festival.• Why do Jews have to strap the Shema to themselves when praying?	

Learning Objective: Why is Moses an important figure for Jews? What is The Exodus? How is it remembered today?
(The early life of Moses is in KS1) See 10 Commandments in Sacred writings section

AT1

- Ten plagues. Pesach (Passover). Journey to the Promised Land.
- Passover is also called 'The Festival of Freedom' and is a celebration of freedom – its importance to the individual today and throughout history.
- Part of Pharaoh is in all of us in the stubbornness and close mindedness that ultimately trips us up.
- Passover celebrations are focused on the home. This makes Passover the most popular Jewish holiday. Families travel great distances to be together at Passover.

AT2

- Who is special to us?
- How do we show them respect?
- How did Moses command the respect of the people? What are the qualities of a leader?
- What celebrations do you have in your home?

Suggested Activities

- Briefly recap the early life of Moses from KS1. Research the Ten plagues and the reason for them. Children to revisit the story focusing on oppression, slavery, Moses, plagues and the escape, or Exodus.
- Role play in groups – Some the role of Moses and the Hebrews – despair mixed with hope – some Pharaoh and the Egyptians, and how they feel in the story. Then to present day, how this may affect Jewish thoughts/feelings. Plot a feelings graph depicting the emotions at the time of the characters during the story.
- Research the ways Passover is celebrated and why so important for Jewish culture.
- Look at a child's Haggadah and think about the questions that are asked every year.
- What is the importance of Passover to modern day Jews?
- Make a Seder plate of food with labels for a display. Research the symbolism of each of the foods.

Sacred Writings

Learning Objective: Why is the Torah and Tenakh important to Jewish people?

AT1

- The Tenakh is made up of the Torah meaning law (five books of Moses) The Nevi'Im (the Prophets) The Ketuvim (the writings).
- Someone who writes the scrolls is called the sofer. The scrolls are all exactly the same.
- Understand the importance of the Torah in Jewish life.
- Recap the words of the Shema.
- Learn about the annual cycle of the readings and festival of Simchat Torah.

AT2

- Discuss with the children writings that are important to them.
- Investigate writings that refer to values and moral codes.
- Explore rules for living and discuss with the children how they regard them.

Suggested Activities

- Research the festival of Simchat Torah. What happens in the synagogue?
- Make a scroll with information on Simchat Torah in it. Why are Jewish people so joyful at this time?
- Try to copy a paragraph without making any mistakes at all, as a sofer has to do. Find out what happens when a mistake is made.
- Look at information/non-fiction books about the Jewish faith.
- Use the Espresso Faiths website.
- Talk to or interview the local Rabbi and/or a member of the local Jewish community about the Torah.
- Investigate the laws, rules, sayings and stories from some of the Torah writings.

Learning Objective: How are sacred writings used in prayer and worship?

AT1

- The Shema Deuteronomy 6:4 – The most important words of God
- Recap the Mezuzah case from KS1

AT2

- How do we show praise?
- Why are the Tallit and Capel important? When are they worn?
- What do you think happens to them as they get older?
- How do we communicate? What do our actions mean?

Suggested Activities

- Discuss the words of The Shema and write a 'parchment' with one thing you believe to be true on it. (See resource sheet below)
- Recap the words of The Shema from the resource sheet below. Explore important values in own life – class discussion.
- Find out how Jewish people pray.
- Discuss the words of The Shema and write a 'parchment' with one thing you believe to be true on it. (See resource sheet below)
- Read – 'The Always Prayer Shawl' S Oberman ISBN 0140561579 and discuss the idea of the renewing of the cloth.
- Prepare an interview with a Jew to find out the history of their Tallit and Capel and why they are important.
- Why do Jews have to strap the Shema to themselves when praying?

The Shema

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

And thou shalt love the lord thy God with all thine heart, and with all Thy soul and with all thy might.'

(Deuteronomy 6:4)

- Why do Jewish people kiss the mezuzah to show their love for God?
- What helps you to remember how to behave or what is important in your life.
- What rule could you have to help you remember to do well and be nice?
- Write it on paper, cover a box with special paper and put on door of class for children to see as they come in; does it help them remember?
- The Jewish prayer book is called the SIDDUR this means order or arrangement.
- The Hebrew word for **prayer** means **to judge oneself which reflects the aim to change through prayer.**
- Copies of the Shema are found in a decorative case called MEZUZAH which is stuck on the doorposts of Jewish homes.
- It is also rolled up and put into boxes called TEFILLIN which are then strapped onto the forehead and arms for morning prayers on weekdays.
- Male Jews should pray in the morning, afternoon and evening.
- They would wear a prayer shawl and Kippur

Learning Objective: What is the importance of the Ten Commandments given to Moses?

AT1

- The 10 commandments are a summary of the rules that God wants the Jewish people to live by. The same rules are important to Christian people. It is a pleasure for religious people to follow Gods rules.

AT2

- What rules do you have for yourself? Your family? Your class? Your school?

Suggested Activities

- Tablets with the commandments on them might have been seen on a visit to the Synagogue or show a poster with them depicted on tablets. Why might they be in the synagogue?
- Do you think it is important for Jews to obey them completely? Find out how Orthodox and Liberal Jews interpret the rules.
- Make a set of clay (or cardboard) tablets with some rules for the class to follow.

Places

Learning Objective: Where do Jewish people worship?	
AT1 <ul style="list-style-type: none">• The Synagogue and the home are both places for worship.• Explore the meaning of some symbols within the synagogue.• Consider the synagogue as a community and its place in the local area.• Understand the importance of Israel and Jerusalem to Jewish people.	AT2 <ul style="list-style-type: none">• Discuss the special places the children have visited.• How did they feel when they visited these special places?
Suggested Activities <ul style="list-style-type: none">• Look at information/non-fiction books about the Jewish faith.• Watch TV clips the Synagogue e.g. from the Water, Moon, Candle, Tree and Sword DVD.• Use the Espresso Faiths website.• Visit a local synagogue:<ul style="list-style-type: none">Sutton & District Affiliated Synagogue www.suttonsynagogue.org.uk Sutton 020 8642 5419Kingston Liberal Synagogue www.klsonline.org Rushett Road, Surrey 020 8398 7400Wimbledon & District Synagogue www.wimshul.org 1 Queensmere Road, London 020 8946 4836South London Liberal Synagogue www.southlondon.org Lambeth 020 8769 4787Zera Avraham Messianic Synagogue www.ubmsonline.org 108 Chipstead Valley Road, Coulsdon 07919 043179Kingston, Surbiton & District Affiliated Synagogue www.ksds.org.uk 33-35 Uxbridge Road, Kingston upon Thames 020 8339 2689Richmond Synagogue www.richmondsynagogue.org.uk Lichfield Gardens, Richmond 020 8940 3526• Talk to the local Rabbi and/or members of the local Jewish community – find out the functions of the synagogue and how it serves the Jewish and wider community.• Look at the layout of the Synagogue using the correct terms and vocabulary.	

Learning Objective: How do Jewish people worship at home?

AT1

- Emphasise that worship and prayer is not only done in the Synagogue but is equally important in the home.
- Sunset Friday to nightfall Saturday is called Shabbat; thanking God for creation and freedom from slavery; remembering that only God is our master, and no one else.
- Special meal and prayers. No work is done for 24 hours (particularly by Orthodox Jews) it is a time of rest and renewal.

AT2

- What activities happen in your house? When might a home be made special? Why? Do you have special days?
- How do we show people they are welcome? Why are homes important?
- What rules/customs do we have in our home? What rules/customs do other people we know have?

Suggested Activities

- Learn about the variety of symbolic actions and rituals used during Shabbat within the Jewish home.
- Watch the section on Shabbat from the Water, Moon, Candle, Tree and Sword DVD.
- Explore Shabbat using the internet and a variety of books about Jewish customs.
- Investigate the different roles that men, women, boys and girls take on.
- Handle artefacts associated to the customs. Play Kim's Game with artefacts connected with Friday night meal. Explore Shabbat using the five senses.
- Look at the need for kosher food. Investigate labels for the kosher sign. Make up a menu for the Shabbat meal.
- Role-play Shabbat meal.
- Find out about the ceremony at the end of Shabbat on Saturday. Make a Havdalah.
- Write or draw on a small strip of paper an example of good behaviour or kindness that the children need to remember. Put these into a 'mezuzah' on the classroom door.
- Write a simple prayer of thanks for the world around us.
- Draw a picture representing something to be thankful for.

Festivals

Learning Objective: How is the Jewish festival of Purim celebrated?	
AT1 <ul style="list-style-type: none">• Understand how the Jewish calendar affects daily life, Purim is celebrated around March.• Esther chosen as wife, Haman plots to kill Jews Esther risks her life and saves the Jews.• Standing up for your beliefs. Triumph of good over evil and divine providence – the belief that even when we don't feel that God is looking after us, He actually is. His name doesn't explicitly appear in the whole Book of Esther, however the word 'Melech' – 'King' appears more than 100 times which is an allusion to the True King.• How Purim is celebrated e.g. the story is read from the third section of the Hebrew Bible and is read from a handwritten scroll in Hebrew; fancy dress; rattles used; special cakes; charity.	AT2 <ul style="list-style-type: none">• Consider how the events of this festival affect people's lives and thinking• What do you think being brave is? When have you been brave? For yourself? For others?• Why do we celebrate 'happy' occasions?
Suggested Activities <ul style="list-style-type: none">• Use the Espresso Faiths website.• Read the story of Purim with pupils drowning out the name of Haman.• Make a Megillah.• Pupils use happy/sad faces as you tell the story.• Act out the story of Esther.• Act out the stories from Purim think about how the people involved felt and find out how Jews today remember those events.• Discuss the concept of bravery in relation to Esther's circumstances.	

Learning Objective: Why is Yom Kippur important for Jewish people and what happens during this time?

AT1

- To concentrate on being sorry for wrongdoing.
- Moses and the special relationship with God.
- Interpretation of Leviticus 23:26-32.

AT2

- How can we say sorry?
- How can we show we are really sorry?
- How would God know if they were sorry?
- Who keeps Yom Kippur?
- What happens on the day?
- Is it a good idea to have a special time to say sorry to God?

Suggested Activities

- Look at artefacts connected with Yom Kippur.
- Research the origins of Yom Kippur, why might there be a day of healing your relationship with God? Devise a programme of preparation and celebration.
- Role play times when children have done something they thought was right but was wrong.
- Reflect on own behaviour during the past year. Make a large set of scales using DT resources or use a large real set and fill with drawings or explanations of 'things I am really proud of,' and in the other the same but as 'things I am sorry for.'
- Which of the sides is the heaviest?

Approaches to Life

Learning Objective: What is the importance of prayer to the Jewish Community?

AT1

- Prayers are said at the Synagogue every weekday. It is every Jewish man's duty to attend prayers as often as possible because they can only take place if ten adult males are present to form a minyan, or quorum.
- Men should pray in the morning, afternoon and evening. The prayer book is called the siddur and contains different types of prayer including the Shema, which affirms belief in One God, which is repeated morning and night. The Shema is rolled up in the mezuzah and placed on the doorposts of Jewish homes and also within the tefillin, which is strapped onto the forehead and arms during morning prayers.

AT2

- Who leads the prayers? In the Synagogue or home?
- How does prayer or time to reflect improve the quality of a person?
- Do we need quiet times during the day?
- What sort of situations might make you want to pray?
- Do you need special places to go to, to pray or think?
- Is prayer a personal or communal activity?

Suggested Activities

- Ask a member of the local Synagogue to talk about what prayer means to them.
- Make a prayer tree or a thought tree.
- Use some brick effect wallpaper to make a prayer or thought wall.
- Look at pictures of people who are praying at the Wailing Wall and discuss why?

Learning Objective: What is the significance of Holocaust memorial Day 27th January?

AT1

- Holocaust Memorial Day is important to Jewish people so the Holocaust is not forgotten.
- How can such a day be a 'bridge-builder'?
- Anne Frank's Diary gives information on the Holocaust.
- www.hmd.org.uk has a wealth of information.

AT2

- What is a bystander?
- How can we be bridge-builders?
- Who was Anne Frank and why do we remember her?
- How can such a day be a 'bridge-builder'?
- How would it feel to be banned from school, the park, the doctor etc.?

Suggested Activities

- Discuss what discrimination means. Where/how does discrimination happen?
- Why do people discriminate against others, is it a rational action?
- Role play some situations where discrimination is happening and discuss how to act differently. Discuss feelings that develop through discrimination.
- What five items would you take with you if you suddenly had to leave home?
- Show a picture of Anne Frank and in groups write what you know/think about the picture.
- Discuss the rights taken away from Jewish people and individually decide which would be the worst and why.
- Read some extracts from history and explore the emotions conveyed e.g. bewilderment, anger, frustration.

Key Stage 2 - BUDDHISM (pupils should either study Buddhism or Sikhism)

Learning objective: What does the word Buddha mean?	
AT1 <ul style="list-style-type: none">• The Buddha was a man who lived 2500 years ago who looked deeply into questions like 'why do we suffer' and 'what makes us happy'.• He encouraged his followers to notice all of their current experience.• Buddha means awakened one.	AT2 <ul style="list-style-type: none">• What did the Buddha mean by 'awake'?• How much of our lives are we 'awake' – that is present and alive to the present moment?• Where our minds are when we are not present – past or future?
Suggested Activities <ul style="list-style-type: none">• Eat a tangerine/Chocolate mindfully using all the senses and thinking about what you are doing.<ol style="list-style-type: none">1. Looking and reflecting e.g. that the rain and the sun are in it; it was once a flower etc.2. Smelling.3. Slowly feel on lips.4. Slowly eating.• Investigate some of the symbolism of the Buddha's images. How are they different around the world?• Explore some of the different forms of the Buddha e.g. Thin, obese, peaceful, enlightened.	

**Learning objective: Who was Buddha?
How does what he taught affect his followers?**

- AT1**
- Siddhartha Gautama was the Buddha.
 - A prince.
 - The Four Sights.
 - Leaving the Palace. Following different teachers.
 - Deciding to sit under the Bodhi tree until he found the way out of suffering for everyone.
 - Buddhists follow the teachings of the Buddha.
 - Buddhism is a way of life.

- AT2**
- How did Siddhartha react to the suffering he saw outside the palace? How do we suffer?
 - What made Siddhartha think there may be a way out of suffering? What do we do to comfort ourselves? Or help others who are suffering?
 - What is a role model? What qualities would you look for in a role model? What kind of person would you like to be? How would you like to be remembered?
 - Who was the Buddha? Why is Buddha important to Buddhists? What is Buddhism?
 - What does it mean to be Buddhist?

- Suggested Activities**
- Retell the main events of the Life of Buddha.
 - Listen to stories about Buddha.
 - Paint a picture of the Four Sights.
 - Make a clay or plasticene models of Buddha. Make a 'Buddha mobile with words that describe Buddha.
 - Design a poster/magazine article/web page about 'what it means to be a Buddhist'.
 - Investigate mudras of Buddha.
 - Role play the life of the Buddha.
 - Dramatise the life of Buddha or make puppets to re-tell the story.
 - Have newspapers available showing suffering today.
 - Discuss what might have happened if the Charioteer had not taken the prince out.

