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Croydon SACRE

Croydon Agreed Syllabus for Religious Education 2024 - 2029

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Message from the Director

Dear Colleagues, Educators, and Community Members.

I am delighted to introduce Croydon's new SACRE curriculum, a reflection of our commitment to fostering a rich, inclusive, and engaging educational environment for all our students. This curriculum has been thoughtfully developed with input from a diverse range of voices, ensuring that it not only meets statutory requirements but reflects our community.

At the heart of this new curriculum is a focus on promoting understanding, respect, and dialogue among students from all backgrounds. We believe that by exploring a wide range of religious and non-religious worldviews, our children and young people will develop both empathy and insight and approach their journey through life with these important skills.

Thank you for your continued dedication to the students of Croydon. Together, we will inspire and educate the next generation with a curriculum that truly reflects the values of our community

Shelley Davies
Director of Education



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Message from the Chair

We are pleased to present the New Croydon agreed Syllabus 2024.

This replaces the previous Agreed Syllabus of 2013 and the update of 2018. This new syllabus places a greater emphasis on World Views and includes increased perspectives from Humanism as a non-religious World View. The six main world faiths plus Humanism are covered through the key stages and teachers can incorporate other religions and world beliefs represented in their school. This Croydon Syllabus also places great emphasis on enquiry-based learning and there are many opportunities for pupils to pose questions and undertake research of their own. Also incorporated are several resource sheets and ideas for teaching. The suggestions for resources in the plans can be borrowed for free from St James The Great Primary School in Windsor Road, Thornton Heath.

The learning objectives are statutory, as requested by the teachers, and it is expected that pupils will be taken on visits to a number of places of worship at each key stage. It is also expected that pupils will still be encouraged to take a religious studies GCSE at Key Stage Four. Croydon has had GCSE RE results that are consistently higher than the national average for many years and it is to be hoped that this will continue to be the case.

Thanks are due to representatives of the major faith communities in our borough and the Humanist contributor, teachers and representatives from SACRE and the Education Authority who consulted together at all stages of the original document and especially to the teachers who assessed materials and worked to bring the material together as a cohesive whole, in particular Mrs Lorna John (Head of RE at Oasis Academy, Coulsdon) and the RE Adviser and SACRE Officer, Mrs Penny Smith-Orr. Religious Education in Croydon has gone from strength to strength and we are confident that the 2024 syllabus will contribute towards further success in our schools.

Councillor Richard Chatterjee
Chair of Croydon SACRE

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Croydon 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).

As religious education is required by law to be taught but is not part of the National curriculum 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. SACRE is also responsible for the Determination process if necessary.

The SACRE is composed of four groups:

COMMITTEE A:
Representatives of Christian Denominations and other religions and their denominations reflecting the principal religious traditions of Croydon. Also in this group is a Humanist Representative

COMMITTEE B:
Church of England Representatives

COMMITTEE C:
Representatives of teacher's associations.

COMMITTEE D:
Local Authority Representatives. Each of these committees has one vote with the Chair, who usually comes from Group D, having a deciding vote if necessary. There is also a clerk and a SACRE Officer who advises SACRE and schools on teaching and learning.

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.*"

Croydon SACRE meets three times a year and publishes occasional guidance documents which are held on the Croydon Council website and www.croydonsacre.co.uk, an Annual Report can be found on the NASACRE website.

Overview of the Questions for each Year

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 What does it mean to belong?	Why are we thankful?	What places make you feel you belong?	Who is important to you?	Which stories are important to you?	Why do people celebrate?	How do you know you belong?
Year 2 What is Important to People?	What do some people believe about God?	How do people celebrate good over evil?	Who do you talk to if you need some help?	Why are some books special?	How do you show someone is important?	What is special?
Year 3 What do different people believe about God?	How do different people describe God?		What does it mean to be an inspiring leader?		How do people communicate with God?	
Year 4 How is my community special to me?	How do I show I'm part of a community?		How do communities celebrate?		Why are places of worship important to communities?	
Year 5 Why Should we care for our World?	What are the ways communities care?		In what ways are people judged?		What do Humanists believe?	
Year 6 What do we need on Life's journey?	How do we change through life's journey?		How does a community work?		Why do people go on pilgrimages?	
Year 7 How do I see myself in the world?	How do people gain their identity?		What do Hindus believe and practise?		Why is community cohesion important?	
Year 8 What role does belief play in our world?	Jesus Christ - Man or Miracle?		How do people respond to environmental issues?		Who has made a difference in the world?	
Year 9 Are Humans equally Special?	Why do we remember?		Is it wrong to be rich?		What are the 5 pillars of Islam?	

Introduction

The Principal Aim of Religious Education is to:

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

It should be noted that 'providing opportunities for pupils to explore and express their own responses and personal beliefs' allows the addition of looking at World Views as well as individual religious views.

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

- **Attainment target 1: Learning about Religious and non-religious Worldviews**
- **Attainment target 2: Learning from Religious and non-Religious Worldviews and Human Experience.**

Regardless of our own beliefs, signs of religion can be found all around, with the landscape full of churches and of other places of worship. Any worldview that we subscribe to, either religious or non-religious, has an influence on many aspects of our lives. Often, we use symbols to reflect our membership of a belief group, including the clothes we wear, the food we eat, our names, language, activities and ways of celebration.

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, issues between faiths and explore the many different world views that people hold. Having learned about different faiths and belief and nonbelief systems, pupils are then encouraged to understand how we can interact with each other and explore the interface between groups within contemporary society. Additional assistance with these aspects can be found from representatives in Croydon SACRE and Faiths Together in Croydon, who are available to help teachers with their knowledge and understanding of the range of religious and non-religious worldviews represented in Croydon.

The syllabus focusses on seven central worldviews: Christianity, Islam, Hinduism, Judaism, Sikhism, Buddhism and Humanism.

At every key stage other faith and world views and those which reflect the school community may also be introduced.

In Croydon we have many different faith communities and other secular communities, and our syllabus is designed to give teachers the opportunity to bring in world views which are represented in the classroom which may not be the focus faiths. This might include Alevi, Baha'i, Taoism, Zoroastrian and others. It is very important for the self-esteem of a child who comes from a strong faith background to hear their faith mentioned and valued.

All pupils need to be given an awareness of what life is like from the perspective of someone that holds a different set of beliefs. Knowledge and understanding of the features, ideas and practises associated with each religious or non-religious worldview is important, so that all pupils can distinguish between them, understand what each entail and to promote the British value of tolerance and understanding.

Schools have a duty to promote the spiritual, moral, social, and cultural education of pupils and, although it is important that the school ethos and all subjects to contribute towards this, religious education has a large part to play.

Using this syllabus

In this 2024 Croydon Agreed Syllabus we have thought about the World views Approach to religious education.

The world views approach follows that pupils will all have their own world view and potentially some prior knowledge. There is scope for diversity within and between belief groups and it is an approach where multidisciplinary-theology, philosophy and the social sciences all come together. In other words, believing, thinking and living are all important to the study.

Everyone has a worldview: their way of seeing, making sense of and giving coherence and meaning to the world and to their own experience and behaviour.

Everyone has a worldview: their way of seeing, making sense of and giving coherence and meaning to the world and to their own experience and behaviour.

There are 3 different types of subject specific knowledge that pupils learn in RE:

- **Substantive -** knowledge about various religions and non-religious traditions
- **Ways of knowing -** where pupils learn how to know about religion and non-religion
- **Personal knowledge -** where pupils build an awareness of their own presuppositions and values.

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This syllabus is based on a Big Question for each Year group with a subsidiary question in each year for each term, and weekly questions for each week of the unit. Following the syllabus and using the units of work will enable pupils to explore their own and other attitudes and discover the answers to these questions.

At the end of each year an assessment of whether the pupils have answered the Big Question is advised.

Each unit has a front page which is based on a knowledge organiser principle - teachers can fill in the school values and add to the British values and Sensitivities boxes as required. You will also need to know the prior knowledge of the class.

Focused Religions

The focused religions to be taught at each Key Stage are:

Early Years

An introduction to religion and world beliefs

Key Stage 1

Christianity, Islam, Judaism, Hinduism, and Humanism

Key Stage 2

Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism, Humanism

Key Stage 3

Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism, Humanism

Key Stage 4

Christianity and one other worldview - see next pages for Key Stage 4 and 5

At every key stage other faiths and world beliefs and those which reflect the school community may also be introduced.

KS3 is arranged slightly differently, with topics of learning, but still has the knowledge organiser front page for the units.

Teachers in KS3 can spread the topics over a term as suitable.

In Y5 and 6 the units are longer to give time for more in depth thinking.

Visits to the many places of worship in Croydon are an important part of the learning process and it is statutory to take pupils on these visits. One visit in KS 1, two visits in KS2 and one visit in KS3 are the minimum requirement.

As well as resources given at the end of each unit there is a separate Resources tab with additional information for teachers which is to be used alongside this syllabus. There are pictures of many of the places of worship in Croydon in the Resources tab.



Key Stage 4

The law still states that at Key Stage 4 schools are required to teach religious education.

Most schools will follow a syllabus from one of the GCSE Religious Education courses, this choice of exam boards is left to the head of RE in each school.

To fully cover the curriculum will need about 140 hours of teaching

Usually, an RE GCSE covers Christianity and at least one other principal religion.

Pupils who are not entered into an RE GCSE must still be taught religious education according to Law.

Teachers can make their own curriculum with concepts following on from KS3. One online non examined course that teachers might choose is produced by Bristol SACRE KS4 Non-examined course for RE – Bristol SACRE.

5% of teaching time should be given to teaching religious Education.

Pupils should be at least taught to:

- Use appropriate language to develop their knowledge and understanding of the key beliefs, values and traditions of the religions studied.
- Recognise the variety of beliefs and practises within one religious tradition and identify how they may change over time.
- Reflect on secular and religious stories with a moral or spiritual dimension and respond thoughtfully and critically to key features and behaviors.
- Develop the ability to devise and ask relevant questions when investigating religious traditions.
- Consider how belonging to a faith tradition can make a difference to the life-style and moral attitudes of individuals and communities.
- Respond with supporting evidence to a range of contemporary moral and religious issues and human experiences.
- Evaluate, using appropriate evidence, people's different responses to religious and other views on human identity and moral issues.
- Reflect upon their own attitudes, behaviors and experiences and evaluate with reference to inspirational texts and personalities.
- Show respect when visiting places of worship, handling artefacts and listening to others.