Sacred Writings

Learning Objective: What are the stories that Buddhists find inspiration from? How do they help to explain the Buddha's teachings?	
AT1 <ul style="list-style-type: none">• Stories that illustrate aspects of teaching, the Jataka tales for example.• Buddhists do not have a single Holy book.	AT2 <ul style="list-style-type: none">• What message are these stories trying to give?• Do you think they are relevant today?• Do they point to truths (or ways of seeing things) that are found in other religions? Or not?• What can we learn from stories?
Suggested Activities <ul style="list-style-type: none">• Pupils listen to stories from Buddhism KS2 Clearvision DVD; answer questions.• Discuss which power was taught in the story and why it is called a 'power'?• Which character in the story might have been the Buddha in a past life, why?• In groups pupils choose a story; act it out or retell it in pictures to the rest of the group, including what the story is saying.• Make a paper bag, stick or shadow puppet in order to retell story.• Create a new story based on the original characters.• Make a story tape or music to accompany the retelling of a Jataka tale.	

Learning objective: What is the Tripitaka?

AT1

- Sacred writings are a way to remember the Buddha's teachings. For the first 400 years this was an oral tradition which was then written down on palm leaves and is called the Tripitaka.
- Sacred books may be placed on the shrine, recited and studied; simple aphorisms are sung in Mantras; written on stones (e.g. mani stones), on prayer flags or in prayer wheels (Tibet).
- There are 3 different parts.
- Buddhists use its teachings to show them how to live.

AT2

- How do rules and teaching can affect the way we live? – e.g. School, rules at home, rules to play games.
- How does the teaching found in the Tripitaka affect the daily lives of Buddhists?
- Where do you put an important message you do not want to forget?
- What ways do we receive important messages?

Suggested Activities

- Watch videos of Buddhists using sacred texts in a temple.
- Listen to stories from Buddhist writings and traditions.
- Retell some of the main stories from Buddhist writing and traditions.
- Paint a stone with a word or simple aphorism e.g. 'love' or 'May all beings be happy'.
- Paint a prayer flag and put in the classroom or playground.
- Learn and perform a mantra.

Places

Learning objective: What is a Vihara?	
AT1 <ul style="list-style-type: none">• Although the Buddha is not seen as a personal creator God, some Buddhists nevertheless worship the Buddha. Some follow his teachings as a perfect example of living• A Vihara is a Buddhist monastery or a meeting place of Buddhist monks.• Monks live and worship in the Vihara.	AT2 <ul style="list-style-type: none">• Where do you go to be quiet and think?• Why these places are special?• What do you find on a Buddhist shrine and why?• How might these things encourage a Buddhist to enjoy life more and suffer less?
Suggested Activities <ul style="list-style-type: none">• Visit a Buddhist Temple.• Invite a Buddhist Monk to talk to the children about his life in the Monastery/temple.• Look at DVD Water Moon Candle Tree and Sword Buddhist section on shrines.• Find out what is on a Buddhist Shrine, why are some things dead? Draw/make own shrine.• Think about what you would put in a shrine, if you wanted to pay respect to someone e.g. best song lyrics for a singer/best clothes for designer.	

**Learning Objective: What is the Dharma?
What are the Four Noble Truths?
What is the Eightfold Noble Path, why is it important to Buddhists?**

AT1

- The Buddha taught that everyone suffers.
- We suffer because the world is not the way we want it to be.
- However, there is a way to be happy, and he has discovered it and called it the Eightfold Noble Path.
- It teaches us how to water the seeds of happiness and not water seeds of unhappiness.

AT2

- What makes us happy? What makes us unhappy?
- How can we be happy all the time?
- Can you think of a good time when you were happy? Was there anything that slightly marred it?
- Do you think that what you chose will always make you happy?
- What three wishes would you make for yourself and the world to change life for the better?
- Does happiness or unhappiness just happen to us or can we water the seeds of happiness – even when we are unhappy?

Suggested Activities

- Pupils brainstorm list of what makes them happy/unhappy. Choose 4 that give deep contentment; label on 4 clear plastic cups; add paper, water, & 1 seed. Repeat with things that make us unhappy. Then watch them grow (or not).
- Select one of the Noble Eight-fold Path, to explore in detail e.g. 'Right Living'. Think of five jobs that follow the right livelihood which a Buddhist could do and 5 that do not, so should be avoided. Discuss why.
- Children could draw own examples to illustrate the Noble Eight-fold Path.

Learning objective: How is Buddhism practiced in Thailand and across South East Asia?

AT1

- There are differences in the way Buddhism is practised in different countries across SE Asia and in England

AT2

- Why are there differences in the same religion practiced in different places around the world?

Suggested Activities

- Interview or watch interviews with Buddhists from different places around the world.
- What do they practice and how do their beliefs affect daily living?
- Look at designs of different temples and monasteries.
- What are the similarities and differences?
- Find out about Mahayana and Theravada Buddhism.
- Find out about The Friends of The Western order.

Buddhist Festivals: Katina Day, Wesak, Loy Krathong

<p>Learning objective: What are the main festivals celebrated by Buddhists?</p>	
<p>AT1</p> <ul style="list-style-type: none"> • Buddhists celebrate their festival days in special ways that differ with the type of Buddhism followed. • Wesak – May • Katina day – October • Loi Krathong - November 	<p>AT2</p> <ul style="list-style-type: none"> • How do different people celebrate birthdays? Does everyone celebrate in the same way? • Why it is important to remember these special days?
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Watch videos about each of these festivals at the appropriate time of year. • Talk with Visitors about how they celebrate each of these festivals at home and the temple. <p>Katina day. Make peg dolls with new robes to celebrate cloth given during Katina day.</p> <p>Wesak – Buddha day – celebration of birth, enlightenment and death of Buddha.</p> <ul style="list-style-type: none"> • Talk about Nirvana and rebirth and Buddhist belief in reincarnation. • Explain how this is core to what Buddhists believe. • Cooking – food that Buddhists would cook to offer at the Temple. <p>Loy Krathong – loi means "to float", while krathong has various meanings, such as "floating crown", "floating boat", "floating decoration", one of which is "a basket to be floated on water in the Loi Krathong festival".</p> <ul style="list-style-type: none"> • Find out which form of Buddhism celebrates this festival and why they do. • Make baskets or lotus flowers from paper to float on a paddling pool. 	

Approaches to Life: Worship and Prayer.

Learning objective: What does it mean to be a follower of Buddhism?	
AT1 <ul style="list-style-type: none">• What happens when a Buddhist goes to the temple to worship and pray• Do Buddhists pray in the same way as other faith worshippers?	AT2 <ul style="list-style-type: none">• How does the faith of a Buddhist affect their behaviour and attitudes to daily life?• Do we need quiet times during the day?
Suggested Activities <ul style="list-style-type: none">• Find out the purpose of and make a Buddhist prayer flag or tie thoughts to a tree or bush in the playground.• Read or listen to poetry and discuss whether it could be used as a prayer or provoke prayerful thoughts.• Look at Water Moon candle tree and sword DVD section on Buddhism.• Talk to visitors about what it means to them when they go to the temple.• Visit a Temple to find out what happens there. In Wimbledon, the Buddhapadipa Temple 14 Calonne Rd, London SW19 5HJ is very friendly (020 8946 1357)• Watch videos of worship in a temple.	

Learning Objective: What are the 5 precepts and how are they important for a Buddhist lifestyle?

What is Karma?

AT1

- What rules do you follow and why? Who influences your decisions and why?
- The five precepts are 'training principles' to practice with the intention of getting better
- The five principals • Be kind • Be generous • Be contented • Be honest • Be aware
- 'Actions have consequences' was the first idea that the Buddha taught after his enlightenment and is the foundation of Buddhist thought.
- Buddhist do not view the death of the physical body as the end, but as a part of a cycle from birth to death to rebirth

AT2

- Why do you think the Buddha recommended these precepts as a way to be happy?
- Vegetarianism is seen as an important way of doing no harm. What do you think?
- How does a 'training principle' compare to a 'rule'?

Suggested Activities

- In groups, choose a precept and reflect why the Buddha suggested it as a way to be happy; what do you think?
- In groups think of the five most important rules for society.
- Put the five precepts in order of importance and explain the chosen order.
- Discussion and examples of actions showing cause and effect, Karma e.g. borrowing something and not giving it back.

Key Stage 2 SIKHISM (pupils should study Sikhism or Buddhism)

Key People

Learning Objective: What do Sikhs believe about God?	
AT1 <ul style="list-style-type: none">• There is only God who made everything and all religions lead to the same God, but from different paths.• God has no mark or symbols, no colour or caste, not even family lineage; God's form, colour, shape and dress can be described by no one. God is immovable and self – existent and shines in borrowed light. No-one can measure God's might.' <i>From the Jap Sahib</i>	AT2 <ul style="list-style-type: none">• Do you have a belief? What do you believe? What do you picture when you think of God?• Can you think of any other religions that believe in one God?
Suggested Activities <ul style="list-style-type: none">• Look at the Sikh section on the DVD Animated World Faiths.• What is the symbolism of the Ik Onkar?• Make an Ik Onkar. Use a pencil to draw the two parts of the symbol onto card. Cut them out, use pens, crayons or paints to colour in. Decorate with glitter or sequins. Stick the symbol to a window or make a mobile.• Discuss/ find out all the ways people show devotion to their God.	

**Learning Objective: What are the significant times in the life of Guru Nanak?
How did Guru Nanak spread his teachings?**

AT1

- Guru Nanak is the founder of Sikhism. It was very important to him that people were treated equally and fairly.
- Guru means teacher.

AT2

- How is the life of a significant religious figure important to believers?
- How did Guru Nanak's disappearance as a young man change his life? Does this remind you of any other religious experiences?
- Can you think of a time when you feel that you were not treated fairly? How did that make you feel?
- How would pupils like to be treated and how should they treat others?
- What qualities do we admire? Why? What qualities are needed in the leader of a faith? Why?

Suggested activities

- Look at Sikhism section DVD Water, Moon, Candle, Tree and Sword *Channel 4*.
- Read and discuss key events. Give children an empty time line with events out of sequence to order.
- Children to work in groups research different aspects of Guru Nanak's life. One child from each group to 'cascade' their findings to another group. Use a silhouette of Guru Nanak. Outside use words that describe him physically/his actions. On the inside write the qualities he showed. Read and discuss the teachings of the stories.
- As a class and then individually create statements of what Guru Nanak might say and what pupils themselves would say about how everyone should behave towards others/circle time.
- Read the story of Guru Nanak and the leper. Discuss the lessons to be learned.
- Discuss different ways a message could be spread today email, phone, text, BBM etc..

**Learning Objective: Why is Guru Gobind Singh important?
What does it mean to belong to the Khalsa?**

Link with work on the festival of Baisakhi

AT1

- Guru Gobind Singh was the last human Guru and decreed that the Guru Granth Sahib (the Sacred Writings) would be the final Guru and treated as a living Guru.
- He joined the Sikhs together as a community which is called the Khalsa.

AT2

- What was the Guru trying to teach the Sikh community?
- Are the teachings still relevant to today?
- What groups do we belong to? How did we become members?

Suggested Activities – This unit should be taught with the festivals section on Baisakhi

- Find out about Guru Gobind Singh. Look at the story of the making of the Khalsa.
- Read the story of The Tiger and Donkey Skin and discuss what different uniforms mean.
- Sequence the story of Making of the Khalsa.
- Why are Sikh men called Singh and women Kaur?

Sacred Writings

**Learning Objective: What is the inspirational writing that Sikhs follow?
What are the special ways the Sikh writings are treated?**

AT1

- The Guru Granth Sahib is the final Guru.
- Guru Granth Sahib is treated as a human Guru with respect in the Gurdwara. Not many Sikhs have a copy in their homes.
- Useful Websites <http://www.siknet.com/stories>, <http://Sikhs.org>, <http://sikh.net/Sikhism/gurus>

AT2

- Who is allowed to read from the Guru Granth Sahib?
- Can you name any other holy books?
- Can you think of something you have learnt from someone you have never met?

Suggested Activities

- Watch Espresso Faiths 'Holy Book' and discuss. How would you treat a very special guest coming to stay in your home?
- Design a room in a house suitable for keeping a Guru Granth Sahib.
- Hot seat children to find out what they would do.
- Discuss how special books are kept and why they are special.
- Devise a cover for the Guru Granth Sahib to reflect the Ik Onkar or Mool Mantra.
- Ask someone from the Sikh community to share stories and practices.
- Use the DVD Water Moon Candle Tree and Sword – Sikh section or DVD Believe it or not – Sikhism.

Learning Objective: What are some of the practices used with the Guru Granth Sahib?

AT1

- It takes 48 hours to read the Guru Granth Sahib from beginning to end without any breaks. This is done on festival times by teams of readers.
- The non-stop reading of the Guru Granth Sahib is called the Akhand Path.

AT2

- Where can the Akhand Path take place?
- Why does it take place?
- What do the readers feel like when they are chosen to read?

Suggested Activities

- Share a text with the class. How easy/difficult would it be to read continuously for 48 hours?
- Ask a Sikh to tell you their feelings about being part of the Akand Path.

Learning Objective: What is it that tells people what Sikhs believe?

AT1

- The Mool Mantar at the beginning of the holy book
- (The Guru Granth Sahib) tells people what Sikhs believe

AT2

- What rule/code would you live by?
- Do any other religions have rules?

Suggested Activities

- Give copies of the Mool Mantar. Discuss their understanding. (see below)
- Children devise their own set of rules they think they should live by. Compare with the rules of other faiths what are the similarities and differences?

THE MOOL MANTAR

There is only one God, Eternal Truth is his name, maker of all and present in all.

Fearing nothing and hating nothing, timeless is his image, not born and not dying, by the grace of the Guru made known.

This is the opening verse of the Guru Granth Sahib and is said in the morning and evening prayers and repeated throughout the Holy book.

The Teachings of Guru Nanak

- There is only one God
- Worship and pray to the one God, and to no one else.
- Remember God, work hard and help others.
- God is pleased with honest work and true living.
- Before God, there is no rich, no poor, no black and no white.
- It is your actions that make you good or bad.
- Men and women are all equal before God.
- Love everyone, and pray for the good of all.
- Be kind to people, animals and birds
- Do not fear.
- Do not frighten.
- Always speak the truth: God and truth are two in one.
- Be simple in your food, dress and habits.
- God is the end of which no one knows.
- The more you say the more it grows

Places

Learning Objective: Where do Sikhs go to worship? How do the practices in the Gurdwara symbolise equality?	
AT1 <ul style="list-style-type: none">• The place of worship is called the Gurdwara.• There is a worship space and space for a kitchen and a space for eating called the Langar, anyone who comes will be offered food.	AT2 <ul style="list-style-type: none">• Where are your special places?• How can people show they're equal in a special place? Who uses the Langar? How does the Langar/Gurdwara show equality?• Who is allowed food? Who serves the food?
Suggested Activities <ul style="list-style-type: none">• Investigate the Gurdwara using posters.• Visit a Gurdwara.• Discuss why people take their shoes off and cover their heads when entering.• Discuss how sharing helps the giver and receiver.• Investigate a range of pictures of a Gurdwara and describe how equality is shown.• Reflect upon the sayings below and design/ make a picture to illustrate one of the sayings.	
Sayings of Guru Gobind Singh <ul style="list-style-type: none">• 'The temple and the mosque are the same; the Hindu worship and the Muslim prayers are the same.• All men are the same; it is through error that they seem different...• Allah and Abekh are the same; the Purans and Qur'an are the same.• They are all alike: it is the one God who created them all'.	