Key Stage 5

The law and this Croydon 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 A/S course.
- As part of a general studies/school enrichment programme.
- The organisation of such a programme may include a series of religious education days incorporating a variety of visits, workshops and speakers.
- A project-based flexible learning approach which gives students time to develop particular interests – possibly leading to an internally awarded certificate.

- **As in all Key Stage s 5% of teaching time should be given to Religious Education.**

Teaching RE in the Early Years

It is a legal requirement for all children registered in a school to be taught religious education. So, children in the early years (but not the nursery, unless the school chooses) must be taught religious education and there is a set of units for them in this syllabus.

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 practises that are part of belonging to a faith are all equally valid and that everyone's needs are treated fairly and equally.

All 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.

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.

The Big Question for the units are:

- Festivals and celebrations in Autumn - Why do we celebrate?
- Caring and Taking Care in Spring - Why do we care about our world and each other?
- Growing Together in Summer - Why do people have rules?

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 into 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. To esteem each child in their own faith or world view the experiences provided in each setting should be planned with the particular years cohort in mind.

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practise. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Festivals and celebrations: This theme should cover several 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.

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.

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.

Special Educational Needs and Disabilities

**‘Every teacher is a teacher of pupils with special needs.
The special needs curriculum does not exist separately from the ordinary curriculum: the key lies in the teacher’s knowledge of the child’s skills and abilities and the means of providing appropriate access to the curriculum.’ Croydon Education Authority.**

‘So far as practicable, every pupil attending a special school will attend religious worship and attend religious education or will be withdrawn from attendance at such worship or from receiving such education in accordance with the wishes of his parent’. Legal Requirements for Religious Education and collective worship in special schools according to the 1988 Education Reform Act.

For all pupils the principle aims of religious education are:

To enable pupils to understand and reflect upon the religious and spiritual beliefs, practises, insights and experiences that are expressed in humanity’s search for meaning in life.

To provide opportunities for pupils to explore and express their own responses and personal beliefs.

These are met through the learning objectives and activities for each key stage, which incorporate the two attainment targets of 1)Learning about Religion and Worldviews and 2) Learning from Religion and Human Experience.

For further assistance with Special needs activities and lessons please contact the RE Consultant penny.smith-orr@croydon.gov.uk

The term ‘Special Educational Needs’ covers a whole range of learning difficulties, physical, emotional, or intellectual and has degrees from mild to profound. It needs to be recognised that children with special needs, whether in a special school or within a mainstream school, generally have a different base line of experience. Therefore, the basic vocabulary used when teaching needs to be checked against understanding.

The learning objectives are statutory within this document, but it should be acknowledged that when taking account of the learning difficulty the objectives may take longer to achieve. Productive repetition of some ideas will be vital for reinforcing each concept.

Depending on the level of need the pupils may not achieve all the learning objectives within the prescribed key stage. It may also be true that in some cases there will be more than one key stage represented in a teaching group.

Teachers from mainstream and special schools may find that they need to adapt ideas and strategies from the syllabus to allow access to religious education to every child. The best learning starts from the basis of need, interest, aptitude and achievement.

Recognition and appreciation of achievement of any objective, from any key stage, irrespective of the chronological age of the pupil is very important for self-esteem.

Practical experiences are the most valuable educational tool and are essential for pupils with special needs. A wide variety of experiences such as visiting places of worship, although access and attitude need to be thoroughly researched, receiving visitors, handling religious artefacts, self-expression and role play need to be arranged for pupils to make the most of their learning.

Photographic and video evidence of the pupils doing these activities should be displayed to help the pupil remember the experience and feel a sense of self-esteem and achievement.

For each Key Stage there is a page (also below) at the beginning of the year for adapting to Special Needs and some further sensitivities information on the unit organiser.

Guidance EYFS Adaptive Teaching Ideas

Sensitivities

- At this age, some children may show signs of SEN but not yet diagnosed.
- Be aware, some/ lots of pupils will need/benefit from some of these adaptations but may not necessarily be SEN.

Adaptations for including children in discussions

- Adults to support children where possible
- Consistent visual prompts to be used
- Use choices (starting with between two) when asking some types of questions
- Use 'identifying' questions rather than longer what/why/when asking targeted questions.

Strategies

- Use real objects or pictures when modelling.
- Use videos and real-life experiences (photos of children in class)
- Ongoing opportunities in provision (i.e. making birthday cards, handling objects, making decorations)
- Use children's own experiences. For example, ask parents to provide photos of a celebration/ festival etc. and consider displaying this .
- Consider letting children 'experience' some concepts where possible (i.e. create a celebration in your class)
- Use ICT software/ games to reinforce · Sing/learn songs where you can.

Adapted outcomes

- Say 1-2 key words taught
- Say things personal to them
- Identify using pictures/ continual visual aids as a prompt
- Take part in activities which support learning throughout provision.

Teaching Vocabulary

- Choose only a few words (2-3)
- Pre teach where possible and reinforce throughout the term.
- Use the same visual aids/ props to support children to learn the words.
- Consider letting children 'experience' the word where possible. For example, create a celebration (if celebration was your chosen key vocab)
- Display key vocab with images (real photos are better) throughout the class over a period of time.
- Consider strategies to help memorize words such as clapping out the syllables
- Explain vocab clearly without introducing

Adaptive teaching

- Make use of alternative resources such as iPad/ roleplay and make observations
- Provide opportunities in the provision to reinforce learning over time
- Draw pictures and adult annotates what has been said
- Avoid lots of questioning
- Use visuals (photos are better) on any resource as a prompt.
- Consider breaking a learning objective up and teaching over time
- Teach in small chunks if needed and show steps using a visual timetable
- Think about using matching activities.

Further help

- Including children with SEN in RE Including pupils with SEN and/or disabilities in primary RE (ioe.ac.uk)
- For a range of games/ clips LGfL Home
- LGFL CBeebies festivals clips.

Guidance KS1 Adaptive Teaching Ideas

Sensitivities

- At this age, some children may show signs of SEN but not yet diagnosed.
- Be aware, some/ lots of pupils will need/benefit from some of these adaptations but may not necessarily be SEN.

Adaptations for including children in discussions

- Adults to support children where possible
- Consistent visual prompts to be used
- Use choices (starting with between two) when asking some types of questions
- Use 'identifying' questions rather than longer what/why/when asking targeted questions.

Strategies

- Use real objects or pictures when modelling.
- Use videos and real-life experiences (photos of children in class)
- Ongoing opportunities in provision (i.e. making birthday cards, handling objects, making decorations)
- Use children's own experiences. For example, ask parents to provide photos of a celebration/ festival etc. and consider displaying this .
- Consider letting children 'experience' some concepts where possible (i.e. create a celebration in your class)
- Use ICT software/ games to reinforce · Sing/learn songs where you can.

Adapted outcomes

- Say 1-2 key words taught
- Say things personal to them
- Identify using pictures/ continual visual aids as a prompt
- Take part in activities which support learning throughout provision.

Teaching Vocabulary

- Choose only a few words (2-3)
- Pre teach where possible and reinforce throughout the term.
- Use the same visual aids/ props to support children to learn the words.
- Consider letting children 'experience' the word where possible. For example, create a celebration (if celebration was your chosen key vocab)
- Display key vocab with images (real photos are better) throughout the class over a period of time.
- Consider strategies to help memorize words such as clapping out the syllables
- Explain vocab clearly without introducing

Adaptive teaching

- Make use of alternative resources such as iPad/ roleplay and make observations
- Provide opportunities in the provision to reinforce learning over time
- Draw pictures and adult annotates what has been said
- Avoid lots of questioning
- Use visuals (photos are better) on any resource as a prompt.
- Consider breaking a learning objective up and teaching over time
- Teach in small chunks if needed and show steps using a visual timetable
- Think about using matching activities.

Further help

- Including children with SEN in RE Including pupils with SEN and/or disabilities in primary RE (ioe.ac.uk)
- For a range of games/ clips LGfL Home | LGFL CBeebies festivals clips.

KS2 Adaptive Teaching ideas

Sensitivities

- For some children, objectives for each lesson may be achieved but this may look different depending on need.
- Some children may experience 'fine motor'' difficulties so recording /writing may be a barrier
- Some concepts may still be abstract, especially for children with needs.

Adaptations for including children in discussions

- Adults to support children where possible
- Consistent visual prompts to be used on resources and teaching slides. Provide to adults working with children.
- Identify talk partners carefully, based on child's particular needs
- Where appropriate, start by using 'identifying' questions before moving on to what/why/when/who, when asking targeted questions

Strategies

- Think about what the 'RE' learning question is for each lesson and plan activities which will show success meeting the question. Take into account needs and limitations
- Think about adaptations all through the lesson not just the tasks (ie during the carpet session)
- Use videos and real life experiences (photos of children in your class)
- Consider a display for reinforcement throughout the term. Add children's own pictures from home where possible (for example a child dressed up going to the mosque)

  Use real objects allowing children to handle (where possible)
- Use simplified language when discussing ideas/concepts

Adapted outcomes

- Say some key vocab in each lesson (not all)
- Show an awareness of some concepts over time, through talk and supported work
- Begin to explain their own beliefs and ideas through structured questions/ discussions.This can include, using a choice to answer.

Teaching Vocabulary

- Choose only a few key words over the unit to focus on. Pre teach where possible and reinforce throughout the term.
- Use the same visual aid/ props to support children to learn the words.
- Display key vocab with images throughout the class over a period of time.
- Consider strategies to help memorize words such as clapping out the syllables
- Explain vocab clearly without introducing alternative concepts

Adaptive teaching

- Make use of alternative resources such as iPad/ Clicker
- Adapt how children understanding– discussion/ drawing/ annotations etc.
- Avoid using lots of different types of questions during discussions
- Use pictures/images on resources as a prompt.
- Consider breaking a learning objective up and teaching at a slower pace
- Teach in small chunks if needed and show steps using a visual timetable
- Use technology to record sentences to help children say/remember a sentence before writing
- Incorporate drama/ roleplay/art where appropriate
- Use matching activities where appropriate (for example match the picture of the festival to the religion)
- Use a variety of group talk, mixed peer and adult led discussions

Further help

Including children with SEN in RE

including pupils with SEN and/or disabilities in primary RE (ioe.ac.uk)

For a range of games/ clips

LGfL Home | LGFL

CBeebies festivals clips

BBC bitesize for short clips

Time Allocation

- There are only recommendations around time given by schools for RE, these came from the Dearing Report and are nationally acknowledged by SACREs and equate to 5% of teaching time per year.
- For Early Years there are no recommended time for EYFS, just that is it a discernible element.
- For KS1 it is 36 hours annually (50 minutes a week)
- for KS2 it is 45 hours annually (1 hour a week)
- For KS3 it is 45 hours annually (1 hour a week)
- For KS4 for a GCSE course 140 hours over the Key Stage or 1 Hour per week for non GCSE courses
- Models for RE coverage of a suitable amount can be seen here

A

RE weekly lessons

- Pupils have time to learn about and from religion
- Regular RE give Opportunity for progress in skills and understanding

B

RE afternoons

- A unit of work is studied over 3 afternoon sessions
- Allows pupils to focus on RE learning
- Allows greater opportunity for creative learning

C

RE days and weeks

- A whole unit is covered within a day/day and a half
- Whole school can be doing RE together

Sensitive Issues in the Classroom

Children in our classrooms come from a large variety of faith traditions, or none, and live in one of the most multi faith, multi-cultural, multi-racial society of all the London Boroughs. Likewise, a proportion of the population does not associate with a religion and may hold personal spiritual beliefs or subscribe to worldviews such as Humanism.

Sensitivity to the differences of faith, culture and practises within our schools leads to an atmosphere of tolerance to others and good will. An attitude of respect towards others and willingness to consult are more important than a detailed knowledge of every practise. This advice is given so that the particularly good inter-faith understanding within Croydon will continue to flourish.

People who belong to the same faith or belief group may not express or practise their faith in the same way. There are many denominations of faith groups, to speak to the class as if everyone belonging to the same faith has the same practises might be disagreeable to some. Statements which start with 'All Sikhs…' or 'All Buddhists…' or 'As Christians we…' are generally wrong. Much better is 'Some Sikhs', 'Many Buddhists', or 'Speaking as a Christian I…'. For information on different denominations see the Resources section of the website.

Christianity is the principal religion of the country both historically and constitutionally and the laws on Religious Education make it clear that Christianity must be taught in each year group and is the principal religion. In our syllabus you will find that we have then given an equal status to other faiths and worldviews according to the population of Croydon and to reflect the diversity of beliefs found in Croydon.

The Equality Act

- Religion or belief discrimination is when is when you are treated differently because of your religion or belief, or lack of religion or belief, in one of the situations covered by the Equality Act.
- The treatment could be a one-off action or because of a rule or policy. It does not have to be intentional to be unlawful.
- The Equality Act 2010 says you must not be discriminated against because: Someone thinks you are of a particular religion or hold a particular belief (this is known as discrimination by perception)

In the Equality Act religion or belief can mean any religion or world view, for example an organised religion like Christianity, Judaism, Islam or Buddhism, or a smaller religion like Rastafarianism or Paganism, if it has a clear structure and belief system.

The Equality Act also covers non-belief or a lack of religion or belief.

If you have a pupil who is a member of a faith community you may, by asking privately beforehand, encourage them to talk about their faith to the class. You should remember, and remind the class, that practises can be different so that the pupil does not become accountable for a whole faith tradition.

Religious Education teachers should try to find out the belief background of every pupil in the school. This will give them an understanding of the needs of the pupil and knowledge of when they might, for instance, be celebrating a festival or fasting. The document 'Respect for Pupils of Faith' produced by Croydon SACRE has useful information for schools.
When a pupil is fasting for religious reasons, excessive exercise should be avoided and a topic on food planned for a different time of year.

You will also want to know if any child has suffered bereavement before embarking on some of the programmes of study. A pupil who is recently bereaved may need to be excused from discussions on loss, change, memorials. Usually, if the pupil is warned, they will be able to cope and participate. Children might want to discuss the ideas of heaven, rebirth or afterlife and the teacher needs to be ready for these questions. Similarly, some religious stories should be taught with an awareness of their graphic content, particularly when introduced to young children.

All religious artefacts should be carefully used, stored correctly, and displayed with sensitivity and a respectful attitude: it may be an artefact to the teacher while it is a sacred object to the pupil. For instance: The Qur'an should be wrapped and kept on the highest shelf when not in use: the Holy writings of the Jewish people are called the Tenakh.

When taking children on a visit impress upon them to always be respectful. It is important for parents to know that pupils will achieve a better understanding of the religion through a visit and that there will be no participation in worship involved.

During a study of a festival try not to let the pupils gain an impression of just a party but to understand what the events and the experiences mean to people of the faith, what beliefs the festival illustrates to them and what are the cultural customs surrounding the celebrations.

Legal Requirements

The Locally Agreed Syllabus for Religious Education is of equal importance with the National Curriculum.

There is a statutory requirement and a legal pupil entitlement for schools to provide a basic and broad and balanced curriculum. This is covered by the National Curriculum and the Locally Agreed Syllabus for Religious Education (RE). Religious education must be provided for all registered pupils in state-funded schools in England, including those in the sixth form.

The position of religious education in the school curriculum has been consolidated through a succession of primary legislation, from the Education Act of 1944 through to the Education Act of1996 and the School Standards and Framework Act of 1998 Religious Education (RE) is for all pupils.

A locally agreed syllabus is a statutory syllabus for RE recommended by an Agreed Syllabus Conference for adoption by a local authority. The Agreed Syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practises of the other principal religions represented in Great Britain. [Section 375 Education Act 1996]. The exploration of non-religious worldviews should also be included.

RE is locally determined, not nationally, but requirements now vary for different types of schools.

Local Authority Maintained/ Community / Voluntary Controlled schools without a religious character must follow the locally agreed syllabus. Foundation Schools and Voluntary Controlled schools with a religious character also follow the locally agreed syllabus.

Voluntary-aided schools with a religious character should provide RE in accordance with the trust deed or religious designation of the school unless parents request the locally agreed syllabus. Church of England schools (including church academies and church free schools) should provide a wide range of opportunities for learners to understand and to make links between the beliefs, practises and value systems of the range of faiths and worldviews studied.

Academies and Free schools - RE should be provided as part of a broad and balanced curriculum and in line with requirements for Agreed Syllabuses. The requirements for the type of RE that an academy provides, will be set out in their funding agreement. For schools without a faith designation, this will usually mirror the requirements for local authority - maintained schools without a religious character.

Academies may use the locally agreed syllabus, or a different locally agreed syllabus (with the permission of the SACRE concerned) or devise their own curriculum. OFSTED expects Academies to provide an RE curriculum ‘of similar ambition’ to the subject orders of the National Curriculum. This Agreed Syllabus has been written to support academies in our local area to meet the requirements of their funding agreement and is warmly commended to them. Academies which were formerly Voluntary Aided schools should follow the guidance for Voluntary Aided schools.

Special schools should ensure that every pupil receives RE ‘as far as is practicable’. Using the Croydon Agreed Syllabus and information available from the Croydon SACRE Officer.

Parents of pupils at a maintained school may personally request that their child is excused from religious education and/or attendance at collective worship. The school should not incur any expense or extra work through this action.

Teachers may also withdraw from teaching RE or attending collective worship.

Key teaching Points for each Faith and belief

Buddhism

The life and teachings of Siddatha Gotama, 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.

Christianity

There are many different denominations with different practises. However, all Christians believe in one God, who is the creator, and that Jesus was 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. The leaders of the church are deemed Gods representatives on earth.

Christians believe in everlasting life for those that believe in God and have accepted Jesus as their Saviour, having asked for forgiveness.

Hinduism

Hinduism is a way of life as well as the name for a follower of the faith.

Religious Hindus believe in one 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 The One True God, Allah, who must be worshipped alone without any partners. Allah sent Prophets to guide mankind to know and worship Him. The first Prophet was Adam, the husband of Eve, both the progenitors of mankind followed by a long series of Prophets and Messengers culminating with the appearance of the Prophet Muhammed PBUH (Peace be upon Him) the son of Abdullah, a descendant of the Prophet Abraham in the 7th Century. (Children should not be asked to role-play or draw the Prophet Muhammed).

Muslims believe that Allah distinguished mankind over all other creation with intellect and free will, to test who among them is best in virtue. Muslims believe that all of mankind will be accounted for their deeds on the Day of Judgement, a day when all wrongs will be righted. Those who followed the call of the Prophets and lived a godly life will be entered into Heaven, but those who disobeyed Allah and rejected His signs and favours will be cast into Hell. Muslims believe that Allah, out of His mercy and compassion, guided His servants to goodness and virtue not only by sending them Prophets and Messengers but also divine revelation. The Qur'an is the direct speech of Allah received by the Prophet Muhammed through the Archangel Gabriel who brought God's final message for mankind. The Qur'an means 'The Recitation' and is read by Muslims every day in their five times daily prayers. The Arabic Qur'an should only be touched by those who have performed the special Islamic washing called 'Wudu'.

Key teaching Points for each Faith and belief

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 very important to followers of the Jewish faith.

There are orthodox Jews and liberal Jews.

In an orthodox synagogue men and women sit separately.

Head covering is required for both sexes in the orthodox synagogue.

Some Jews substitute letters or symbols for example G-d instead of God so the name of God cannot be obliterated.

Humanism

Humanism is not a religion – it is a non-religious worldview based on the conviction that the universe or nature is all that exists or is real (naturalism). It is informed by science, inspired by art, and motivated by compassion.

Humanists believe that moral values are founded on human nature and experience alone. They do not believe in any gods.

They believe that, in the absence of an afterlife and any discernible purpose to the universe, human beings can act to give their own lives meaning by seeking happiness in this life and helping others to do the same.

A significant number of people in the UK (around 29% of the population) hold values that are consistent with Humanism, even though many have not heard of the term.

Humanists can be found all over the world – in Europe, Asia, Africa, and the Americas. It is thought to be the world's fastest growing belief system. Humanists International has member organisations in over 60 countries.

The website for Humanists UK is: https://humanists.uk/humanism/

Sikhism

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 Kacchera.

Visitors to the Gurdwara must wash hands and remove their shoes. Seating is on the floor. Food is prepared in the Gurdwara and classified as Langar blessed food this will be given to visitors to eat whether rich or poor, non-Sikh or Sikh, all are welcome.

All Sikh children are known to keep their hair (kesh) without cutting them. Girls will have their hair tied in plats and boys will either have a Patkha (head covering) or a turban.