Festivals

Learning Objectives: What is the importance of Bandi Chor (Prisoners Release day) and Amritsar to the Sikh Community?

AT1

- Bandi Chor is celebrated as the return of Guru Hargobind. Amritsar is the site of the Golden temple.
- It is celebrated on the same day as Hindu Diwali.

AT2

- Do you know what Bandi Chor means?
- Do you know why Bandi Chor is celebrated? How do Sikhs prepare for Bandi Chor? What do they do during Bandi Chor?
- Why do people celebrate festivals?
- Why is Amritsar a place of pilgrimage?

Suggested Activities

- Make a figure of the Guru wearing his long cloak or make a class picture of the Guru with the Princes holding on to his cloak.
- Role play story of the release of Guru Hargobind.
- Investigate the temple at Amritsar – what is special about its construction?
- Interview a Sikh visiting speaker to find out what happens at Bandi Chor. Write a newspaper article on how the Guru and the Princes got free.
- Look for and make Bandi Chor cards for Sikhs. Look at Rangoli patterns
- Watch the DVD Looking at Faith - Programme 1
- Extension - Recap briefly what the pupils know about Hindu Diwali and compare the reasons and celebrations with those of the Sikh community.

Link with the work on Guru Gobind Singh

Learning Objective: What happens at the festival of Vaisakhi/Baisakhi, how is it celebrated?

AT1

- Baisakhi is the festival that celebrates the founding of the Khalsa by Guru Gobind Singh in 1699. It is celebrated on 13th April and marks the beginning of the New Year for Sikhs.
- The festival of Baisakhi is a renewal of the faith.
- It is a celebration of the faith community.
- The flag is renewed at the Gurdwara as well as a reading of the whole Guru Granth Sahib.

AT2

- Why is it important to renew your faith annually?
- Do other faith groups have a similar festival of renewing their faith?

Suggested Activities

- Find out about the first Baisakhi.
- Interview the crowd at Baisakhi to show media reaction.
- Write a newspaper article as if you were one of the crowd at Baisakhi.
- Role play two people from the crowd meeting up years after the event.
- Watch the DVD Water Moon Candle Tree and Sword Channel 4, Sikhism festival section or Espresso Sikhism.

Approaches to Life

**Learning Objective: What is the symbolism of the 5Ks which are worn by some Sikhs?
What is the significance of the turban which is worn by some Sikhs?**

AT1

Not all Sikhs wear the 5 Ks, only members of the Khalsa. What is the law regarding wearing these items?

- **Kirpan** – A short sword, to show willingness to fight for their faith and protect the weak.
- **Kachs** – A pair of under shorts to allow freedom of movement when riding and fighting for their faith
- **Kara** – A steel bangle as a mark of the unity of the fellowship
- **Kesh** – A command never to cut their hair
- **Kanga** – A comb to keep their long hair tidy and a reminder to lead a tidy well-ordered life.

AT2

- What symbols of identity do we wear?
- Why are they important?
- What does it feel like to be part of a group?
- Why the turban is worn?

Suggested Activities

- Identify and name the 5 k's – draw or make representations out of plasticene and label.
- Devise own shield of belonging.
- Problem solve what Sikhs might do when they are not allowed by law to wear the Kirpan.
- Discuss what groups/communities pupils belong to and how they shown they are members.
- Discuss jobs where headgear is worn, what do children think happens to Sikhs? Find out.
- Watch the DVD Believe it or Not, Sikhism

Learning Objective: What is the importance of prayer to the Sikh community?

AT1

- Prayer and hymn singing are important for focusing on God and realising God within.
- Set prayers from the Guru Granth Sahib are said by many Sikhs morning and evening. Members of the Khalsa have to say the 39 'steps' of the morning prayers but most families use the first five. The Mool Mantar is a statement of belief for Sikhs composed by Guru Nanak and found at the beginning of every chapter of the Guru Granth Sahib.

AT2

- How does prayer or time to reflect improve the quality of a person?
- Do we need quiet times during the day?
- What sort of situations might make you want to pray?
- Do you need special places to go to, to pray or think?
- Is prayer a personal or communal activity?
- What is the purpose of prayer?
- Is it important to pray?
- Who leads the prayers in the Gurdwara?

Suggested Activities

- Could a piece of writing, a picture or music be the basis of a prayer or inspire prayer?
- Look at pictures and respond in discussion and written work.
- Paint own picture or abstract to show prayer.
- Make a montage of pictures as a stimulus for prayer.
- Listen to music and write down ideas that come into your mind.

SUTTON AGREED SYLLABUS FOR RELIGIOUS EDUCATION FOR KEY STAGES 3,4 and 5

**Produced for the London Borough of Sutton
by the Sutton Standing Advisory Council on Religious Education
Agreed Syllabus Conference
Autumn 2020**

THE LEGAL FRAMEWORK FOR RELIGIOUS EDUCATION

The statutory requirements for the delivery and inspection of Religious Education in schools are to be found in the Education Act 1944, 1981 and 1993, the Education Reform Act 1988, and the Education (Schools) Act 1992. The Further and Higher Education Act 1992 includes requirements regarding the provision of Religious Education and Collective worship in further education Institutions. The Office for Standards in Education (OFSTED) inspects the school's own self-evaluation of Religious Education and also carries out selective HMI Inspections of RE.

Since 1944 each syllabus for Religious Education has been determined locally, this remains the case to this day and Religious Education is part of the basic curriculum in schools and a legal requirement to be taught to all pupils registered in school this includes those in reception classes through to the sixth form. It does not include nursery schools or nursery classes in primary schools although these may teach some religious education.

Parents may withdraw their children from Religious Education lessons, on grounds of religious conscience.

Teachers may exercise the right not to be required to teach Religious Education, on grounds of religious conscience.

At community, foundation schools and free schools without a religious character the subject must be taught in accordance with a locally agreed syllabus prepared by the Agreed Syllabus Conference, which is then recommended to the Local Authority (LA) who may accept it as the syllabus for Religious Education to be followed within their area.

Academies must also teach religious education to pupils registered on roll but may choose another Agreed Syllabus.

Denominational voluntary schools and foundation schools with a religious character are not required to use the locally Agreed Syllabus but must use an Agreed syllabus.

The Religious Education provided in compliance with the Agreed Syllabus must not be denominational in character, but it is permissible for teaching about denominational differences to take place.

Section 8 of the ERA 1988 requires that an Agreed Syllabus published subsequently to the Act must "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". The Education Act 1993 places the requirement on Local Education Authorities to institute a review of its locally agreed syllabus within five years of its last review and every five years subsequently.

Section 1 of the ERA 1988 identifies the status of Religious Education as part of the basic curriculum. Religious Education is not subject to nationally prescribed attainment targets, programmes of study and assessment arrangements.

Agreed Syllabus Conferences can develop these and recommend their inclusion in the syllabus to the Local Authority.

GUIDELINES FOR USING THE SUTTON AGREED SYLLABUS

THE AIM OF RELIGIOUS EDUCATION IN SUTTON

The principal aim of the syllabus **will be met through the Programmes of Study which incorporate two components:**

- **Attainment target 1:** Learning about Religion
- **Attainment target 2:** Learning from Religion

The principal aim of Religious Education is to:

- Enable pupils to understand and reflect upon the religious and spiritual beliefs, practices, insights and experiences that are expressed in humanity's search for meaning in life.
- Provide opportunities for pupils to explore and express their own responses and personal beliefs.

The aims should be achieved through the provision of learning opportunities related to pupils developing:

- an exploratory and reflective approach which enables them to continue in or come to their own beliefs or reject a religious approach to life based on knowledge, thereby supporting them in their own personal search and enquiries about life.
- a knowledge and understanding of Christianity and the other principal religions and non-religious life stances represented in Great Britain.
- an understanding of the influence of beliefs, values and traditions on individuals, communities, societies, and culture.
- an ability to make reasoned and informed judgements about religious and moral issues.
- a positive attitude towards other people respecting their right to hold different beliefs from their own and towards living in a society of diverse religions.
- an enhancement of their Spiritual, Moral, Social and Cultural development.

(DFE Non-statutory guidance for RE)

Christianity will be taught for the majority of RE time in each key stage. This will ensure that Christianity is taught throughout each key stage and that the syllabus will 'reflect the fact that the religious traditions in Great Britain are in the main Christian...' Section 8.3 ERA 1988.

Whether we are religious or not there are signs of religion all around, the landscape is full of churches and of other places of worship.

Belonging to an organised religion influences many aspects of a person's life. Any of these may show the rest of the world that we are members of a belief tradition, clothes, food, names, times, and ways of celebration and what is considered important in life.

Religious education promotes pupils' understanding of the multicultural and multi faith society that we live in today by enabling them to explore issues of belief and issues between faiths.

Having learned about different faiths and beliefs, pupils are then encouraged to understand how we can interact with each other and explore inter faith issues of contemporary society.

KEY STAGE 3

In order to deliver the programmes of study schools will need to devote 5% of curriculum time to RE at Key Stage 3, which is equivalent to 45 hours per year.

Pupils will have learned the basic information about Christianity, Hinduism, Judaism, and Islam plus one of Sikhism or Buddhism. There are also Thematic units at Key Stage 1 and 2.

It is recommended that teachers look at the Key Stage 1 and 2 Sutton Agreed Syllabus when planning for KS3 to avoid repetition.

Statutory It is expected that pupils will build on their knowledge and understanding of the beliefs, values and traditions of Christianity, Islam and Judaism and Buddhism.

A study of one of **Sikhism OR Hinduism** should also be undertaken at KS 3.

Throughout this phase of education, students analyse and interpret a wide range of religious, philosophical and ethical concepts in increasing depth. It is expected that through Attainment Target Two teachers will be able to reflect the variety of faith traditions within the school community. The religions may be taught at any time either as discrete religion or in a thematic way.

The themes are '**Wealth and Poverty**', '**Spirituality**', '**The Importance of Remembering**', and '**Religion and Science**' and can be found on page 49 onwards.

Statutory Requirements at Key Stage 3

The learning objectives in each unit.

Suggested examples /questions for both attainment targets are given within each programme of study to assist teachers planning.

Using the suggested activities, although these are not statutory, will achieve the statutory learning objectives. At least one

visit to a place of worship during the Key Stage is highly recommended.

The programmes of study incorporate two components which relate to the current attainment targets.

AT1 – Learning about religions

AT2 – Learning from religion

Key Stage 3: Christianity

Pupils will be developing a knowledge and understanding of Christianity from their studies at Key Stage One and Two.

It is important that the religion is reflected as a diverse, dynamic belief system which can help pupils form a response to a range of personal and contemporary issues and as a global living faith tradition which incorporates a range of traditions and practices.

Consideration should be given to how the different aspects of Christian belief, values and traditions link together to form a coherent whole. Study should reflect the importance of prayer and worship to many Christians 'lifestyle and the role of spiritual and practical preparation for festivals and rites of passage. The different beliefs and traditions of some Christian denominations should be identified.

Pupils should have opportunities to understand Christian beliefs about the nature of the Trinity, to explore some of the stories, parables, teachings and miracles of Jesus and to identify different types of writing in the Bible and to recognise its 'wide-ranging significance and influence on Christian beliefs, values and traditions.

Pupils should be aware of the many roles a Christian Minister performs and to understand the importance of a Church in worship and in the community.

Key Stage 3: Christianity - Key people

Learning Objective: What are the Christian beliefs about the nature and ways of experiencing God?

AT1

What does it mean that God is Omnipotent/ Omniscient/ Transcendent? Christians believe that humans are made in the image of God.

What are some of the ways that Christians refer to God e.g. Almighty, Father, and Creator? How does this compare to the Islamic names for Allah?

AT2

What differences might it make to the life of a person if they have a belief in God?

How might a Christian explain their belief to a non - Christian?

How does a Christian belief in God help her/him make sense of life and death?

Suggested Activities:

Explore a variety of pictures which provoke awe and wonder e.g. sunsets, rainbows, tornadoes, mountain ranges, waves, new life... Look in the Bible for descriptions of God (for example in the books of Isaiah, Psalms & Revelation, look at some Parables on the nature of God).

Investigate hymns e.g. 'Hark the Herald Angels Sing', 'The Lord is My Shepherd', 'Make me a Channel of Your Peace', 'Guide Me Oh Thou Great Redeemer' and discuss the terms related to God

Prepare an interview with a Christian to explore their beliefs about God.

How do Christian groups interpret key symbols e.g. bread and wine, the fish, the cross? Examine the language used by Christians to explain the nature of Trinity.

Research ways that individual Christians and some church groups express their belief about the Holy Spirit

Learning Objective: What are the Christian beliefs about Jesus?

AT1

Christians believe that Jesus was the Son of God, a Saviour, Messiah, Christ, Teacher. What is the evidence for this?

Jesus was born and brought up as a Jew and his birth was acknowledged by some as more than that of an ordinary boy (Matthew Chapter 2 and Luke chapter 2 verses 22- 39).

Find out about Jesus as a historical figure.

Look at interpretations of Jesus from across the world.

AT2

What titles do we know for Jesus and what do they signify?

How do Christian beliefs about Jesus still influence and affect people's lives today?

Suggested Activities

Look at Luke 2 verses 21-40 Discuss this as evidence of Jesus' religious background as a Jew and as someone who was very special. Investigate a range of artists' interpretations of the life of Jesus.

What symbols are used which show how Jesus was unique?

Explore a range of artefacts and investigate how they reflect Christian beliefs about Jesus. Consider how such artefacts help Christians come to know and understand Jesus.

Use an envelope of evidence statements about the existence of Jesus. These statements should include historical, biblical and experiential type evidence. Pupils do a diamond 9 activity to establish which they consider to be the most and least convincing of the existence of Jesus the man.

Individually to express their reasons for the order they put them in. Take the same statements and pick out the most convincing ones that show Jesus as the Son of God rather than just a historical figure. Individually say why they have chosen these. Discuss evidence and difference of the Jesus of history and the Jesus of faith.

Learning Objective: What evidence do we have that Jesus had powers beyond those of an ordinary man?

AT1

Stories in the Bible give incidences of Jesus performing miracles Jesus helped those on the margins of society

AT2

What do you think a miracle is? What is the definition of 'miracle'? Is the 21st Century definition different to the 1st Century definition? Are there miracles in our world today? How did people respond to Jesus' powers?