Under no circumstances should anyone try to pull or take off the head covering as it is legally regarded as a Racial Attack and will be reported as an incident.

Useful Internet Resources

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

As well as the resources in each unit here are some general internet sites which will be helpful to teachers and pupils. 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.

The BBC RE Site:
http://www.bbc.co.uk/religion
https://www.bbc.co.uk/bitesize

BBC My Life, My religion. KS2 Programmes:
http://www.bbc.co.uk/programmes/b05pc1c9

RE Online: http://www.reonline.org.uk

NATRE: http://www.natre.org.uk/resources

RE Today: http://retoday.org.uk

You Tube: http://www.youtube.com

True Tube: www.Truetube.co.uk

RE Quality mark: http://reqm.org

News – REC:
http://www.religiouseducationcouncil.org.uk
http://www.HinduismToday.com/

Sunni: http://discoverislam.co.uk
Shia: BBC - Religions - Islam: Sunni and Shi'a

Translation of the Qur'an:
http://english.islamway.com

Ahmadiyya: http://www.ahmadiyyauk.org/

Judaism: http://Chabad.org

The Board of Deputies of British Jews:
http://www.bod.org.uk/

Holocaust Memorial Day Trust:
http://www.hmd.org.uk
http://www.bethshalom.com

The Buddha Net: http://www.buddhanet.net/

Gateway to Buddhist websites:
http://dharmanet.org/

Re-Quest: http://www.request.org.uk

Culham St Gabriel's Homepage: www.cstg.org.uk

Salvation Army: https://www.salvationarmy.org.uk/

KS1 &2 Children talking:
http://www.faithinschools.co.uk

The Sikh Net: http://www.sikhnet.com/

The Sikh Home Page: http://www.sikhs.org/

Jainism: www.jainworld.com

Understanding Humanism:
https://humanists.uk/humanism

Also useful to teachers:
https://www.gov.uk/government/publications/subject-report-series-religious-education

RE Hub London:
www.re-hubs.uk

Skills of Religious Education

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.

Investigate: 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).

Reflect: 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 practises. Think and speak sensitively about values, religious and spiritual topics recognising the significance of special moments.

Interpret: Draw meaning from artefacts, symbols, stories, works of art and poetry. Interpret and understand religious language. Derive and understand meanings of religious texts.

Empathise: 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.

Analyse: Distinguish between essential ideas, opinions, belief and fact. Distinguish between key features of different faiths and belief systems. Identify similarities and differences.

Apply: 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.

Synthesise: Recognise similarities and differences.Link coherently feature(s) of religious groups / belief systems.Make links between religion and human experience (AT2).

Evaluate: 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.

Express: Identify, interpret and explain religious language, symbols and rituals. Communicate their responses to their learning in RE through different modes of expression such as oral and written work, art, drama, role play, music and video. Respond to ultimate questions and religious issues through a variety of media. Identify and articulate matters of deep conviction and concern.

British Values and RE

British Values, which are:

- Tolerance of those with different faiths and beliefs,
- Mutual respect,
- Democracy,
- The rule of law,
- Individual liberty,

Should be shown throughout the curriculum but are covered very comprehensively in the RE curriculum.

RE has a significant contribution to make to preparing pupils for modern life in Britain by, for example:

- providing a model for reflection, engagement and encounter for life-long learning:
- providing opportunities to explore issues of identity and belonging, encouraging the investigation of a range of lifestyles and ways of thinking in order to understand themselves and others better:
- encouraging reflection on their own and others' beliefs, values and lifestyles and, with sensitivity, to develop understanding of beliefs:
- providing opportunities for the challenge of unhelpful stereotypes and the promotion of key values such as 'respect for all':
- fostering personal engagement with, and a sense of responsibility for, the development of a diverse, understanding and equitable society:
- fostering appreciation of the accumulated wisdom of centuries of human experience as distilled in religious beliefs, practises and texts.
- Following the Croydon Agreed Syllabus 2024 will encompass all these values and contribute to the spiritual, moral, social and cultural education of pupils.

Spiritual, Moral, Social and Cultural Education

RE has a key role in promoting pupils' spiritual development by fostering skills to enable the exploration of and response to, for example:

- how they relate to themselves, to others, to the world around them and, for some, to God:
- paradox, mystery and the deepest questions of life such as 'Why are we here?', 'Why do people die?' and 'Why is there so much suffering in the world?':
- the lives of individuals and groups who have inspired others:
- what different religious, spiritual and secular traditions teach about the meaning and purpose of life: and
- values such as justice, honesty and truth.

RE has a key role in promoting pupils' moral development by fostering skills to enable the exploration of and response to, for example:

- personal issues and values like why should I tell the truth, and how can I be good?
- a range of ethical and moral issues:
- the role of ethical rules and codes within communities and society: and
- what different religious, spiritual and secular traditions teach about right and wrong.

RE has a key role in promoting pupils' social development by fostering skills to enable the exploration of and response to, for example:

their own growing sense of identity, place in society and different experiences of community, e.g., family, school, national, religious:

- their experience of working in diverse groups and social settings:
- a range of social issues relating to the quality of life in contemporary society:
- how religious teachings have shaped and influenced different communities and societies:
- commonly shared experiences that communities seek to celebrate and mark, e.g., rites of passage:
- how religious, spiritual and secular traditions lead to particular actions and concerns:
- how religion has inspired individuals with a sense of social responsibility that has generated great social change historically.

RE has a key role in promoting pupils' cultural development by fostering skills to enable the exploration of and response to, for example:

- the place of culture and tradition in their own and others' lives:
- the relationship between culture and religion, and how religions and beliefs contribute to cultural identity and practise:
- the ways in which those from different cultures have expressed themselves through the creative and expressive arts:
- the many ways in which meaning, belief and value can be expressed and communicated.

Many of these aspects clearly overlap with Citizenship and Personal, Social, Heath, and Economic Education (PSHE), and schools are encouraged to make use of RE to add to the cross curricular dimension of different areas of learning within the primary and secondary curriculum.

School inspection handbook might be useful for RE Coordinators to read:

https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023

Croydon and the 2021 Census

With a population just under 400,000, Croydon is the largest of the 32 London boroughs, with this comes a rich tapestry of different people, faith, and beliefs.

Compared to the census in 2011 there has been a 5.9% increase in those reporting “no religion”, however this is over 10% less than the 2021 national figure of 37.2% and Christianity with 48.9% of followers is higher than the national figure.

Groups that have seen no changes between the 2011 and 2021 census are the Buddhist and Jewish communities with a minimal fall in the Hindu community.

Understanding the implications of this census data is a part of the learning journey for students in order to understand their own worldview. It also helps them to make sense of the diverse and changing nature of their community and the people that live within it.

Croydon’s religious diversity means an enviable range of religious buildings, spaces for prayer and reflection including numerous churches, mosques, mandirs, temples and gurdwaras. A visit to a place of worship forms part the statutory offer. Students in Croydon have an advantage in the borough as many of these places of worship warmly welcome school visits and offer the opportunity for faith members to visit schools.

Religion in Croydon

In 2021, 25.9% of Croydon residents reported having “No religion”, up from 20.0% in 2011. The rise of 5.9 percentage points was the largest increase of all broad religious groups in Croydon. Because the census question about religious affiliation is voluntary and has varying response rates, caution is needed when comparing figures between different areas or between censuses.

Across London, the percentage of residents who described themselves as having “No religion” increased from 21.0% to 27.1%, while across England the percentage increased from 24.8% to 36.7%.

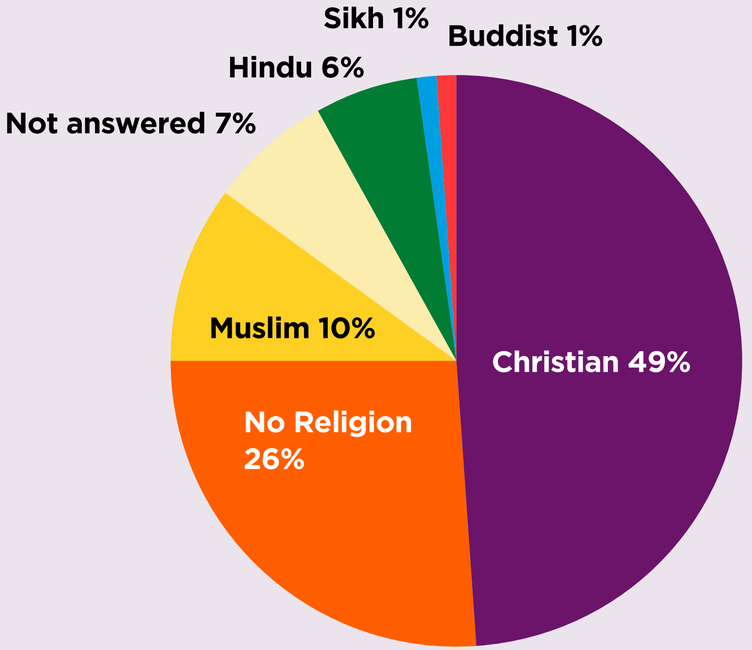
In 2021, 48.9% of people in Croydon described themselves as Christian (down from 56.4%), while 10.4% described themselves as Muslim (up from 8.1% the decade before).

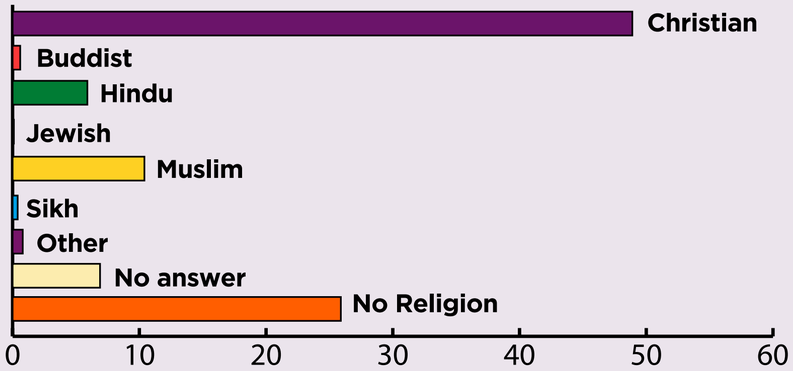
There are many factors that can cause changes to the religious profile of an area, such as a changing age structure or residents relocating for work or education. Changes may also be caused by differences in the way individuals chose to self-identify between censuses. Religious affiliation is the religion with which someone connects or identifies, rather than their beliefs or religious practise.