Suggested Activities

In groups read the following stories in The Bible and prepare a presentation for the rest of the class- you should consider what Christians believe they show us about the humanity and the divinity of Jesus.

Why and how did Jesus annoy the religious authorities? The wedding at Cana (John 2:1-11)

The healing of a paralysed man (Luke 5:12-26)

The cure of a woman with a haemorrhage and Jairus' daughter (Luke 8:40-56) The healing of ten lepers (Luke 17:12-19)

Look at current newspapers and find examples of modern miracles happening.

Learning Objective: What is the contribution of Christian Leaders to the growth of Christianity?

AT1

Who were the people who influenced the development of Christianity? Think about what it means to be a leader, identify leadership qualities What is the idea of a 'calling'?

Be aware of the many roles a Christian Minister performs.

Name the different roles a person can take in a church or religious community

AT2

Identify key qualities a leader needs to have.

What is the training that a Christian Minister must do?

Why can't someone just set themselves up as a Christian Minister?

Reflect on the term 'vocation'.

Read and reflect on the life of important religious figures.

Suggested Activities

Think about the concept of 'helping' – who helps people in a community?

Write persuasively, using relevant key terms.

Discuss and reflect on the idea of a vocation or 'calling'.

Why do people follow their vocation?

Analyse the qualities that make a good leader.

Identify a modern-day leader - what makes them a good leader? Is there such a thing as a good/bad leader? Why? How? Discuss the different types of leaders in a community.

Discuss with students, and reflect on the role of religious leaders in a community and on a global scale e.g. The Archbishop of Canterbury, The Pope.

Explore the lives of early Christian leaders such as Peter, Paul and other Christian Saints.

Investigate the role of a Christian Minister in worship and in the community

Learning Objective: How does prayer/worship help Christians develop a relationship with Jesus?

AT1

Look at the symbolism of the following:
Light. Water. Icons. Cross. Rosary beads. Ichthus – fish Chi-Ro
Garments/clothing
Forms of prayer

AT2

What symbols of beliefs/values do we wear?
Why do people wear symbols?
What helps you get through difficult times?
Is it jewellery or a religious symbol?
How do symbols help people in prayer and in worship?

Suggested Activities

Design a banner or vestments explaining the reasons for the symbols used.
Investigate aspects of the many different types of prayer: A conversation with your God, Thankfulness, Supplication, Meditation, Adoration (Recap ideas from KS2)
How do Christians believe that prayer brings a closer relationship with Jesus?

Learning Objective: Do Christians have to go to church to worship God? Is a church building important for non-Christians too?

AT1

What are the key features of a church? Are there differences between churches?
How might church buildings differ according to different Christian denominations?
What other activities are held there?
What is the role of the church in the local community?
Is it important for Christians to attend Church to worship God?

AT2

Is it better to worship on your own or in groups? Why are communities important?
What do you gain and what do you need to belong to a community?
Why do you think people often turn to the church for special events?
What makes a Church building special?

Suggested Activities

Research different church buildings and community activities. Explore the concept of fellowship.
Visit a church or look at photographs, websites to explore different denominations of churches and their different activities. Make a PowerPoint presentation on the role of a local church in their parish.
Design a church for the future. Look at the design of a church and the implications for worship.
Find out about a group that does not have its own church building for worshipping in, how do they manage their community, and their worship? Does it make a difference to their devotions?
Think of a community that you belong to, what are the advantages and disadvantages and what are the responsibilities that belonging to such a community bring. How does it make you feel to belong to the community?
Debate: 'You can be a Christian without going to church'.

Key Stage 3: Christianity - Sacred writings

<p>Learning Objective: What is the significance of the Bible as a source of authority to many Christians?</p>	
<p>AT1</p> <p>Framework of a moral code. Role models in faith and action. Authority of the Bible today e.g. in court.</p> <p>How the Bible is used to show it's a source of authority. The Bibles' influence on English Art, Music, Literature throughout history.</p> <p>The Bibles' influence when making moral decisions</p>	<p>AT2</p> <p>What stories have influenced you? How? What rules do we live by?</p> <p>What authority does the Bible hold for Christians today? (Consider how the Bible is used by a Roman Catholic and by a Christian from an evangelical church).</p> <p>Can teachings and stories written so long ago have significance for people today?</p> <p>What do you think is the most important rule for life?</p>
<p>Suggested Activities</p> <p>Look at the current courtroom statement of oath- write a new court-room statement which uses the Bible as authority? When do people (Christians) read the Bible?</p> <p>Interview a Christian about the use and importance of the Bible in their Christian life</p> <p>Investigate the media to see where the Bible is quoted. Make a collage of the results.</p> <p>Consider the symbolic use of language to express belief and feelings.</p> <p>Investigate the Gideon's and produce a pamphlet explaining their work in Britain and abroad.</p> <p>Examine the authority of the Bible for different Christians e.g. Fundamentalists, Conservative and Liberal - using an example e.g. Virgin Birth or Feeding of the 5,000.</p> <p>Find out about the work of the Bible society and how they promote the Bible worldwide</p>	

Learning Objective: Why are there different types of writing in the Bible?

What are the different attitudes amongst Christians to the interpretation of the Bible?

AT1

Old Testament/New Testament
Story/History/Law/Songs/Psalms/Gospels/Letters/Prophecy
Different interpretations e.g. fundamentalist, liberal etc.

AT2

What different types of writings do we know? What are their purposes e.g. history, story, explanations?
Why are there two creation stories in the Bible?
How do the stories told in the Bible support Christians in their lives today?
What are the characteristics of the Gospel writers and possible reasons why they might have written their Gospel in the way that they did, emphasising different themes?
Why might these Gospels have been chosen to form part of the Bible?
What could you say about Jesus from looking at each of the Gospels?

Suggested Activities

Survey of people's favourite Bible passages. Read and categorise the different types.
Investigate a passage from the Bible e.g. Genesis 1 and invite responses from a range of Christians to the meaning. Look at the different versions of the Nativity in the Gospels -why are they different?
Write a story or myth to illustrate an important truth about life.
Invite speakers from a range of denominations to talk about their attitude to the Bible Debate –
The Creation using 2 Peter chapter 3 verse 8
Examine Gospel accounts that are the same or similar-discuss as to possible reasons why this was the case.

Learning Objective: How is Biblical teaching relevant for Christians today?

AT1

What do the key features found in the following stories from the Bible tell us about Jesus' teachings and how live a Christian life?

Job – The Book of Job

The Pharisee and the Tax Collector – Luke 18 v10-14

The Roman Centurion – Matthew 8 v5-13

The Woman Taken into Adultery – John 8 v3-11

AT2

Is suffering a test of faith? How is some suffering self-inflicted? Can suffering sometimes be for a good purpose?

Jesus taught that the sinner who was truly sorry was more acceptable to God - are there degrees of sorrow?

Christians believe that you must have strength of faith and trust in God. Do you think this is true? What evidence might a Christian give for believing this?

Jesus taught the use of the Golden Rule (Treat others as you would wish to be treated, Matthew 7:12) as a means of judging, is this Rule relevant to today's society?

Suggested Activities

Read the story of Job and plot a mood chart to reflect his moods at the different stages of the story.

Think about how you react to situations and what 'moods' you experience. Where does inner strength come from?

Is an inner strength in everyone? How can an inner strength be developed?

Read Luke 18:10-14, Make a list of the points the Pharisee made when praying (Luke 18:10-14), What sort of prayer was this? How was the prayer of the tax collector different?

Read Matthew 8: 5-13. What type of man was the centurion? Discuss what thoughts he might have had before asking for help.

What might Jesus' followers have thought about the centurion? What might other centurions have thought about his request?

Write the Golden Rule and illustrate when people have the right to judge others behaviour? Compare and contrast with the Golden Rule found in two other religions.

Christianity - Lifestyle

Learning Objective: How does following a Christian lifestyle help some people deal with issues they must face in the 21st century?

AT1

Keeping the Sunday special
Attitudes to drugs, alcohol, lottery, chastity, conscientious objector Different practices and attitudes within different denominations of Christianity

AT2

What beliefs are important to you?
How easy is it to keep these beliefs?
What makes you behave the way you do when faced with dilemmas?

Suggested Activities:

List some values which 21st Century Christians believe are important. Investigate what is involved in getting baptised into a Christian denomination.
What commitment is being made by the person baptised or by others on their behalf? How are the commitments made at a confirmation ceremony different to those at Baptism?
Read key texts to explore the principles behind being a Christian e.g. The Sermon on the Mount. Prepare a radio phone-in help concerning a modern-day issue being answered by a Christian believer. In groups research, Christian attitudes to alcohol/drugs, the lottery, chastity, conscientious objectors Research and justify diverse Christian lifestyles e.g. service to others or a lifestyle of solitude

Learning Objective:

How do Christians show respect for fellow humans? How do Christians show concern for the environment?

AT1

Sharing resources i.e. food: water
 The Assisi Declaration
 Psalm 148 as an example from the Bible
 Jesus as an example of a human who showed respect for others
 Work of charities e.g. Christian Aid/CAFOD

AT2

What are the differences between needs and wants? Whose responsibility is it to care for others?
 In what ways is the world an unfair place for some people?
 Where do Christians get the idea of stewardship from?

Suggested Activities

Explore the nature of Christian discipleship, research the lifestyle of a range of Christian people, nuns, monks, clergy, workers in Christian charities
 Write a One2One with Jesus on environmental concerns. Think about what his message would be. Use a variety of sources to compile a publicity brochure for a Christian charity.
 Invite a speaker from a charity to lead a debate on their motivating principles for action

Learning Objective: How do Christians show commitment throughout their lives?**AT1**

Rites of passage – Baptism, Confirmation, Marriage, Death

AT2

What are the special moments in a person's life?
 e.g. naming ceremonies, childhood to adulthood, confirmation, weddings, funerals.

Suggested Activities

This topic is covered extensively during Key Stage 2.

Look at the words and rituals used in a baptism and Confirmation. Look at different denominations e.g. Anglican and Baptist ways of approaching baptism.

Study the marriage ceremony and the words that show commitment to God and each other. Devise a ceremony for a Christian Rite of passage.

Look at the language used in the funeral service and explore the nature of hope in life after death in a Christian funeral.

Key Stage 3 Buddhism

Some pupils will have studied Buddhism at Key Stage 2 where it is an optional study.

Teaching and learning should reflect the fact that the life and teachings of the Buddha are an important model, and that Buddha is not God and is not to be worshipped.

It is important that pupils are aware that Buddhists do not pray, and that meditation, stories, Buddhist Centres and festivals have a role in developing Buddhist beliefs, values and traditions.

From the programme of study, pupils should be able to consider how the Buddhist lifestyle can help some people form a response to a range of personal and contemporary issues.

Learning Objective: What are the main teachings of the Buddha?

Why are the teachings of the Buddha so powerful?

AT1

Recap what the pupils remember about Siddhartha Gautama and The Buddha and The Enlightenment /The Middle Path/ Four Noble Truths/ Five Precepts/ Eight-Fold path and the meaning of Karma. If pupils have not studied Buddhism previously see Key Stage 2 Buddhism for how to cover this.

The DVD Buddhism at KS3 – from Clear vision may prove useful

AT2

What is the truth? What happens after you die? What is the difference between needs and wants?

Suggested Activities

Find out what your parents want for you and compare Gautama's father's wishes for his son after the wise men's prediction. Reflect on and discuss something realised for the first time e.g. some people are homeless.

Conduct a survey to investigate what other people regard as important in modern times. Compare with the things that were important to the Buddha.

Write a letter to a friend talking about the Buddha's first sermon at Benares and how you felt when you heard it.

What did Buddha mean by wisdom?

Learning Objective: What is the significance of the life of the Dalai Lama and his significance for many Buddhists?

AT1

Early life of the Dalai Lama
His work for Tibet
His main teachings

AT2

Who do you think shows wisdom in action?
Should religious people become involved in politics?

Suggested Activities

In Buddhism, the 2 hallmarks of an enlightened person are wisdom and compassion. Discuss these two qualities and whether it is possible to have one without the other.

The wisdom that the Buddha gained during his enlightenment and passes to the Sangha was that all things are interconnected or interdependent, and all things are impermanent. This realisation is a common feature of 'religious/mystical/ spiritual experiences.

Research the life of the Dalai Lama -Compare the Dalai Lama's childhood and upbringing with your own. Write an account of the sufferings of the Dalai Lama.

With a partner, write a One2One with the Dalai Lama, asking him about the power of his beliefs

Learning Objective: What happens in the Buddhist Vihara?

AT1

The Vihara: Originally it meant a secluded place in which to walk and referred to dwellings or refuges used by wandering monks during the rainy season.

This is the place that Buddhists go to meet as a community, worshippers may sit on the floor barefoot facing an image of Buddha and chanting. There is also usually a home shrine.

AT2

Why do people need a special place where they can reflect and meditate? What do Buddhists do when they gather together?

What do you find on a Buddhist shrine and why?

How might these things encourage a Buddhist to enjoy life more and suffer less?

Suggested Activities

Collect appropriate objects and set up a 'shrine'. Make sure that suitable colours and textures are used to symbolise impermanence and change.

The 3 main offerings at a Buddhist shrine are:

- Flowers – symbolising impermanence because they are left to die
- Candles – light symbolises the Wisdom of the Buddha.
- Incense – symbolising the effect of our actions throughout the world

Activity: Match these with the Three Jewels.

Investigate a range of images of the Buddha to identify the different mudras.

Design a memorial using appropriate symbols.

Visit a Vihara or ask a Buddhist speaker to come and talk about their practices

Sacred Writings

Learning Objective: What is the importance of the Tipitaka (Three Baskets) for some Buddhists?

AT1

The Sangha are the Rules of Monks and Nuns The dharma are the teachings of Buddha.

The third basket is the explanation of the teachings. The Sutras are written in Sanskrit.

The earliest written scriptures which are called the Pali canon (or Tripitaka)

AT2

What are the three refuges and the three poisons of Buddhism? (The

Three Poisons – greed, anger and ignorance

The Three Jewels – Buddha, Dharma, Sangha)

This 3-fold commitment is the basis of Buddhist worship. It is not how worship is understood in other religions i.e. worship of God. ‘Worship’ is devoting themselves to that which is of worth (hence ‘Jewels’).

Although they perform worship before a Buddha statue, they do not worship the Buddha, but the ideal of Enlightenment (‘Buddha’ means ‘Enlightened One’).

Suggested Activities

Make a group display of the baskets with relevant symbols for the contents. Design a simple board game based on the 3 Jewels and the 3 Poisons.

What are the ‘precepts’, who follows them?

Research the 5 precepts, write a diary extract in which you are a Buddhist keeping the 5 precepts

Learning Objective: What is the Dhamma (Dharma) and why is it important for Buddhists today?