Croydon and the 2021 Census

How Croydon compares historically & nationally

Group	10 year change in percentage since 2011 ONS	2021 Adherents by percentage in Croydon ONS	Religious composition 2021 England & Wales ONS
No Religion	+5.9	25.9%	37.2%
Christian	-7.6	48.9%	46.2%
Buddist	0	0.6%	0.5%
Hindu	-0.1	5.9%	1.7%
Jewish	0	0.2%	0.5%
Muslim	+2.3	10.4%	6.5%
Sikh	0	0.4%	0.9%
Other religions	+0.2	0.8%	0.6%
Not answered	-0.7	6.9%	6%





https://www.ons.gov.uk/visualisations/censusareachanges/E09000008/

https://www.ons.gov.uk/census/maps/choropleth/identity/religion/religion-tb/no-religion?lad=E09000008

Assessment

You can only assess what you have taught!

- The Prime purpose of teaching is to bring about learning
- Nothing improves because of assessment
- Assessment must lead to growth or development
- There is no point in assessment unless there is a useful outcome

Assessment should:

- Raises teacher and pupil expectations.
- Enables teachers to identify strengths and weaknesses in pupils' attainments.
- Enables teachers to plan the next steps in the pupils learning.
- Provides the means to chart progress.
- Makes pupils and their parents clear about particular achievements and targets for improvement.

Assessment should:

- Be conducted according to commonly agreed purposes.
- Raise an expectation of success rather than failure.
- Take place in a familiar, supportive environment.
- Be preceded by equal access to the learning programme for all pupils.
- Take into account 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.
- Be conducted according to agreed criteria.

Assessment

On the cover page of each unit in each year is a suggestion of assessments tasks.

To effectively assess a child's attainment and progress, it is essential that a range of evidence is used so that holistic and accurate judgement can be made.

- Pupil's individual books, pupil's comments
- Class portfolios or big books
- Photographs
- Records of class discussions and debates
- Group outcomes, from acting out, role play, whispered debates etc
- Class displays
- Teacher's evaluations, observations.

Religious Education should not be merely regurgitating or recycling key information or simply providing a distant or superficial opinion or comment. Religious Education should be an active enquiry process, with meaningful, well-informed and balanced conversations, using a variety of disciplines to apply, interpret, analyse, and evaluate what they have learnt about other religions and worldviews in relation to spiritual, ethical, moral and social issues. Through enquiry, pupils will build their knowledge and understanding about religions and worldviews, consider and reflect meaningfully on what they have learnt and create an informed view.

Learning should be planned around 'Big Questions' that relate to finding out about the religions and worldviews reflected in their local community and beyond. These enquiries should encourage pupils to not only specify 'what' beliefs, practises and values are, but to also suggest 'why' these beliefs and values are held or expressed in a certain ways and to identify 'how' they may be interconnected and affect people's lives.

The units of work in the Primary phase have been devised for teachers to use in order to achieve this and should therefore be followed as written. In Key Stage 3 teachers can arrange the Topics in a suitable order for teaching.

At the end of each year teachers should plan a lesson with discussion of the Big Question for that year group and the answers pupils have found.

It is a legal requirement that there should be a report on a pupil's progress in RE at the end of the year, the assessment opportunities through the year should inform the teacher of this progress.

Assessment

This list is not definitive or exhaustive, but pupils may be asked to:

At KEY STAGE 1

- Talk with teacher or friend
- Act out
- Model
- Draw
- Retell
- Illustrate a story
- Share together to help others
- Explain to a teacher, friend or parent
- Write about
- Use names or vocabulary correctly
- Listen quietly
- Show appreciation of others
- Participate in periods of quiet thought or stillness

At KEY STAGE 2

- All of Key Stage 1 plus
- Identify and express feelings and experiences in words, sounds, movement and artwork
- Write about
- Illustrate
- Dramatise
- Talk about to a teacher, friend or parent
- Describe verbally or in writing
- Make a display
- Explain in words, diagrams, charts, pictures
- Listen to people and ask appropriate questions
- Explore through role play
- Behave appropriately
- Imaginatively describe
- Identify and explain symbols
- Use religious terms correctly
- Participate in periods of quiet thought and stillness

Progression of Festivals

Festivals and celebrations occur in many forms within each faith community and in the wider world.

Schools will return to Christmas, Easter and Harvest celebrations particularly throughout the Primary phase.

It is important that a progression is shown in the teaching of these festivals and pupils are not taught the same thing each year.

Also, just telling the story and the customs of celebration (clean house, new clothes, presents etc.) is not religious education. It is the beliefs and feelings and experiences of the believer that are important and to be reflected on. For instance, the beliefs of a Christian at Christmas are expressing the belief of incarnation - of God becoming human in Jesus and the experiences lead to A renewal of commitment to follow the teachings of Jesus. Likewise, a celebration by Muslims at Eid is the belief of expressing thanks to Allah for the gift of self-control during Ramadan and the experience encourages a Muslim to continue to be faithful, generous and charitable.

On the following slides are ways to ensure that Christmas, Easter and Harvest are celebrated and taught in a different way each year.

Other faith and belief festivals are to be taught throughout the units as seen. As with Christmas and Easter festivals that are celebrated each year must be approached differently in each year group.

10 Ways to approach Christmas in School

Christmas is expected to take 3 weeks in each Year group in the Primary Stages. It is very important to show progression in planning for this. Below are some ideas for RE Coordinators to give to teachers who can then expand on them.

Every year group in the Primary school will cover Christmas in some way. Just retelling the story each year is not sufficient coverage and teaching about Christmas and Easter is part of the 51% Christianity teaching.

- **The Christmas story:** The key events in correct sequence Birthdays- whose birthday are we celebrating, how do we celebrate birth? Who was happy and who was sad?
- **Journeys:** What journeys were undertaken and by whom? What happened to the characters after the birth?
- **Symbols and meaning of Advent:** 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 local church at Christmas**: 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
- **Significance of light at Christmas:** Comparing with other festivals of light What do Christians mean by 'Jesus is the light of the world'?
- **The Local church at Christmas:** 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
- **Religious Christmas/ secular Christmas:** What does Christmas mean to Christians What are the differences between a religious Christmas and a secular celebration. What are the religious/ secular symbols on cards. Look at religious symbolism, are there any secular symbols
- **Christmas through art:** 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 pictures Comparing artistic interpretation to biblical accounts
- **Caring at Christmas:** Christmas can be joyful and sad for different people Study of one of the charitable groups and their work 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?

Recap the story of the nativity with year 5 or 6 A comparison of the Christmas story from different Gospels. Two of the Gospels have a story of the birth of Jesus and both are very different with different emphasis on the characters. How did we get to the Nativity story we know today from these two sources?

Ways to Approach Easter

Easter is the most important of the Christian festivals in the year and defines the Christian belief that Jesus was born to save them. Christians attend church services, sing Easter hymns, give cards, and light candles as symbols of new life.

This story answers the big question for Christians ‘Is there life after death?’ Christians believe that God came into the world in the person of Jesus and through him living a prefect life his death can take away people’s wrongdoing who call on him.

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 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.

There should be a progression through the school (as at Christmas) so that children do not look at the same aspect of Easter in each class.

For example, from Foundation to year 6 could be:

Easter – The Life of Jesus: To understand the significance of Easter for Christians and to know some of the ways it is celebrated by the faith community. It Is an opportunity to know some of the key events in the life of Jesus and to recognise some of the ways in which Jesus is important to Christians

The Easter story, Make an Easter Garden.

- **Celebration food,** what are the origins of a Hot Cross Bun, the Easter egg, Simnel Cake, boiled eggs, Easter Bread. What do Christians do on Easter Day? Why might they be having a feast together? This could also be a visit a church opportunity to understand the significance of Easter for Christians and to know some of the things that happen within a church during Lent, Holy Week and Easter Day.
- **Giving, Receiving and Thankfulness,** Children to mind map what Easter means to them including what they can remember of the Christian Easter story. 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?
- **Palm Sunday** and the disciple’s feelings, and their actions. {why did the crowds change their attitude between then and the following Friday?} Interviews with the ‘main characters’ for a newspaper report.

Palm Sunday commemorates the entrance of Jesus into Jerusalem (Matthew 21:1–9), when palm branches were placed in his path, before his arrest on Holy Thursday and his crucifixion on Good Friday. Jesus rode into Jerusalem. The crowd Shouts of ‘Hosanna’. Waving palms. Jesus as King and Saviour. Make Palm leaves out of green paper. Act out the ride into Jerusalem.

Activity: Greetings. How do we greet a friend? Someone new? Jesus was greeted as a King by the people but also the Pharisees wanted to kill him. Why? The Jewish leaders were angry with him for upsetting their traditions and some of their laws. They looked down on him for eating with sinners and associating with those deemed unclean or unworthy. But most of all, they hated Jesus because he claimed to be from God, and as time went on, dared to make himself equal to God.

Healed on a Holy Day – not allowed in Jewish Law (Luke Ch13, v14) (John Ch5, v10)

Knocked over the tables in the Temple (Matthew Ch 21, v12)

He ate with tax collectors and others that were not seen as good people (Luke Ch5 v30) (Matthew Ch 9, v10)

Jesus came from God. This was seen as hard to believe and offensive by some. (Luke 3, 22), (Mark Ch14, v61)

Discussion - How do you decide if a person is good or not? Words/actions. Kind words, kind actions.

Easter through the Primary years continued

Signs and symbols of Lent - Lent observances around the world- Pre-Lent celebrations around the world. What do Christians do during Lent?

Look at a real Paschal candle. Get a local vicar in to talk about the symbols, Decorate your own candles What is important about the symbol of light? Look at metaphors to do with light. 'It dawned on me'. Look in a local church for signs of sunrise which symbolises the resurrection. Make a 'welcome the new day' banner.

Signs and symbols - 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. Use artefacts in a display of contrasts. With Purple background for Good Friday with a crucifix, a crown of thorns, a cross, a closed tomb And a Yellow background for Easter Day with an open tomb, flowers, spring display, Easter cards

- Design an altar cloth for Easter time.
- Design a stole for the vicar at the Easter service.

Sadness and Joy - Crucifixion/Resurrection

Last Supper and Garden of Gethsemane. Children could look at the Stations of the Cross and then make their own set.

- Design an altar cloth for Easter time
- Design a stole for the vicar at the Easter service

To understand why the resurrection so important to Christians

Look at a painting depicting part of the Easter story and consider who is in the pictures, what is happening and how it makes you feel.

https://d1lfxha3ugu3d4.cloudfront.net/images/open-collection/objects/size4/00.159.299_PS2.jpg

Look at the picture in the link above. How has the artist chosen to depict the crucifixion? Why have they decided to paint the picture this way? How does it make you feel? Who can you see in the picture? Can you see a soldier? How is he feeling standing guarding Jesus' body?

Who are Jesus' followers? How are they feeling? Can you see Jesus' mother? How is she feeling? Can you see the tomb?

What could appear in the picture just before or just after this one? Write the next part of the story. Pretend to be one of the characters in the picture and write about what you can see and how you are feeling.

Why is the empty tomb so important in the Easter story? What is resurrection? Christians believe that Christ was raised from the dead and that death is not the end.

Can you be a Christian if you don't believe in the Resurrection?

Research what Christians believe about Resurrection. Look at the Apostles creed.

Harvest Ideas for Schools

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.

Harvests happen worldwide 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 sometime 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.

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.

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:

- 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

The festival and celebration aspect being particularly relevant to the foundation stage.

1. Christian Harvest

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 paper chains and decorate the classroom/hall. Write what you are thankful for on the links of the paper chains.

Harvest video: https://www.bbc.co.uk/teach/school-radio/articles/z896qfr

Summary: The video starts with two boys describing the farm they live on in Cambridgeshire and some of the food they grow there. They talk about the harvest and all the work that is done on the farm during that time. They are joined by other children who then consider the questions: What's your favourite food? Where does your food come from? What sort of things do farmers in the UK grow? Why is it important to know where your food comes from? Why is Harvest Festival important? Show the video and talk about the questions posed.

Harvest Ideas for Schools

The Food Hub

Do some online research into your local food hub. You may be able to get someone to come from the hub to talk to the children.

Find out what items the food hub needs. Who uses the food hub? How can we support the food hub? Where can people donate?

Design posters to put up around school informing staff and children about the food hub. Include what and where people can donate. Make them eye catching and easy to read.

Be aware that some families may be using the hub. Emphasise that the hub can be used by anyone who needs some extra support and that it isn't a negative thing. You can talk about food/energy bills/etc.

Christian Harvest in Church

A church is central to the Christian faith, and it is where the community comes together to worship and praise God.

The church is:

the place of worship for all Christians

where the community gathers

where works of charity are carried out

a place of healing

Having a place of worship is important for Christians as it provides the opportunity to feel closer to God, to meet other Christians with the same beliefs and to feel like a part of a community of believers who regularly come together to express their faith.

For Christians gathering together as a community for worship is key and based on the Gospel of Matthew. Jesus taught that when people gathered together to worship him, then he would be present. This is one reason why the Catholic faith teaches that Jesus is truly present in the Mass.

For where two or three are gathered in my name, I am there among them.
Matthew 18:20

Let us be concerned for one another, to help one another to show love and to do good. Let us not give up the habit of meeting together, as some are doing. Instead, let us encourage one another all the more, since you see that the Day of the Lord is coming nearer.
Hebrews 10:24-25

Research some Harvest songs/hymns/poems. What do they tell us about why and how Christians celebrate?

Can you write your own poem/song about being thankful? What are you thankful for?

2. Hindu Festivals that celebrate the Harvest

Makar Sankranti is a Hindu festival celebrated on the 14th of January every year. It marks the end of the harvest season and the start of Spring. Farmers celebrate it to thank mother nature for a bountiful crop. In general, it depicts the start of a period of peace, prosperity and goodwill.

- Families get together for fun and frolic on this day. They exchange sweet preparations with each other. Since sugar cane is harvested as the first crop and converted into jaggery, it is used extensively in making sweets for this festival.
- Another ingredient commonly used in the sweet preparations in sesame seeds or til. This is because til generates heat in the body and hence good for winters. Also, sesame seeds are believed to absorb negative energy and give out positive energy.
- Since the day is associated with the start of purity and peace, people take a dip in the holy waters of the Ganges, Yamuna, Krishna, Godavari to purge them of their sins.

Harvest Ideas for Schools

- Kite flying is an important aspect of this festival. As the sun moves towards the north, its rays are said to have a medicinal effect on the body. Hence, people get out in the open to fly kites and receive the healing rays of the sun. In north India, on this day, the sky looks painted in a multitude of colours because of the kites being flown.
- In short, Makar Sankranti is a day of offering gratitude to nature for everything that it has bestowed on us.
- https://kids.dadabhagwan.org/knowledge-house/articles/the-festival-of-makar-sankranti/
- This video is useful for teachers to watch to learn more about the festival: https://www.youtube.com/watch?v=4DIMG9GAuMY
- This video is child-friendly and explains how Makar Sankranti, Pongol and Lohri are all festivals celebrating Harvest in India: https://www.youtube.com/watch?v=_nF3zSEQilg
- You might like to invite a Hindu to discuss the importance of the festival to a believer. Prepare questions first.
- Art ideas make some kites to go on display each child could write what they are thankful for on their
- Hindu Harvest – Pongal 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 and 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.

3. Jewish Harvest - Sukkoth

- Further resource in Year 1 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. 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.
- Visit a local synagogue and look at their Sukkah.
- Find out the significance of the Lulav and Etrog.

An Ideal Set of resources for schools

The majority of these can be borrowed from St James the Great RC Primary school, Windsor Road, Thornton Heath.

Christianity

- 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

Judaism

- Mezuzah and a copy of the Shema
- Hanukkiah and candles
- Shabbat candlesticks and candles
- Seder Plate
- Matzos
- Havdalah candle
- Memorial candle
- Purim rattle
- Miniature Torah Scroll and Yad
- Tallit (prayer shawl)
- Yarmulka (cap)
- Dreidel
- Various cards i.e. Passover and Hannukah

Hinduism

- Puja Tray
- Arti lamp
- Divas
- Garlands
- Murtis (e.g. Rama & Sita, Shiva, Lakshmi, Ganesh, Krishna, Vishnu)
- Bhagavad Gita
- Rakhi and Rakhi cards
- Diwali/celebration cards
- Russian doll
- Three faced puppets

An Ideal Set of resources for schools

Islam

- 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

Buddhism

- Statues of the Buddha with different mudras
- Prayer wheel
- Prayer beads
- Prayer bell/ cymbals
- Prayer shawl
- Pictures of the four sights
- Bodhi leaf

Sikhism

- The five Ks, the first three of which should be introduced with care and sensitivity:
- Khanga, Kirpan, Kacchara, Kara, Khanda
- Turban length
- Rumala (cloth for the Guru Granth Sahib)
- Chaur Sahib
- Pictures of Gurus, at least Guru Nanak and Guru Gobind Singh
- Pictures of Gurdwara and/or the Golden Temple
- Nishan Sahib
- Ik Onkar
- Conch shell

https://artefactstoorder.co.uk https://www.tts-group.co.uk https://www.reondemand.co.uk

Amazon has posters and books, ebay sometimes has religious artefacts for sale.

Local shops in Southall and Tooting often have reasonably priced artefacts and asking at your local place of worship is also an option

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Early Years

Early years Guidance →

Guidance EYFS Adaptive Teaching Ideas →

EYFS Roadmap →

EYFS - Festivals and Celebrations →

EYFS - Caring and taking care →

EYFS - Growing Together →

Early Years Guidance

All registered school children, including those in the Foundation stage (excluding nursery settings), must receive Religious Education.

In the Foundation Stage, the aim is to introduce pupils to diverse religious and world beliefs and expressions. This education promotes awareness that many people hold religious beliefs and explores how they express them. Access to a nurturing learning environment is crucial, fostering holistic development in all aspects. This environment should offer a balanced approach across various learning areas. Central to this approach is an ethos that respects each child as an individual, valuing their efforts, interests, and purposes as integral to successful learning.

Foundation - The 7 areas of learning

In early education, seven interconnected areas shape programs. All are vital, but three particularly ignite children's curiosity enthusiasm, and capacity to learn, form relationships, and thrive.

The prime areas, are:

- Communication and language
- Physical development
- Personal, Social and Emotional development

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

These specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The following are particularly relevant to the teaching of RE:

- Understanding the World
- Communication and language development provide children opportunities to experience a diverse language environment, boost their confidence, and hone expressive skills: and to speak and listen in a range of situations.
- 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.
- 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, and the environment.
- Expressive Arts and Design involve 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.

Guidance EYFS Adaptive Teaching Ideas

Sensitivities

- At this age, some children may show signs of SEN but not yet diagnosed.
- Be aware, some/ lots of pupils will need/benefit from some of these adaptations but may not necessarily be SEN.

Adaptations for including children in discussions

- Adults to support children where possible.
- Consistent visual prompts to be used
- Use choices (starting with between two) when asking some types of questions.
- Use 'identifying' questions rather than longer what/why/when asking targeted questions.

Strategies

- Use real objects or pictures when modelling.
- Use videos and real-life experiences (photos of children in class).
- Ongoing opportunities in provision (i.e. making birthday cards, handling objects, making decorations).
- Use children's own experiences. For example, ask parents to provide. photos of a celebration/ festival etc. and consider displaying this.
- Consider letting children 'experience' some concepts where possible (i.e. create a celebration in your class).
- Use ICT software/ games to reinforce · Sing/learn songs where you can.

Adapted outcomes

- Say 1-2 key words taught.
- Say things personal to them.
- Identify using pictures/continual visual aids as a prompt.
- Take part in activities which support learning throughout provision.

Teaching Vocabulary

- Choose only a few words (2-3).
- Pre teach where possible and reinforce throughout the term.
- Use the same visual aids/ props to support children to learn the words.
- Consider letting children 'experience' the word where possible. For example, create a celebration (if celebration was your chosen key vocab).
- Display key vocab with images (real photos are better) throughout the class over a period of time.
- Consider strategies to help memorize words such as clapping out the syllables.
- Explain vocab clearly without introducing.

Adaptive teaching

- Make use of alternative resources such as iPad/ roleplay and make observations.
- Provide opportunities in the provision to reinforce learning over time.
- Draw pictures and adult annotates what has been said.
- Avoid lots of questioning.
- Use visuals (photos are better) on any resource as a prompt.
- Consider breaking a learning objective up and teaching over time.
- Teach in small chunks if needed and show steps using a visual timetable.
- Think about using matching activities.