AT1

Look at
Dhammapada v63 Dhammapada v204 Dhammapada v276
Dhammapada v391

AT2

What do you believe to be true? Will it be true forever? What is
in your own 'life's law'?
Buddha said, 'Everything changes, We All change, We All suffer' Is this what
you think also?

Suggested Activities

Using appropriate Buddhist symbolism, design a prayer flag using a quote from the Dhammapada. Present a series
of photographs/text showing how you have changed since your birth.
Say what future changes you would like to happen.

Buddhist Lifestyle

Learning Objective: What are the important festival days for Buddhists? (Wesak will have been studied at KS2)

AT1

Dharma Day the occasion that Buddha's vision was communicated.
Sangha day the celebration of the spiritual community Parinirvana day the end of Buddha's physical life, celebrates the Buddhists positive approach to death and change

AT2

Why do people celebrate? Do people need festivals?
Can non-religious people benefit from joining in religious festivals? Are Buddhist festivals religious?
If you were invited to one of these festivals, what would you expect to happen?

Suggested Activities

In groups research one of the Buddhist festivals and make a presentation for the rest of the pupils.

<http://www.buddhanet.net/festival.htm>

<http://www.bbc.co.uk/schools/religion/buddhism/>

Learning Objective: What is the significance of the eight-fold path for the Buddhist Lifestyle

AT1

Following the 8-fold path should lead to meaningful actions, Commitment, True Speech and Generosity
How would following it give you a good work ethic?

AT2

How does the Noble Eightfold Path lead to a middle way to live? Why do people need guidance and guides?
Are human beings essentially weak?

Suggested Activities

Look at the 8-fold path and translate it into 21st Century English with examples Write a problem page for a teenage 'Buddhist' magazine using ICT.
Include letters asking about applying the principles of 'Right Livelihood' (occupation) and Right Action (behaviour).
Hold a debate between an advertiser of a product and a Buddhist who is explaining why the new product (car, iPod, phone etc.) will not bring happiness.
Pupils to list all the things they'd like to change about themselves and things they'd like to be good at. Underline those they think they can change and then consider what they would need to do to bring this change about e.g. different attitude, behaviour, lifestyle, more effort, confidence-relate to 8 steps the Buddha prescribed towards enlightenment.
Buddha believed that only by becoming enlightened can we be completely free from suffering, and this can take many lifetimes.

Key Stage 3 Islam

Pupils will be developing a knowledge and understanding of Islam from their studies in Key stage 1 and 2. When speaking about the

Prophet Muhammad Muslims say, 'peace be upon him' which is written as PBUH.

Islam should be portrayed as a religion that is practiced throughout the world. Reference should be made to the impact of Islam within the local area, particularly at times of festivals.

Study should reflect that Muslims believe in one God, Allah, whose final messenger was a man called Muhammad and be aware of the role of Imam and the significance of the Qur'an as a source of authority and the role it plays in worship and daily life.

Pupils should explore the role of the Mosque as a place of worship, learning and a focus for the Muslim community. Pupils should be aware that community is an important part of the Muslim lifestyle.

Learning Objective: What gives Muslims an understanding of the supreme nature of Allah for Muslims?

AT1 Recap the nature of Allah through 99 Attributes. e.g. Sustainer, Creator, Merciful. Recap the concepts of Tawhid, Ummah, Shahadah. Experiencing Allah through daily life and worship.	AT2 What titles /names do we give that implies quality? How do Muslims know what is the right thing to do?
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Suggested Activities

Study the words of Surah 1: al-Fatiha ('The Opening') of the Qur'an. What does this say about Allah's supreme authority over Muslims and their main guidance in life?

Watch – 'The message of the prophet' and investigate how Yusef Islam experienced Allah Using ICT
create a poster which reflects evidence of Allah in the world.

Diary entry of letter to a newspaper from a Muslim student's perspective to explain the importance of the Shahada in everyday life.

Learning Objective: What do Muslims recognise as the role of the Prophet Muhammad, PBUH?

AT1

Life of the Prophet.
Seal of the Prophets.
make it clear that Muslims do not worship Muhammad, but hold him in the highest regard as a human being.
Examples in the Hadith and Sunnah e.g. a) treat others with the best manners. b) avoid going into debt.
Hadith are second only to the Qur'an in authority, but are not sacred in the same way as the Qur'an

AT2

Who do we admire?
What examples have they set?
How do we try to follow their example?

Suggested Activities

Revise, by making a timeline, the major events in the Prophet Muhammad's life.

Learning Objective: What is the importance of the Mosque in worship and in the community?

AT1

Key features of a Mosque as a place of Worship and as a community centre.
Art and calligraphy in a Mosque.
Worship in a Mosque. Jumah prayers.
Role of attending a Mosque.
Role of Madrassah.
Marriage ceremonies and funerals

AT2

What does it mean to belong to a community?
What responsibilities are involved in belonging to a community?

Suggested Activities:

Visit a Mosque
Discuss the rights and responsibilities of belonging to a community. List the advantages.
In groups prepare a PowerPoint presentation – 'Why a Mosque is more than a room for worship'

Key Stage 3 Islam Sacred Writings

**Learning Objective: What is the significance of the Qur'an as a source of authority to many Muslims?
What the role does the Qur'an play in worship and daily life?**

AT1

Laylat ul Qadr (Night of Power)
How the Qur'an is read daily in Arabic.
Why some Muslims become Hafiz
Treatment of the Qur'an
How it is used for moral guidance, rules laid down for all aspect of life.

AT2

How do we give special messages?
Why is a revelation so important?
What rules affect our daily lives?
What words have we been inspired by?

Suggested Activities

The Night of Power - find out about this and what happens in the Mosque at this time.
Research the concept of obedience, responsibility and loyalty in the light of the uniqueness of the Qur'an Explore some teachings of the Qur'an and discuss what they mean for Muslims today.
Write a script between a Muslim and non-Muslim pupil discussing the Qur'an.
Invite a speaker to talk about how they use the Qur'an in their daily life.
Discuss the difference between being told something and it being revealed to you.

Islam Lifestyle

Learning Objective: What does the Islamic idea of jihad mean? What are Muslim attitudes to war?

AT1

'Sharia' means 'straight path'. It describes Islamic law and is also believed to be the moral way of living.

Greater Jihad striving to overcome evil and temptation in one's life.

Lesser jihad – fighting in an Islamic war.

Teachings after conflict situations.

AT2

Should people put their religious commitment to God before their civil commitment to the society in which they live (where this differs e.g. for Muslims in Western societies).

How does conflict start? • How is it resolved?

Suggested Activities

Research the sayings in the Qur'an on protecting the Islamic way of life.

Draw a diagram explaining 'Sharia': 'fard' – something that is obligatory to Muslims, like the Five Pillars: 'halal' – something that is permitted, e.g. eating meat: and 'haram' – something that is forbidden e.g. worshipping anyone or anything other than Allah.

In 3 groups: pupils research one of these countries, to discover what it is like for Muslims there living under Sharia rule: Saudi Arabia: Pakistan: Iran.

Debate the Islamic rules for engagement of war, how are they similar to the Christian idea of a just war?

Learning Objective: How can following a Muslim lifestyle help people deal with modern issues, are there problems with following this lifestyle?

AT1

Religious clothing e.g. Hijab
Performing Salah
Keeping Ramadan
Halal food
What is Ummah and how does it support the community?
What are the benefits of belonging to a community?
Muslim scholars use reason and judgement to come to a decision in such cases about what is right and wrong. They use analogy i.e. they find something similar at the time of Muhammad to guide them.
E.g. The killing of infants was forbidden in the Qur'an, so now abortion is forbidden

AT2

Who/what do you turn to when seeking guidance?
How do your daily actions show what you consider to be important? How important is dress?
Should Muslim girls be allowed to wear the Hijab in school? How are people treated equally in the Muslim religion?
What are the benefits of belonging to a community?

Suggested Activities

Class list of modern ethical issues that did not exist at the time of Muhammad e.g. in-vitro fertilisation: surrogacy, organ transplants, the pill, use of nuclear weapons, space research.
Write guidelines for your school, explaining the different Muslim practices which might impact on school life.
Interview Muslim pupils and adults to investigate why they choose to wear a particular dress.
Write a newspaper piece using ICT on the benefits of Ummah for a Muslim.
Discuss the question of whether people should put their religious commitment to God before their civil commitment to the society in which they live (where this differs e.g. for Muslims in Western societies).

**Learning Objective: How do Muslims show their concern for other humans, for the poor and the use of wealth?
How do Muslims show concern for animals and the environment?**

AT1

Giving Zakat.
Difference between sadiqi and ibada
Role of Islamic Relief. Role of red Crescent. Surah
22:18
Stories of the Prophet Muhammad e.g. the ants and the boy who threw
stones at trees.
The teachings on gambling. The teachings on the loaning of money with
no interest by Muslim banks.
How animals are slaughtered for food. The
ban on animals in zoos or circuses. The use
of animals for work.
Role of Khalifa of the whole of the Creation by Allah.

AT2

How does giving to charity help others? Should we
buy a lottery ticket?
What do we need? What do we want?
What was Operation Oryx?
(In Oman in 1980 saving the wild oryx)
What are the differences between animals and humans? How
do Muslims think we should look after our planet?

Suggested Activities

Research websites for Muslim relief agencies
Use ICT to devise a leaflet for Islamic Relief or Red Crescent.
Research into the Muslim lottery winners whose mosque did not want a share of their winnings. Find out
about Muslim Banking and use of interest.
Research the Islamic food laws and then produce a leaflet identifying the problems for a Muslim child at school in England. Research the ideas of
stewardship that Muslims follow.

The Hajj – pupils will have studied the Five pillars and the Hajj in Key Stage 2

**Learning Objective: What are the practical and spiritual implications of Hajj?
How can we recognise and reflect on these?**

AT1

Importance of Makkah.
Preparation for Hajj.
Places visited during Hajj.

AT2

What journeys have been special to us?
How did we prepare for them?
How were we changed when we returned?

Suggested Activities

Discuss a journey that might have a lifetime effect.
Make a Hajj board game with rules and appropriate questions.
Investigate a range of artefacts to be used during Hajj.
Consider the personal preparations for Hajj.
Write a series of diary entries pre, during and post Hajj.
Write a postcard from Makkah illustrating a knowledge of pilgrimage rituals and knowledge of the journey. Look at the Channel 4 programme on The Hajj.

Key Stage 3 Judaism

Pupils will be developing a knowledge and understanding of Judaism from their studies in Key stage 1 and 2. Throughout Key Stage 3, it is important that Judaism is portrayed as a global living faith which has many distinctive traditions and practices.

Teaching and Learning about Judaism should reflect that Jews believe in one God who created the world, the importance of the home and family to many Jews and the importance of the synagogue as a place of worship and a focus for the community.

Pupils should be aware of the role of the Rabbi during worship and within the community. Pupils should understand that the Torah is a source of authority.

Learning Objective: What are the Jewish beliefs about the nature and ways of experiencing God?

AT1

What are the characteristics of the Jewish God?

Recap work on the Shema.

The Amidah Prayer: How does the Amidah inculcates a sense of connection to God?

Prayer – individual, communal.

There are no pictures of God or human beings in a synagogue

AT2

What is God like?

How do Jewish people communicate with God? Why? How do Jewish people show their belief in God?

In what ways, might someone 'struggle' with God?

Suggested Activities

Discuss what pupils remember from KS1 and 2 particularly the Shema and the mezuzah. Research the Amidah prayer – why is this prayer regarded as the central prayer of Judaism? Look at the rituals connected with Jewish prayer.

Write a statement you think is true about God.

Learning Objective: How did the Patriarchs influence the development of the Jewish identity?

AT1

The Patriarchs are Abraham and Moses who had a personal relationship with God.

AT2

What was the nature of the patriarch's relationship with God?
What was the contribution of selected Biblical figures to Judaism?

Suggested Activities

Explore the concept of covenant as exemplified through Abraham and Moses.
Research the contribution of Moses to developing the idea of "God's people" through the laws and community living.
Discuss the importance and relevance of rules for community living.
Explore the lives of significant Jews who influenced the development of Judaism e.g., Prophets, Psalmists, Rabbis

Learning Objective: Do Jews have to go to the Synagogue to worship God?

AT1

The main features and functions and the main differences between the Orthodox and Liberal and Reform Synagogues.
What is the role of the synagogue as a centre for the community? Is it important for Jews to attend Synagogue to worship God? What other activities are held there?

AT2

Is it important to have a place of communal worship?
Where do you go/what do you do to reflect your beliefs, values or traditions?
Is it better to worship on your own or in groups?
Why are communities important?
What do you gain and what do you need to belong to a community?
What makes a Synagogue special?

Suggested Activities

In groups investigate a range of different synagogue styles Orthodox/Liberal/ Reform (from photos and virtual visits on the internet) Look at the design of a Synagogue and the implications for worship and research the meaning of the symbolic features to present to the class.

Learning Objective: What is the significance of the Torah as a source of authority for Jews?

AT1

The structure of the Torah and the Authority of the Torah. The significance of the Torah to Orthodox and Liberal Jews. The importance of the Torah portion at Bar Mitzvah. Rejoicing of the giving of the Torah at Simchat Torah. The Torah is part of the Tenakh

AT2

Which books are sources of authority to us? Can a book's message be relevant for all time? What might we celebrate that money can't buy?

Suggested Activities

Invite an Orthodox and Liberal Jew to discuss how they consider the words and messages of the Torah. Research the activities that take place at Simchat Torah. What does this celebration tell you about the importance of the Torah in worship? Identify different types of writing in the Tenakh. Why do different types of writings matter?

Learning Objective: What is the significance of the Decalogue for many Jews?

AT1

Tenakh – the written Torah or Hebrew Bible which states the law. Talmud – the oral law – how the law should be carried out. The teachings of the commandments (mitzvot), how many actual commandments were there? The impact of some of the commandments on society. Varied group's attitudes to the commandments e.g. keeping the Sabbath.

AT2

What rules are important for us to keep? Can rules be relevant for all times? Do you think people are punished for not keeping religious rules? How?

Suggested Activities

Look in Exodus, Leviticus and Deuteronomy for the laws (Mitzvot) given by God to Moses. Would it be possible to keep all the rules in our modern society? Devise a top ten list for a better modern society. Invite an Orthodox speaker to talk about how they view and keep the rules.

Judaism – Lifestyle

Learning Objective: How does the Jewish home reflect the religious lifestyle and Jewish identity?

AT1

Friday night worship in the home, Keeping Shabbat, The role of the home for festivals.

Keeping kosher

Mezuzah Case

AT2

How does the home reflect your values, identity and traditions, compared to an Orthodox Jewish home?

Is it important to have a special family time each week?

What badges/signs/symbols do Jewish people put inside and outside their homes to reflect their values, identity or traditions?

Suggested Activities

What is the reason for the Mezuzah – recap from KS1 and 2

Research what happens during the 24 hours of Shabbat. Why does Judaism try to bring families together for Shabbat? Why is family life an important part of Judaism?

Find out about Kosher food and relate to the learning on the Decalogue. Prepare a menu that reflects the kosher requirements. Find out which other Jewish festivals that are celebrated mainly in the home.