Further help

- Including children with SEN in RE Including pupils with SEN and/or disabilities in primary RE (ioe.ac.uk)
- For a range of games/ clips LGfL Home | LGFL CBeebies festivals clips.

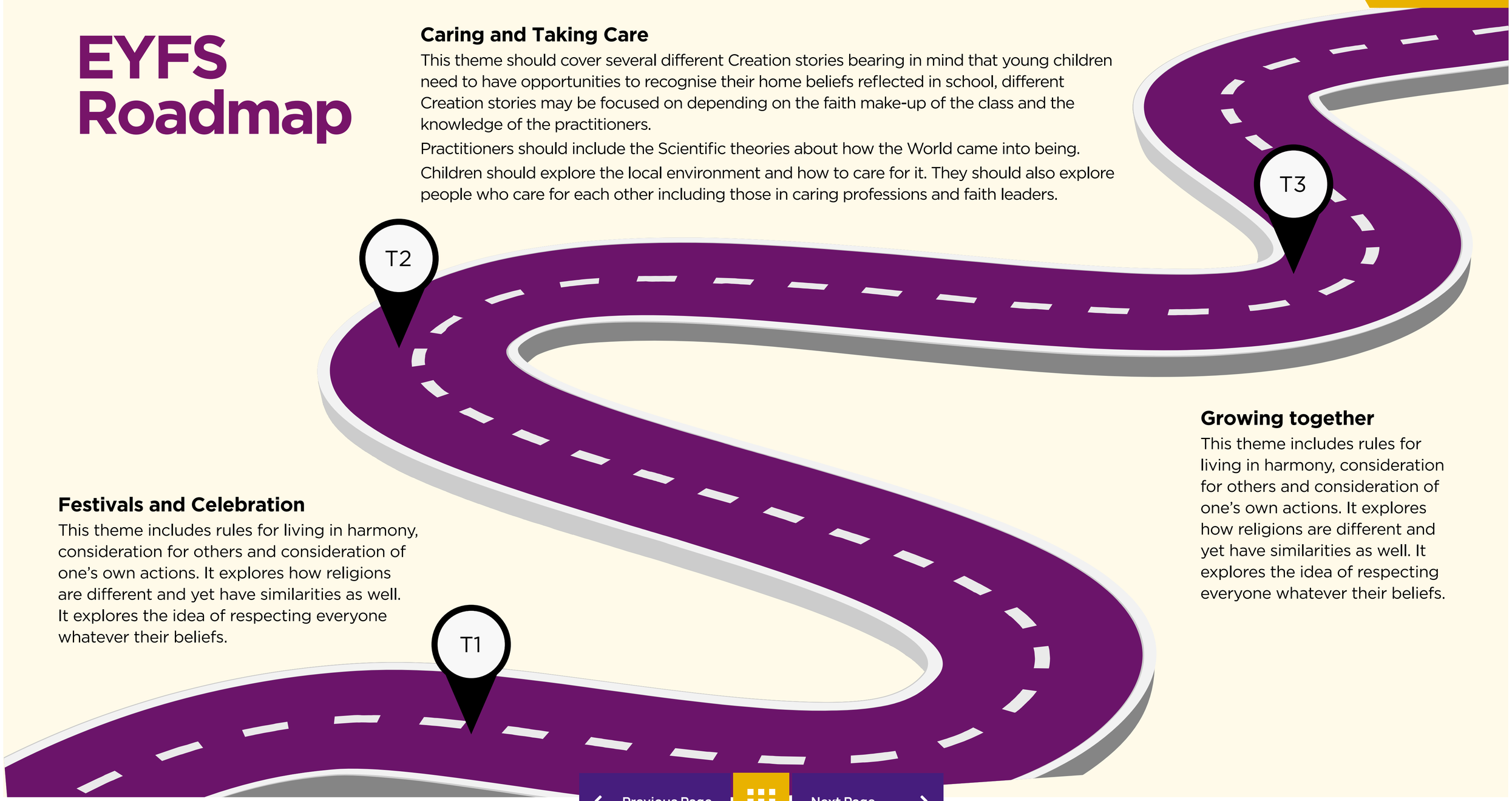
EYFS Roadmap

Caring and Taking Care

This theme should cover several different Creation stories bearing in mind that young children need to have opportunities to recognise their home beliefs reflected in school, different Creation stories may be focused on depending on the faith make-up of the class and the knowledge of the practitioners.

Practitioners should include the Scientific theories about how the World came into being.

Children should explore the local environment and how to care for it. They should also explore people who care for each other including those in caring professions and faith leaders.



Festivals and Celebration

This theme includes rules for living in harmony, consideration for others and consideration of one's own actions. It explores how religions are different and yet have similarities as well. It explores the idea of respecting everyone whatever their beliefs.

Growing together

This theme includes rules for living in harmony, consideration for others and consideration of one's own actions. It explores how religions are different and yet have similarities as well. It explores the idea of respecting everyone whatever their beliefs.

EYFS - Festivals & Celebrations

This overarching theme should encompass a variety of festivals, taking into consideration the importance of allowing young children to see elements of their home life mirrored in the school environment. The selection of specific festivals to explore can be tailored based on the religious diversity within the class and the expertise of the educators.

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 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.
- Teach 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.
- Although all faiths have a time of celebration there is more to belonging to a faith community than taking part in a series of celebrations.
- Bring parents and grandparents in to talk to children about their own celebrations and encourage children of faith to share their own experiences of each festival.
- Festivals often include food as part of the celebration and different faith groups practise different food laws. It is good practise to include cooking and sharing food together. It is important to avoid confusion by ensuring that the food laws of each faith are strictly adhered to. It is also important to check for food allergies when sharing food with the children.
- Lessons should include looking at non-religious festivals also.

Festivals & Celebrations: Why do we Celebrate?

What a child needs to know and remember by the end of the unit:

- Find out that people can celebrate in many different ways.
- Know how people celebrate.
- Know why faith communities celebrate particular festivals.

What a child should be able to do: (Assessment)

- Children can talk about a celebration.
- Children can describe key features and facts about the celebration.
- Children can explain why celebrations are important to faith groups.

Background knowledge for teachers:

Religious Education in the Foundation Stage should be a way to introduce pupils to the concept that many people have a religious belief, or no belief, and to some of the ways people express their beliefs.

Sensitivities

Some children such as Jehovah Witnesses do not celebrate birthdays or Christmas.

Questions to consider:

What is a celebration?

Which occasions do we celebrate?

How do people celebrate?

How do faith groups celebrate?

How do people celebrate in the church, Mosque, Gurdwara, synagogue or temple?

Specific Vocabulary:

- Diwali
- Hannukah
- Eid-ul-Fitr
- Christmas

Key words:

- Celebration
- Festival

British Values Addressed

Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.

School Values Addressed

Respect
Inclusion
Community
Reflection

AT2

Understand that festivals and celebrations are important to faith groups and those of no faith as a way of bringing people together and creating a sense of belonging.

Core Concept

What is it like to celebrate a festival as part of belonging to a religious or non-religious group?

Overview

Early Years
Why do we celebrate?

Suggested questions for the unit	Concepts and skills for the whole unit	Overview of possible T&L Activities	Resources
What is a festival? What is Christmas/ Diwali/ Hannukah/ Eid-ul-Fitr/ Sukkot? Include non-religious festivals such as music festivals. Which faith group celebrate which festival? How is the festival celebrated? Can you identify similarities and differences between the different festivals?	Know and understand about a festival. Express and communicate their feelings and ideas about the festival. Find out about key concepts of belonging to a religious or non-religious group.	• 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 favorite part of the story. • Looking at real artifacts. Making own artifacts. Making objects of significance to the fyestival, 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.	• The Lion Story Teller Bible • My Very First Prayers • My Very First Bible • Binny's Diwali Thrity Umrigar & Nidhi Chanani • Rama and Sita: The Story of Diwali Malachy Doyle & Christopher Corr • Diwali Anita Nahta Amin • Eight Nights, Eight Lights Natalie Barnes & Andrea Stegmaier • Ramadan and Eid al-Fitr Melissa Ferguson • The Most Exciting Eid Zeba Talkhani & Abeeha Tariq

Overview

Early Years
Why do we celebrate?

Suggested questions for the unit	Success Criteria	T&L Activities	Resources
What is a celebration? Which occasions do we celebrate? These can be religious or non-religious.	I can say what a celebration is.	• Can you think of a time when you celebrated? • Do you usually celebrate your birthday? • How do you celebrate? Food, party, special clothes, presents, people come together. • Have a birthday party for a toy.	BBC Bitesize Foundation Stage – Celebrations https://www.bbc.co.uk/bitesize/topics/z478gwx/articles/zb33pg8 Books about birthdays.
How do a particular faith group (or non-religious group) celebrate a particular festival?	I can talk about a religious/ non -religious festival or celebration that I have learned about.	• Explore one of the festivals listed above or a festival that is related to the group of children that you are teaching. • Use some of the activities above to explore the festival. • This theme should cover several different festivals (as they come round in the school year) 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. • Introduce of speakers from a range of beliefs, values and traditions	https://www.bbc.co.uk/cbeebies/shows/lets-celebrate
How is the festival celebrated in the Church, Mosque, Gurdwara, Synagogue?	I can talk about a place of worship that I have visited.	• Visits to places of worship	Actual or virtual visits to places of worship

Overview

Early Years
Why do we celebrate?

Suggested questions for the unit	Success Criteria	T&L Activities	Resources
What are the similarities and differences between the different festivals?	I can talk about similarities and differences between at least 2 different festivals.	• Create a card sort with characteristics from different festivals, the children must identify what characteristics are found in more than one faith and put them into a similarities pile and the rest in a differences pile. • Festival Collage: Provide magazines and art supplies for children to create collages that depict common elements of festivals, such as candles, lights, feasting, or joyous gatherings. • Shared Symbols: Explore symbols that appear across multiple festivals, such as the star, which can be seen in Christmas and Diwali. Discuss the significance of these shared symbols. • Compare and Contrast Displays: Set up displays of festival-related items from different cultures, such as holiday lights, decorations, or traditional clothing. Encourage children to notice similarities and differences.	Let's Celebrate!: Special Days Around the World by Kate DePalma Festival of Colors by Surishtha Sehgal and Kabir Sehgal Lights for Gita by Rachna Gilmore

Glossary

Early Years
Why do we celebrate?

Festivals/Celebrations	A special time or event when people gather to celebrate something. A special day or season celebrating religious or national events.
DIVALI/DIWALI (Hinduism) (Sikhism)	Festival of Light, marks the end and beginning of the Hindu year. Associated with Lakshmi, goddess of wealth and Rama's return as the rightful king. Rows of lights are lit to welcome the deity, fireworks are set off, houses decorated and presents exchanged. Sikhs also celebrate Divali to mark the release of Guru Hargobind Singh.
EID UL FITR (Islam)	Festival marking the end of Ramadan, the month of fasting which marks the revelation to Muhammed of the Qur'an.
HANNUKAH/ CHANUKAH (Judaism)	The commemoration of the victory of Judah Maccabaeus and the rededication of the Temple in 165BCE.
SUKKOT (Judaism)	An eight day harvest festival celebrating the period when the Israelites lived in the wilderness, also called 'Tabernacles'.
WESAK (Buddism)	Festival (MayJune) remembering the birth, enlightenment and death of The Buddha.
CHRISTMAS (Christianity)	Festival celebrating the birth of Jesus Christ.

Assessment Opportunity

Draw/paint/role play/write a sentence or tell an adult about a festival that you have learned about.

- Children can talk about a celebration.
- Children can describe key features and facts about the celebration.
- Children can explain why celebrations are important to faith groups.



EYFS - Caring and taking care

This theme should cover several different Creation stories bearing in mind that young children need to have opportunities to recognise their home beliefs reflected in school, different Creation stories may be focused on depending on the faith make-up of the class and the knowledge of the practitioners.

Practitioners should include the Scientific theories about how the World came into being.

Children should explore the local environment and how to care for it. They should also explore people who care for each other including those in caring professions and faith leaders.



Creation stories may be focused on depending on the faith make-up of the class and the knowledge of the practitioners.

Why do we care about our world and each other?

What a child needs to know and remember by the end of the unit:

- Find out that there are different ideas about how the World came about.
- Know some of the stories about Creation.
- Know why it is important to care for the World and each other.

What a child should be able to do: (Assessment)

- Children can talk about why they should care for the world and each other.
- Children can retell a Creation story
- Children can explain that faith groups believe that God made the world and that they need to care for it and each other.

Background knowledge for teachers:

This includes thinking of the needs of others as well as people who help us, creation stories and ways that different groups have of caring for the environment.

Sensitivities

Creation stories give different accounts of how the World was made and all views including the scientific viewpoint should be validated and explored.

Questions to consider:

How do different faith groups believe the World was made?

How do those with no faith believe the World was made?

How do people care for the World?

Why is it important to care for the World?

Why is it important to care for one another?

How do people show care for one another?

How can we share the World's resources with others?

Specific Vocabulary:

- Creation

Key words:

- Care
- Share
- Create

British Values Addressed

Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.

School Values Addressed

Respect

Tolerance

Care

AT2

Understand that people of faith believe that the World was made by God to be cared for and shared by all people.Understand the scientific explanation of how the World came to be and why we should look after it.

Core Concept

Why is it important to care about the World and its people??

Overview

Early Years
Why do we care about our world and each other?

Suggested questions for the unit	Concepts and skills for the whole unit	Overview of possible T&L Activities	Resources
What can we do to make our classroom/outdoor classroom/ playground/school/world a better place? Why should we look after our World? What are the consequences of not looking after the World? Can you identify similarities and differences between different Creation stories? How can we care for each other? How do faith groups care for each other? (Also talk about non-faith groups running food banks, homeless shelters, etc)	Know how to take care of the immediate environment. Express and communicate their feelings about the environment and how to make it better. Listen to Creation stories and understand how people of faith believe that they need to look after a World that has been created for them Understand the need to care for each other.	• 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?	My Very First Prayers ISBN 9781680991635: Rock, Lois, Ayliffe, Hindu Creation story https://www.youtube.com/watch?v=Y9yWwFWpbRo Christian Creation story https://www.youtube.com/watch?v=DnWXtV-CyYc Rubbish?: Don't Throw It Away! by Linda Newbery & Katie Rewse The Robber Raccoon by Lou Kuenzler* Mia Makes a Meadow by Rachel Lawston and Beatriz Castro Leaf by Sandra Dieckmann* One Plastic Bag by Miranda Paul* A Planet Full of Plastic: and how you can help by Neal Layton* If Sharks Disappeared by Lily Williams* recommended by The School Reading List BBC Bitesize https://www.bbc.co.uk/bitesize/topics/znvj7yc/articles/z6qvf82

Overview

Early Years
Why do we care about our world and each other?

Suggested questions for the unit	Success Criteria	T&L Activities	Resources
What can we do to make our classroom or outdoor space pleasant for everyone? What makes our environment not so pleasant?	I can talk about why we need to look after our immediate environment	• Look around the classroom/outdoor area. Is everything being looked after and cared for? Are there toys/ paper/pens on the floor? Does this make our environment feel and look pleasant • What will happen if toys get stood on? • Talk about the importance of tidying up the classroom/ playground/ bedroom.	The Berenstain Bears and the Messy Room by Stan and Jan Berenstain What Does It Mean to Be Green? by Rana DiOrio
What can we do to make our World pleasant for everyone? How can we care for it?	I can talk about why we need to look after our World.	• Investigate the local High Street. Is it cared for/litter/ flower baskets/ shop displays. • Grow a plant and care for it, how does it make you feel? Water plants in outside area. • Find out about some endangered animals.	BBC Bitesize https://www.bbc.co.uk/bitesize/topics/znvj7yc/articles/z6qvf82
How was the World Created? (Read different Creation stories to the children over a few sessions. Include the scientific explanation of how came about.)	I can retell a Creation story.	• Explore some of the Creation stories that are related to the group of children that you are teaching. • Introduce of speakers from a range of beliefs, values, and traditions to tell the stories from their faiths. • Creation story: dramatise/sequence/paint/ paint in groups for display/ create music/create dance.	Visitors from faith groups. My Very First Bible by Lois Rock, Alex Ayliffe (ISBN: 9780745945927) Christian Creation story https://www.youtube.com/watch?v=DnWXtV-CyYc Hindu Creation story https://www.youtube.com/watch?v=Y9yWwFWpbRo

Overview

Early Years
Why do we care about our world and each other?

Suggested questions for the unit	Success Criteria	T&L Activities	Resources
How do we care for one another?	I can talk about why we need to care for each other	• 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. • What can we do now that we couldn't do when younger? • Make a 'growing book' drawing things you can do now. • Talk about brothers and sisters and how to care for them • Discuss who cares for us. Who helps us? Who do we help?	Mother and baby
How do people of faith care for one another? Talk about how some people believe their particular God helps them. Include people of no faith who care.	I can talk about people who care for us and others. I can talk about how members of faith groups care for one another.	• Groups within churches, charity work Caring professions Role play area-'people who help us' police/ fire station/airport/ hospital/vet. • Invite a policeman/doctor/vet/leader of faith to talk to class. • Make a thank you card for someone who has helped you.	Visitors from caring professions Faith leader

Glossary

Early Years
Why do we care about our world and each other?

CREATION	The creating of the universe, especially when regarded as an act of God.
BRAHMA	Hindu Creator God, one of the Trimurti.
BIBLE	The sacred books of the Christian, comprising the Old Testament (The Law, the Prophets and writings shared with the Jewish faith) and the New Testament (the scriptures of the Christian Church containing the Gospels, Acts of the Apostles, Epistles

Assessment Opportunity

Draw/paint/role play/write a sentence or tell an adult about a Creation story that you have learned about and say why we should care for the world around us.

- Children can talk about why they should care for the world and each other.
- Children can retell a Creation story
- Children can explain that faith groups believe that God made the world and that they need to care for it and each other.



EYFS - Growing Together

This theme includes rules for living in harmony, consideration for others and consideration of one's own actions.

It explores how religions are different and yet have similarities as well. It explores the idea of respecting everyone whatever their beliefs and if they have no beliefs.



It explores the idea of respecting everyone whatever their beliefs and if they have no beliefs.

Growing Together: Why do we have rules?

What a child needs to know and remember by the end of the unit:

- Understand that to live in harmony society needs rules.
- Name some religious texts.
- Understand the difference between good and bad behaviour.

What a child should be able to do: (Assessment)

- Children can talk about why we need rules.
- Children can talk about some religious texts that contain ‘rules’.
- Children can explain some similarities between the rules of different faith groups.

Background knowledge for teachers:

This includes learning about the need for rules in society. Understanding that different faith groups have ‘rules’ laid out in sacred texts.

Sensitivities

Children in the class who follow their faith group rules may eat or not eat certain foods, or wear certain clothing. This should be explored sensitively.

Questions to consider:

Why do we have rules in our class school?

Why do we have rules in society?

How do rules help us to live in harmony?

What is good/bad behaviour?

How do we make it better if we don’t do the right thing?

How do people in faith groups live in harmony?

Where can we find the rules for different faith groups?

How do people show respect for each other’s beliefs?

Specific Vocabulary:

- Baptism
- Bible
- Torah
- Quaran
- Bhagavad Gita

Key words:

- Rules
- Sorry

British Values Addressed

Democracy, Rule of law, Individual liberty, Mutual respect and tolerance of those with different faiths and beliefs.

School Values Addressed

Respect

Tolerance

Empathy

AT2

Understand that people of faith and of no faith have rules for living in harmony together.

Core Concept

Why is it important to have rules?

Overview

Early Years
Why do we have rules?

Suggested questions for the unit	Concepts and skills for the whole unit	Overview of possible T&L Activities	Resources
Why do we have rules in our class/ school? Why do we have rules in society How do rules help us live in harmony? What is good bad behaviour? How do we make it better if we don't do the right thing? How do people in faith groups live in harmony? Where can we find the rules for different faith groups? How do people show respect for each other's world	Know why rules are necessary. Express and communicate their feelings about how rules help society Learn about different sacred texts and how they help people from faith groups live their lives. Understand the need to show respect for different practises.	• Listen to stories and talk about how different characters might be feeling. • Discuss the idea of 'rules' that different faith groups have. • 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 the 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, draw pictures. • Talk about naming ceremonies. • Talk about Christian ceremony of Baptism, invite minister to Baptise a doll. • Set up role play area as a Baptistery. • Listen to the