Learning Objective: How can following a Jewish life-style help people deal with modern issues?

AT1

Tzedakah

Tikkun Olam

Work of Jewish charities e.g. Tzedek: Jewish World Relief. Moral dilemmas e.g. Sanctity Shoah of Life: Prejudice and Discrimination. Attitudes to suffering

AT2

Is it important to follow a self-devised set of rules for living? What should happen when State and religious rules conflict?

How do Jewish people show care for others? How might actions help to restore goodness to the earth?

Suggested Activities

Research an aspect of the Holocaust to find out how Jews used their religion to get them through. Use: The Holocaust Memorial Trust www.hmd.org.uk

Write a problem page with answers for modern times from a Jewish perspective.

Write an environmentally focused Ten Commandments and then prepare a presentation to your class to justify your ten.

Key Stage 3: Either Hinduism OR Sikhism should be studied at KS3

Hinduism

Pupils will be developing a knowledge and understanding of Hinduism from their studies at Key Stage1 and Key Stage 2 .

It is important that Hinduism is portrayed as a global living faith which incorporates a range of traditions and practices and reference should be made to the impact of Hinduism within the local area, particularly at times of festivals.

Study should reflect that many Hindus believe in one God, Brahman, who has many ways of acting and of being known.

Pupils should be encouraged to explore and reflect on the idea of dharma or duty and explore some of the stories and religious literature of the Hindu tradition and reflect on them in the light of their own experiences. Pupils should be aware of the role of the Hindu Christian Minister and other people of influence.

Pupils should also be aware of the role of the Mandir for worship and for community and of the importance of home and family, and the importance of preparation within the home, for festivals and for celebrations of rites of passage for Hindu religious lifestyle and identity.

**Learning Objective: What are the Hindu beliefs about Brahman as the ultimate reality?
What is the significance of the term Sanatan Dharma?
What do Hindus mean by the Trimurti and what is their significance?**

AT1

Hindus believe in one God-Brahman. Brahman is so great that we cannot comprehend so Hindus have many minor deities which are part of the great Brahman. Brahman is the ultimate reality which pervades the universe and is within everything.

The universe is constantly going through a pattern of birth, growth and death, the three deities known as the Trimurti are Brahma-creative power, Shiva-destroyer, Vishnu-preserver. When evil comes to the world Vishnu comes to fight it in the form of an Avatar, he has come 10 times, two of these have been Krishna and Rama

AT2

What do we believe to be true?
What do we believe that we cannot see?
What do we think lasts forever?
What do Hindus believe about the Avatars?
How long does the cycle take?

Suggested Activities

(recap from KS2) Read the story of the Blind Men and the Elephant and discuss how this relates to Hindu belief in Brahman. Look at the you tube extract on Sanatan Dharma and discuss your feelings about it

Devise a snakes and ladders board game showing the effect of Hinduism on a person's lifestyle. Discuss ways that good and wrong actions can have a 'domino' effect on own or other people's lives.

Draw a life map identifying the different responsibilities we have towards others at each stage of our lives.

Research in groups the three deities Brahma, Vishnu and Shiva and share the information with the class

Learning Objective: What are the key roles of the leader of the Hindu Community?

What are the key roles of the Hindu Priest in the Mandir?

AT1

To be aware of the many roles a Hindu Priest performs Hinduism is also a way of life and the name for a set of people from a certain part of India so a Hindu is not necessarily a religious person
Reasons for diversity in religion: e.g. within Hinduism, because such an ancient religion, spread over the huge subcontinent of India, and assimilation of beliefs and practices of invaders.
What happens in worship in a Mandir?
What is the structure of a Mandir and what is the role of the Mandir in the Hindu community?
What happens at Swaminarayan Mandir and Bhakti Vedanta Manor?

AT2

What activity does the Priest perform?
Is there a pastoral role for a Hindu Priest?
Who is in authority over us?
What qualities do we expect from them?
What is Samskara?
What are the Murtis? Why are these chosen?

Suggested Activities

Discuss the question 'Who is in authority over us?' Why? What qualities do we expect them to have?
Explanation of the different roles a Hindu Priest takes – Guru, Leader of prayers, looks after the Murtis at the Temple and collects offerings.
Create a job description of a Hindu Priest
Opportunity to bring in an outside speaker or visit a Mandir and interview the people there.
Describe what is happening in posters showing worship in a Mandir.
Visit a Mandir and describe it using the five senses.
Use **DVD** Believe it or not- Visiting a Mandir

Learning Objective: What is the most significant of the Hindu sacred writings and religious literature?

What are the Shruti and the Smriti and what is the significance of these to Hindu writings?

AT1

There are many significant sources of Hindu scripture. Among the most popular are the Vedas, the Ramayana and the Mahabharata, a small section of which is the Bhagavad Gita.

Shruti – those that have been heard

Smriti– those that can be remembered

AT2

How do people show special texts and stories are important to their lives?

Which books, written a long time ago, are special to us? How do we decide on which books are special?

Why do Hindus have many different books? What is the difference between Shruti and Smriti?

Suggested Activities

Investigate how Hindu children are taught/learn about their sacred writings.

Using appropriate Hindu symbolism, design a book cover/bookmark for the Bhagavad Gita. Design a Hindu calendar using selected inspirational verses from the sacred literature.

Find out the names of the different holy books that Hindus read. Research the four Vedas and what they mean. Why do the stories appear with different God's names or different characters?

Look at the story of the Bhagavad Gita discuss where the battle took place? Why might resisting temptation be similar to fighting?

**Learning Objective: What is the significance of the home and family for a Hindu religious lifestyle and identity?
What role does vegetarianism play in a Hindus' everyday life and worship?**

AT1

Hinduism is a way of life, but one can also be a Hindu without being a religious person.
Home shrines are often found in Hindu homes- Puja is carried out at home and in the Mandir.
The importance of Ishtar Devi
Fast days Duties/dharma within the family Introduction to the four stages of life.
Hindus believe in one God, Brahman, who is represented by many deities which are parts of the one God.
Hindus worship at home and in the Mandir and choose one deity to pray to and follow: Good fortune and a new start (Ganesh), to destroy evil (Shiva), help in learning (Sarasvati), wealth and good fortune (Lakshmi).
Ahimsa means non-violence or non-injury. It more importantly means, 'to have reverence (respect) for all life'.
No living creature should ever be harmed physically or mentally, this is linked with reincarnations Hindus believe they can be reborn in any life-form

AT2

How does the home show what we value? What are our duties to the rest of the family? How have your family helped you?
What duties do we have in life? How would we describe our way of life? What is the difference between a house and a home?
What is Sacred? What helps us think? What are our responsibilities in the home?
Why are these important? What are our goals in life?
Which animal is particularly revered by Hindus?
Why is it so important for Hindus to follow the law of Ahimsa in relation to Samsara?
What could be the consequences in their next life if they do not?

Suggested Activities

Interview a Hindu speaker on the importance of their home shrine.
Devise a snakes and ladders board game showing the effect of Hinduism on a person's lifestyle. Discuss ways that good and wrong actions can have a 'domino' effect on own or other people's lives. Draw a life map identifying the different responsibilities we have to others at each stage of our lives.
Set up pupil's own shrine with objects of value, create a To' ran for a festival and explain your choice of symbols. Use DVD
Belief File – Channel 4 or DVD 'Believe It or Not'
List reasons why people give up different foods.
Find out which deity believed that cows must be particularly revered and find out five more facts about him.
Krishna has many followers today. Find out what they are called, how they worship (bhakti), and whether there is a temple for them in your area: find out five facts about ISKON.

Learning Objective: How do Hindus show concern for others and the environment?

AT1

The Law of Karma

Examples of concern e.g. Shraavan: Krishna and the Serpent.

All living creatures have atman. consider the importance of trees and rivers and the sacredness of the Cow and that many Hindus are vegetarians

The Activities of the Chipko Women and the Friends of Vrindavan

AT2

What do Hindus consider the consequences of good and bad actions are? Why should people care for the environment?

How does the teaching of Hinduism inspire the Chipko women?

Do animals have souls? Should all animals be treated with respect? Is it worse to shoot an elephant or stamp on an ant? Why?

How are we interdependent with each other? With the environment?

Suggested Activities

Research the Friends of Vrindavan or the activities of the Chipko Women to find out how they care for the environment. Research

how cows are integrated into Hindu town life in parts of India.

Using a circle shape, show ways in which people depend upon each other.

Learning Objective: How does the caste system affect a Hindu believer's life?

AT1

The Hindu caste system is linked with belief in reincarnation in that (i) the caste you are born into is a direct result of your previous life, and is therefore deserved, and (ii) those born into the highest caste, Brahmins, have the best chance of gaining moksha in this life. The Caste System is based upon the organisation of society into four distinct Varnas (classes). **Brahmins** (Priests) who had the exclusive right to perform Vedic rituals and Vedic studies.

Kshatriyas (warriors), whose responsibility it was to protect the people, wage wars and rule the lands.

Vaishya's (traders), who had the right to engage in trade and commerce and own the agricultural lands

Shudras (the unclean) who had the burden of serving the other three communities in discharging their respective duties.

The Untouchables lived outside the communities and were not allowed to freely enter the towns and villages. They were assigned the menial jobs and kept out of sight and out of reach. Today untouchability is a serious crime, but the Caste system is still used by many Hindus e.g. Inter-caste marriages are disapproved of in many traditional and rural communities. Caste based organizations and associations still exist in India and play a crucial role in perpetuating the idea of the caste and politics of caste.

Caste conflicts often lead to violence and bloodshed in backward areas
Hindus believe you should fulfil the dharma of your own caste.

AT2

How would the promise of a better life for good behaviour and a worse life for bad behaviour affect the way people act and treat each other?

Would people be more forgiving, knowing they will be punished later on?

How would rich people treat the people that had being born poor/disabled?

Do you agree that we should stay at the social level we were born into?

– often following in our parent's careers?

Suggested Activities

Debate opportunities in our society to 'better yourself' compared to traditional Hindu villages (where people have to move to the more anonymous towns to escape their backgrounds e.g. untouchables).

Write a diary account from the perspective of an Untouchable: include how you feel about being born into this life, the way other people treat you, how you would like things to be different.

Learning Objective: What do Hindus believe about reincarnation?

AT1

Reincarnation is the belief that when your body dies, your **atman** (soul) does not die, it moves on to another body. The type of body your soul moves on to depends on how you lived your previous life. This is called the law of **karma**. A good karma in your last life will mean that you have a good life this time. A bad karma in your last life will mean that you have a hard life this time. Hindus believe that there is no point moaning if your life is hard or difficult – it is your own fault for living a bad life last time.

AT2

What is good Karma?
What is bad Karma?
Should you have to pay for the actions of your past life in this life?

Suggested Activities

Listen to 'Instant Karma' by John Lennon (John Lennon (1997) Lennon Legend, The Very Best of John Lennon, EMI Records Ltd)–Discuss the message in the song.

Make a game of Snakes and Ladders related to the idea of Karma, e.g. Good Karma leading to a ladder, Bad Karma leading to a snake. The aim of the game is to reach Moksha i.e. 'release' from all that binds us to the physical world and rebirths within it.

Reflect on feelings surrounding death – Why is death not always a sad occasion? Idea of death being the next step in life rather than the end.

Reflect on certain religious funerals and possible meanings to activities involved e.g. an Irish wake, wailing women. Look at a humanist funeral and compare.

Think about what different artists say about the Afterlife: see resources e.g. Dante's inferno from Kirkwood – 'If I were God I'd say sorry', The Doors, Cake and The Stone Roses.

Key Stage 3 – Either Hinduism OR Sikhism should be studied at KS3

Sikhism - Some pupils will be developing a knowledge and understanding of Sikhism which is optional at Key Stage 2.

Sikhism should be portrayed as a religion which is practiced throughout the world and reference should be made to the impact of Sikhism within the local area.

Study of Sikhism should reflect that Sikhs believe in one God and pupils should be aware of the significance of the Gurus actions and teachings for Sikhs today.

Opportunities should be given for pupils to reflect on the connections between Baisakhi and the forming of the first Khalsa and be aware of why some Sikhs wear the 5Ks and turban.

Pupils should be aware of the importance of the Guru Granth Sahib and the way that it is used and treated, the role of the Gurdwara both as a place of worship and focus for the Sikh community should be explored, as well the importance of Sewa to Sikh lifestyle.

Learning Objective- What is truth?

AT1

Understanding of when something is true. The idea that truth is relative.

Sikh – learner, disciple, a person who believes in the ten Guru's, the Guru Granth Sahib Ji and who has no other religion 'Guru' means someone who helps others pass from darkness to light.

AT2

What is the meaning of truth?

Suggested Activities

Discussion of the word truth – what does it mean? Is the truth always clear cut? Or are there variances between what people think is true? Survey the class – start by asking them basic truths, for example is the sky blue or is the earth round?

Go on to think about more complex truths – for example is there only One God? Or are there many? Which of the religions are true? Is the Qur'an the truth? Is the Bible the truth?

Discuss with the students that truth is relative – in that what is true for one person may not be true to someone else.

Learning Objective: What were the circumstances that lead Guru Nanak to come to Sikhism?

AT1

How did events in his life affect Guru Nanak?
Nanak wrote his first prayer about God when he was 5 and this is in the Guru Granth Sahib Ji, the holy scripture, i.e. Nanak impressed his teachers at an early age.
When he was 30, Nanak disappeared for 3 days: it is thought that this was when he realised his true mission to serve God.
Nanak became an itinerant teacher, stressing equality between Hindus and Muslims.
Nanak taught that arrogance, pride, lust, anger, greed, prejudice, idol worship and rituals all take people away from God.

AT2

What is the role of a 'Guru', what does Guru mean? How did the politics of the time influence the Guru?
What type of person would you expect to be the one to start a new religion?
What is charisma? How do some people just seem to be able to get our attention and our loyalty?

Suggested Activities

Investigate the life of Guru Nanak. Are there any significant experiences which helped form his mind set later in life? Compare the early experiences of Guru Nanak with those of other religious founders – are there any similarities/differences? Why is it just as important today for people to avoid arrogance, pride, lust, anger, greed and prejudices?
In pairs or groups, prepare a flier about Guru Nanak, comparing and contrasting him with Jesus.

Learning Objective: Who are the key figures early in Sikhism, how did they shape the faith?

AT1

Briefly investigate the life/role/teachings of the other Sikh Guru's
What are the differences between voted leaders, appointed successors and heirs? What are the relative advantages / disadvantages?
When Guru Nanak was close to death and made the appointment of his disciple, Bhai Lehna, as his successor. Lehna was re-named Angad, 'part of me'.
(Draw out equal opportunities rather than inheritance.)

AT2

What are the key points in the development of Sikhism?
Who was the final living Guru?
Why is there no living Guru?

Suggested Activities

Make a timeline of the various Guru's after the death of Guru Nanak.
Groups to look at different Gurus and explain the role and identify the achievements of the Guru's after the death of Guru Nanak
Divide the class into 9 groups for the 9 gurus— each group has a same sized piece of display paper (not too big) – they have 15 minutes to produce their section of a wall frieze.
Read through information on Guru Gobind Singh and create a fact file on the life of Guru Gobind Singh.

Learning Objective: What do Sikh's believe?

AT1 Sikhs have very clear beliefs about God. Guru Nanak wrote the Mool Mantar to explain their beliefs	AT2 It is very important for students to understand how religions evolve. Reference to the symbolism of the 5Ks can illustrate this phenomenon excellently (from the original military meaning connected with Guru Gobind Singh, to the more spiritual interpretations). Show the Sikh flag with the Nishan Sahib and tease out the different parts of it. What does the Ik Onkar symbolise?
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Suggested Activities

Recap the 5 K's (from KS2)
Look at a copy of the Mool Mantar.
Develop the understanding that, for Sikhs, different religions are just different ways to God: it is not important which God people worship. What is important is that they follow God's teachings.
Read 'Sikh beliefs about God'
Find out what are the three names of God and their significance to Sikhs?

The Mool Mantar

There is only one God, eternal truth is his name, maker

of all and present in all.

Fearing nothing and hating nothing: Timeless is

his image: Not born and not dying,

By the grace of the Guru made known.

Learning Objective: What is particular about the Sikh place of worship?

AT1

The Gurdwara – the Sikh place of worship.
Not just a place of worship but also a community centre.
Sikhs believe that everyone is equal and should be treated that way

AT2

What is a Gurdwara like? How is it used?
Who leads the worship?
What is gained from belonging to a community and worshipping together?
What do we give back?
What is the Langar Hall, why is it important to the community?

Suggested Activities

Find out about the activities that take place at the Gurdwara.
Find out what the Langar hall is and how it cements the Sikh community. Discuss how sharing helps the giver and receiver. Why do people take their shoes off and cover their heads when entering?
Invite a speaker in to talk about their worship practices and the Sikh community in Bromley. Visit the local Gurdwara.
Create a menu for the Langar. Remember that the idea is that no-one is excluded so the food needs to be vegetarian

Sacred writings

Learning Objective: What is the significance of the Guru Granth Sahib to Sikhs?

AT1

The sacred writing of the Sikh community is treated as a living Guru

AT2

Why did Guru Gobind Singh Ji choose a book to be the next Guru rather than a human?

What do Sikhs who cannot have a Guru Granth Sahib in their home do when they want to read an inspirational text?

What are the different types of writings in the Guru Granth Sahib?

What are the advantages for Sikhs of having their scripture as their guide? e.g. accessibility, consistency, contains wealth of wisdom from many gurus.

Suggested Activities

Research the reasons why Guru Gobind Singh decided that there should be no more 'human' Gurus

In groups research: who can read from the Guru Granth Sahib in the Gurdwara, how is it used in worship, how is it kept at the Gurdwara, what is an Akhand Path and when does it occur and present findings to the class.

Useful resources are: DVD Believe it or Not – Sikhism

Websites <http://www.siknet.com/stories>. <http://Sikhs.org>. <http://sikh.net/Sikhism/gurus>

Learning Objective: What is the Khalsa and what is its importance to Sikhism?

AT1

The Khalsa is the special group for Sikhs joining involves certain ceremonies and the wearing of 5 items. Khalsa Sikhs have a very distinctive appearance and this is the appearance that we associate with Sikhs

AT2

Why is a 'uniform important'? What was the reason that Guru Gobind Singh made the Khalsa?
What was the Guru trying to teach the Sikh community?
Who are the Panj Pyare and what is their role today?

Suggested Activities

Studies of the Khalsa can be broken into two parts – part one looking at the story of the Panj Pyare, and part two looking at identity. What are the special names given to men and women?

Create a front page of a newspaper telling the story of the formation of the Khalsa from the viewpoint of someone who was there Consider the 5 Ks and discuss their importance to the community

Website <http://Sikhs.org>.

Thematic units for Key Stage 3

The following units of work can be used to enhance the study of religion at Key Stage 3. Teachers can pick which ones are most useful for the school setting.

1. Science and Religion

Pupils will have the opportunity to analyse and compare the evidence and arguments used when considering issues of truth in religion and philosophy and to reflect on and carefully evaluate their own beliefs and those of others in response to their learning in religious education, using reasoned, balanced arguments.

Some resources for this unit: Counterbalance

www.counterbalance.org. BBC Religion

www.bbc.co.uk/religion BBC Science

www.bbc.co.uk/science

The Big Questions (Paul Davies) www.abc.net.au/science/bigquestions

Learning Objective: What is an 'ultimate question'?

AT1

An Ultimate Question is a question that cannot be answered.

AT2

Does God exist? Why are we here? How did the world begin? Why is there suffering? Is there life after death?

Suggested Activities

Imagine you are in the womb waiting to be born. Think of questions that would need to be answered and the type of evidence that surrounds you that may give you answers. e.g....

Is there Life after Birth? What happens when we are born?

Is there a mother? If not who/what is giving us nourishment in the womb?

Have people been born before? There is evidence in the womb that people have been here before, but no one has come back. Who created the womb?

There is evidence of design around you, e.g. the life cord etc.

What is the point of being born? What is the point of being in the womb if you are not going to be born? How are these questions similar to the ultimate questions already discussed?

Write a dialogue based on a discussion between twins before they are born. One should be from an atheist perspective, the other a theist, and finish the conversation by including what both the twins experience and how each feel after they are born. In pairs present your work to the class.

Learning Objective: What is truth?

Which is the more believable, the myth of creation vs the Scientific myth of evolution?

AT1

Charles Darwin wrote a book called The Origin of Species to support his theory of evolution. The story of Adam and Eve in Genesis 2-3 is an earlier creation story than that in Genesis 1 (c.850 BC cf. Gen 1 c.500 BC). If these are meant to be scientific theories, isn't it strange that both have been recorded side by side in the Bible, even though they originated about 350 years apart?

Creation Story according to Genesis chapter 1: Day One – God said, 'Let there be light!' Day Two – God created Heaven and Earth Day Three – God created land and sea, plants and vegetation. Day Four – God created the sun and the moon. Day Five – God created the birds of the skies and fish of the seas. Day Six – God created the animals of the land and man and woman in His own image. Day Seven – God rested

The Big Bang Scientists say that about 10,000 million years ago, a huge explosion began the universe as we know it. Matter was thrown out into a still expanding universe and in all directions. Galaxies, stars and planets began to evolve from it. Scientists are not sure what will eventually happen. The universe will continue to expand, everything will burn out and die, OR, things will reverse and there will eventually be a 'Big Crunch'.

Evolution according to Charles Darwin The Big Bang, Clouds of dust and gas from the Earth, Water and land appear, Plant life grows, Single cell life appears, Reptiles and land animals evolve, Man evolves.

AT2

Can scientists also have religious beliefs?
'Why are we here?'
What is the reason and purpose of our lives?

What questions do these theories raise?
e.g. What started the Big Bang?
What / Who made God?

Suggested Activities

Read the creation stories in the Bible: In two columns, compare and contrast Genesis 1 – 2 v3 with Genesis 2 v4 -25. Read the last page of Charles Darwin's The Origin of Species and try to work out whether he believed in God.

Give an example of an occasion when the same question from two different people might have been answered truthfully in different ways (e.g. a train crash: 'Why did it happen?'). Write a short sketch to show how you would answer each one.

Compare and contrast the different theories, which do you believe and why?

Darwin in the Hot Seat. One pupil will be in character as Darwin and the rest of the group will ask him/her questions about his theories surrounding the nature of the universe. In role, s/he will explain his ideas. In preparation for this drama, write down questions to ask Darwin, with answers he might give in return.

Learning Objective: What is 'original sin'?

AT1

According to Christianity, suffering is not God's fault but man's. God intended the world to be good, but man misused his free-will and incurred punishment.

Original Sin – the sin of Adam – is this tendency in all of us to spoil things because of our selfishness.

Christianity teaches that 'as in Adam all die, even so in Christ can all be made alive' i.e. Christ came to turn people outwards, away from their selfishness towards God and each other.

AT2

Who or what does the serpent represent? What image might you pick to represent 'the tempter' or evil in today's world?

Are there forces for good and evil? What are these? How might a Christian answer this question?

Is there a battle between good and evil or right and wrong in people's lives? Can you think of any examples from your own life?

What do you understand by 'freewill'? Would we be human without it? What are the consequences of using our free will selfishly?

Why did God design cruel creatures like human beings? i.e. Can God be blamed for moral evil?

Why did God design a system of nature that causes so much pain? i.e. Can God be blamed for natural disasters?

Suggested Activities

In groups, choosing articles from recent newspapers discuss the difference between natural and moral evil. Choose 3 examples of each and explain why they are good examples.

Read the story of The Fall in Genesis Chapter 3 – watch a clip from the Bible in animation series: Testament ('Creation and the Fall'). If this story is a myth, it was probably told as an explanation of truth. It has been said that the story of Adam and Eve is not about two people thousands of years ago: it is about all of us. Consider what the story tells us about God and about human nature in answering the following questions. Is there any truth in what the story says about us?

Debate the questions: Can God be blamed for moral evil? And Can God be blamed for natural disasters?

Using knowledge and understanding of the Adam and Eve story in Genesis 2-3, design a piece of artwork to show what the story says about human beings and the world today. Write a report to explain the ideas included.

Learning Objective: Does god exist? What are the arguments for and against God's existence?

AT1

Cosmological Argument: Thomas Aquinas (C13th) - the universe must have been caused by something that existed before it – the First Cause. St Thomas Aquinas said if we want to prove to ourselves that God exists then we should begin by asking ourselves a simple question. What is this question? (How did the universe get here?)

Teleological Argument: William Paley (1743-1805) – even something as small as the human eye is so complicated that it just could not have happened by chance and therefore there must have been a designer at work.

AT2

What is the 'Big Bang' supposed to have done?

Does Paley made it clear what is the purpose of the Universe is (as he did with the watch?)

What do you think started the universe?

Suggested Activities

Explain why Aquinas would have said that the big Bang cannot be an answer to the question. Aquinas said that this question can only be answered by talking about a 'first cause'. Explain what he thought this 'first cause' was Explain why he thought that the 'first cause' was the only sensible answer Do you agree with Aquinas?

Give reasons for your answer, explain in your own words how William Paley uses the DESIGN and PURPOSE of a watch to try to prove the existence of God.

Do you agree with William Paley's argument? Give reasons for your answer. Perhaps in your answer you could discuss the following: Is Paley right to compare a watch to the universe?

Read Psalm 104 and explain why the writer of this psalm would probably have supported the views of William Paley.

Debate the existence of God: Divide the class equally in two groups:

ATHEISTS and THEISTS and nominate a representative and a point scorer for each group. EVERYONE should be seated apart from the scorer. The representative of one side should choose someone to start the debate, or he/she could start it themselves. This person should then stand and present the argument. When one person (other than the scorer) is standing, EVERYONE must be quiet.

If anyone talks from EITHER side, their team will lose a point. Once the argument has been made the speaker should sit down. The Scorers will then give the team the appropriate points
1 point for a statement 2 points for using religious terminology such as 'miracle' or 'cosmology' etc. 3 points for an amazing argument said with confidence and wit. Discussion should take place if they do not agree, with the teacher as referee.

The opposing side is now allowed to confer, and the representative will then choose someone to reply. Again, the person will do this by standing and again everyone must be quiet. The winning team is the one with the most points awarded.

Arguments on the existence of God

For	Against
There is so much order, design and purpose in the world: it must have come from some designer. It must have been designed.	If there is a God, why is there so much suffering in the world? Wars, poverty, disease and floods etc.
Everything has a cause . The world, the universe must have begun from something.	The universe was not created , it has always been. It had no beginning.
Though out history, so many people have experienced God – felt God – that they cannot all be talking nonsense.	People made God . They invented god to give them some comfort and security in a harsh huge universe and in a world full of death, darkness and disease.
There are so many things that as humans we cannot see ...such as atoms, love electricity, time...yet we know they exist.	What is the point in believing in something that I cannot see and others cannot see it either?

Learning Objective: What is the meaning of life- why are we here?

AT1

Nihilists question everything: some even ask if we actually exist.
Hedonists like to live to the motto 'Eat, drink and be merry'
Christians and some other religious people believe in the judgment day and that when you die you will be judged for all the good or bad things that you do in your life.
Plato believed that everybody is one half of a whole and we are not complete until we find our true love.

AT2

Why do you think we are here?
What is the main purpose for existence here on earth?
What is stewardship?

Suggested Activities

In groups, think of any quotations you have heard that sum up the meaning of life, such as 'What goes around comes around', 'Life is like a box of chocolates...' Write them on a big sheet of paper and be prepared to present them to the rest of the class and explain if you agree with the quote or not.

Listen to a range of songs e.g. Orbital – Are we here? The Who – My Generation, Stevie Wonder – You are the sunshine of my life, The Stone Roses – How do you sleep? Dead Kennedy's – Viva Las Vegas, Frank Sinatra – My Way –

What you think each song is telling you about life?

Match the songs to the different views of the meaning of life.

Look at the idea of stewardship or acting as a Khalifa. Discuss these concepts – and answer the question 'could a hedonist be a good steward?'

Thematic units Key stage 3

2. Wealth and Poverty

The unit may be extended to incorporate forms of school and community service. This unit may be taught at anytime during Key Stage Three.

The unit will allow teachers to develop a knowledge and understanding of one of the Key Stage Three religions or to introduce another tradition which is considered appropriate. The use of visiting speakers from religious traditions will be particularly appropriate for the unit.

Throughout the unit pupils are expected to explore the concept of community and responsibility for the care of others. there are opportunities to undertake individual projects investigating local and global charities. this will allow pupils to utilise a range of resource materials and ICT based sources.

Throughout the unit pupils will be expected to consider the harm of materialism and to explore ways of adopting responsible attitudes to wealth.

Learning Objective: Why is it important to adopt a responsible attitude to the use of wealth?

AT1

Recognise the importance of adopting a responsible attitude to the use of wealth.

Think about political, spiritual, moral, social and cultural issues and problems and events by analysing information and sources, including ICT-based sources.

AT2

Why do some people want to be rich? Does wealth bring happiness? Why is shopping Britain's biggest hobby?

Why do some religions not agree with the Lottery? How do some people gain their wealth to the cost of others?

Is materialism the modern 'icon'?

What is meant by Fair Trade? How does it help purchaser and maker? How else can we shop with a conscience?

What is the cost of variety and fashion?

Why do some faith groups renounce fashions and cover their head?

Suggested Activities

Discuss the situation – you have won £10,000 but you're not allowed to spend it on yourself/family/friends. Who do you give it to and why? Find and read the story of Guru Nanak and Dinni Chand. Discuss what the moral is.

Write a wish poem. How many of the wishes require money?

Conduct a survey to find out people's knowledge and views on Fair Trade.

Learning Objective: Whose problem is poverty and need?

AT1

To reflect, from their own experiences, upon some of the teachings of the Bible concerning responsibility to others e.g. Genesis 4 v 8-9. Luke 10.

AT2

Who are we responsible for? How do we show it? Do our responsibilities change with time?

How are we individually responsible? How are we collectively responsible?

What motivates one person to help another?

Why should someone help a person/people who are considered enemies?

What is unconditional commitment? Why do many people do voluntary work?

What needs do we think we would be good at helping?

Suggested Activities

Explore the importance of consequences if people shirk their responsibilities. Identify times when we have needed people and have helped others.

Invite a voluntary worker into the class or someone to talk about their vocation. Pupils decide in groups a range of questions they will ask and how they will welcome and thank the speaker.

Read story of the Two Brothers and discuss how people who are giving and people who are receiving both benefit by their actions.

The Two Brothers

There were once two brothers who were Muslims. One of them was married with children and one was single. They lived on a farm that they both owned and shared things equally between them.

One night the married brother was counting his blessings and thinking about the harvest. He thought about his brother who had no wife to care for children of his own to make him happy. He decided to give him a treat and crept out into the night and moved 6 sacks of grain from his store into his brother's store.

On the same night, the unmarried brother was lying awake and thinking about how his brother had a wife and children to feed and that he should really have a larger share of the farms' produce. He knew his brother would feel embarrassed, so he crept out into the night and moved 6 sacks from his store into his brother's storehouse. They were both very surprised in the morning to find they each had as many sacks as they had started with. Neither of them ever mentioned it to the other as they didn't want to show off about their generous thoughts.

**Learning Objective: What are the teachings of Jesus concerning the use of wealth? e.g. rich man (Mark 10 v.17-31): the rich fool (Luke 12v.13-21).
Is it ok for religious People be rich?**

AT1

Pupils will be expected to consider the harm of materialism and to explore ways of adopting responsible attitudes to wealth.
The salaries of different jobs e.g. footballer, social worker, priest- often these are out of proportion to the needs of a person or the responsibility of the job.
'One per cent of the British population own twenty per cent of Britain's wealth'. (Dr Funk)
'There is enough for each man's need but not each man's greed'. (Mahatma Gandhi)

AT2

What are the consequences of poverty?
What is the impact of poverty on society both global, national and local? Looking at the different jobs mentioned-which job is most important?
How much are they paid? Is this inequality of pay fair? Which ought to receive the highest salary and why?
If a religious person is rich, are they really following their religion?

Suggested Activities

Class and teacher share their own precious objects. In pairs, discuss 'I couldn't live without ...'
Make two lists, Positive uses of Money and Negative uses of Money.
In groups, develop role-plays based on Jesus' teachings, such as Luke 16:19-31 (Parable of the Rich Man and Lazarus): Mark 10:17-31 (The rich young ruler): Luke 12:13-21 (Parable of the Rich Fool): Matthew 25:31-46 (Parable of the Sheep and the Goats).
Having performed the roleplay, the audience should identify what Jesus wanted Christians to do. We know that rich people are not always happy. Why do you think this is?
What things that cannot be bought with money can help bring happiness?
Debate: Do you think it is possible for a rich person to be a good Christian? Give your reasons. Look at the Iona community and Sir John Templeton.
Debate the question 'should religious people be rich?'
Arrange some sort of charity event to raise money for an agreed charity.

Learning Objective: What are the teachings on wealth and Poverty from other faiths?

AT1

Recap some of the learning from KS2
Look at the significance of either Zakat, Sewa or Tzedakah.
Compare one's own experiences with some of the teachings from a world faith concerning the importance of being able to give and receive

AT2

What is the importance of wealth within a particular religion? How does Zakat or Sewa or Tzedakah strive against injustice?
Is it necessary for a religion to organise a way of people to take on roles of responsibility?
How does Zakat or Sewa or Tzedakah reflect the religious teachings on charity? What can you give that doesn't cost money? When do we give gifts?
What gifts do different religions believe they give to believers?

Suggested Activities

Discuss ways of showing care and individually reflect on these. Identify how Zakat or Sewa or Tzedakah help both giver and receiver.
Individual or group investigation of the work and impact of one religious charity
Use Information from the internet or invite speakers to talk on one of Zakat or Sewa or Tzedakah

3. Spirituality

To lead students towards a greater appreciation of and understanding about the non-physical aspects of the human condition by offering opportunities to experience and express their own spiritual nature.

To understand that expressions and experiences of a spiritual nature are found in all religious traditions and are also felt by many people who are not overtly religious. This could be used as an opportunity to look specifically at the concept of Humanism.

Learning Objective: What does it mean to be spiritual?

AT1

Human beings' have an ability to be contemplative and imaginative in ways which animals are not i.e. we can look at something to spark a memory, to prompt a response, to evoke a sound or a taste, to bring on a fear.

Pupils should be drawn into an awareness that the non-physical side of human life is very real to us all: that it is often more important and can have a deeper impact: and that it is fundamental to the human condition.

In the Old Testament terms awe refers to fear: God is an awesome God, a God to be feared. Nowadays it means something amazing.

Muslim concept of avatars – referred to frequently in the Qur'an, it refers to things that can be seen around us that are believed to be signs of God, natural events and things that point to the existence of God.

AT2

What is part of the physical world? What is part of the non-physical world?

What have we seen that is an awesome sight?

What do pupils think about when they hear the phrase awe and wonder? (OFSTED? Christmas Carols? A vision?) What is the cosmological argument of Thomas Aquinas?

Suggested Activities

Show pictures of spiritual moments-e.g. footballer waiting to take a penalty & crossing himself, footballer raising a prayer after scoring, a new baby, lighting a memorial candle, a wreath, a roadside shrine, a Christian praying in church, a scene from a mountain top, the earth from space, Makkah at hajj time, Christmas lights, a Buddhist monk meditating. Students write down ONE word that comes into their minds, for each picture.

Pupils make a spiritual picture box: they are given 5 non-physical words e.g. guilt, hope, love, beauty, awe and a mystery one which they self-select for peers to guess next lesson—students make a box, and draw pictures or symbols on to the 6 sides of the box.

Display and Discuss the symbols.

Use a selection of Bible verses from Genesis 1-2: Psalms such as 96,97, 98: John 1 and in groups or individually make a poster of awesome thoughts and images from the internet.

Debate the idea that life has no side to it other than the physical

Learning Objective: Why do religious people pray?

AT1

Prayer is a spiritual time when a person is communicating with their God. Many faiths use prayer beads to help them pray. Buddhists do not pray to a deity but have prayer wheels which send good thoughts to the world.

Prayer can take the form of: A conversation with your God, Thankfulness, Supplication, Meditation, Adoration

AT2

What is prayer? Why do people pray? When do people pray, especially if they do not pray regularly?

What are some of the artefacts that people use for prayer?

How do the customs at the funeral reflect that religion's belief in an after-life?

How does prayer or time to reflect improve the quality of a person? Do we need quiet times during the day?

What sort of situations might make you want to pray? Do you need special places to go to, to pray or think? Is prayer a personal or communal activity?

Suggested Activities

Investigate a range of artefacts connected with prayer from different religions.

Research the hunger cloths - these come from Central and South America and are prayer cloths for Lent.

Take a traditional prayer such as the Lord's Prayer to put into a text message for a Mobile Evangelism Mission.

Make some prayer beads – take thin strips of paper, write a prayer, a hope, a wish on the strip, or copy a published prayer: Roll the strip round pencil and glue the end. Repeat to make a short string.

Make an illustrated prayer card for someone who is ill, or about to get married, or about to take an important exam. Could a piece of writing, a picture or music be the basis of a prayer or inspire prayer?

Look at pictures and respond in discussion and written work.

Listen to music and write down ideas that come into your mind.

Read or listen to poetry and discuss whether it could be used as a prayer or provoke prayerful thoughts Make a prayer tree or a thought tree or use some brick effect wallpaper to make a prayer or thought wall

Learning Objective: Why do some people see death as a spiritual experience?

AT1

Pupils will have discussed death and funeral rituals at KS2.

At KS3 focus on the concept of an awesome and Holy God who is The Judge.

Discuss the purpose of life and to what extent pupils can engage with ideas about everlasting, spiritual life.

Pupils will always want to discuss the afterlife, spirits, and spiritualism. This is an increasingly popular way that contemporary society connects with the transcendent.

AT2

What is it in humans that enable us to be reflective in ways that animals are not? What is the soul?

What helps people when someone has died?

Why do some people find it helpful to have set rituals?

How might memorials help people?

How do the customs at the funeral reflect that religion's belief in an after-life?

Suggested Activities

Invite pupils to sit still for a short while and think about or write down a name(s) of someone they would like to remember. Explain that it is in dealing with the death of a loved one that people are often at their most spiritual.

Light a candle, or if possible invite pupils who wish to, to light tea-lights for someone they wish to remember.

Listen to music i.e. Candle in the Wind – Elton John, Heaven – Eric Clapton discuss the idea that writing a poem or song helps people remember.

Discuss and Answer the AT2 questions

Learning Objective: What is the Holy Spirit?

AT1

Christians believe in the trinity, God the Father, God the Son and God the Holy Spirit
Christians describe the Holy Spirit as God in invisible form.

AT2

Why are the dove, wind and fire symbols of the Holy Spirit? How does the Holy Spirit empower people?

Suggested Activities

Look up these Bible references and discuss:

Mark 1:9-13: John 14: 25-26: 1 Corinthians 12: Galatians 5: 22-23: John 3: 31-36: Ezekiel 37: 1 – 14: Read Acts chapter 2 and show pupils pictures of Pentecost.

Discuss the spiritual and emotional response engendered by these.

Design a modern symbol the church could use to teach people about this belief and the power of the Holy Spirit for believers. Add some captivating words – Are YOU on full charge? – or something similar which youngsters will relate to.

Learning Objective: How do festivals and worship strengthen people's spirituality?

AT1

Recap the different ways in which the spiritual side of human life has been explored –
through nature,
through life,
through how we view our deeds,
through experiences of death,
through prayer and other forms of expression,
through the Bible,
through festivals – with its beliefs and the drawing of people together for worship and celebration.

AT2

What are the preparations that people of faith make before a festival? i.e. Advent before Christmas
How is the preparation for a festival a spiritual activity?
What sort of things happen during worship i.e. music, chanting, prayer, symbolism?
Are these the same for all religious traditions?

Suggested Activities

In groups make a list of all the things needed for a festival of light (Diwali, Chanukah, Christmas, considering the faiths of the pupils) including how the worship might be conducted by researching on the internet.
Pupils should consider the feelings that worship evokes in believers, and the purpose of religious worship as an offering to God.

Thematic units for Key Stage 3

4. The Importance of Remembering

Pupils will have studied ideas from different religions about death and funeral rites in key Stage 2

Learning Objective: Why are memorials important?	
AT1 What is a memorial? Why do people have memorials?	AT2 What kind of memorials do we know? -locally and nationally? (e.g. obituaries/grave-stones/names on benches/special days/ yahrzeit candles/names of roses/diseases/bursaries, parades for soldiers brought back from war) How might memorials help people?

Suggested Activities

Look for memorials near home /school and report to the class

Create a collage of different types of memorials.

Write a diary extract for Yom Ha Shoah.

Explore a range of memorials to the Shoah and decide which reflects the message 'Never Again'. Yad Vashem web site; www.yad-vashem.org.il

Learning Objective: What are the ways that people cope with loss and change in their lives? How is faith a source of strength and help to some people in time of loss?

AT1

What are the personal qualities which can help in times of loss?
Where does inner strength come from?
Is an inner strength in everyone? How can it be developed?

AT2

What helps people when someone has died?
Why do some people find it helpful to have set rituals?
How do people suffer? Physically? Mentally?
What might be a verse from a sacred text which would give inspiration in time of trouble?

Suggested Activities

Draw an emotion graph for the loss of an object (could be used for the loss of a pet). Explore the words connected with loss e.g. anger/sad/disbelief and draw pictograms.

Personalise death e.g. if death were a colour it would be ...: if death were a flower it would be ...

Look at poetry and song lyrics that express the sorrow of loss. Also, a range of suitable fiction e.g. Water bugs and Dragonflies – D Stickney ISBN 0264669045

Explore a range of pictures to investigate the range of practices used e.g. lighting candles: placing flowers/stones on graves. Illustrate a range of artefacts used and recognise the way they are used and their significance.

Look through a range of newspapers and make a class collage of different types of suffering.

Brainstorm a list of words that help people in time of trouble eg family: hope: faith: friends: memories. Divide the list into material, human and spiritual.

Read/watch the Buddhist story of Kisa and the Mustard Seed. (**DVD** Buddhism Key Stage 2 – Clear vision)

Discuss what Kisa learnt through her suffering.

Listen to someone from CRUSE/St Christopher's Hospice/The Samaritans.

Learning Objective: **What are the teachings on death, mourning and the afterlife from one faith tradition?**

AT1

Pupils to choose a specific religion and research the teachings on death, mourning and the afterlife.

AT2

What are the rituals before and at the funeral?
How do the customs at the funeral reflect the chosen religion's belief in an after- life?

Suggested Activities

Create a funeral guide to the religion chosen.

Create a board game to show the relationship within the religion between how a person lives their life and their belief of what happens after death.

Explore a range of mourning cards from the religion and make a literacy web of the key terms used. Investigate a range of textual references from sacred pictures.

Pupils write how they would explain their own beliefs about the afterlife to their friend and how their five-year-old sister. How would these explanations differ? Why?

Key Stage 4

At key Stage 4, the content is specified by the examination syllabus.

The law still states at Key Stage Four schools are required to teach religious education. This has led to most schools following a syllabus from either one of the range of GCSE Religious Studies Short or Long Courses. Short courses are now being phased out so the choice of long course requirements will be left to the school but should include a study of Christianity and at least one other principal religion.

The course requirement for Sutton schools, applies whether or not pupils are entered for a public examination:

In order to deliver the programmes of study, schools will need to devote 5% of curriculum time to RE at Key Stage Four.

Key Stage 5

At Post 16 content is left to the discretion of the school, as long as it includes Christianity and an understanding that this is the main faith of our country.

The law and this Sutton Agreed Syllabus requires schools to provide religious education for all 16-19-year-old students in sixth forms.

Religious Education Post 16 provides an opportunity for students to develop and extend work from earlier key stages. It should make a significant contribution to the students' spiritual, moral, social and cultural development as they prepare for life beyond schools.

Schools can approach the fulfilment of these legal requirements in one or more of the following ways:

- Through discrete RE courses: schools may, for example, wish to take the opportunity to follow a nationally accredited GCSE or A/S course.
- A project-based flexible learning approach which gives students time to develop particular interests—possibly leading to an internally awarded certificate.
- As part of a general studies/school enrichment programme. The organisation of such may include a series of religious education days incorporating a variety of visits, workshops and speakers for which a minimum of 15 hours a year is required. This would be sufficient to hold two day-conferences a year and allow follow-up work by students. Suitable topics for study should differ from those already studied at Key Stage 4 or go into them in greater depth.

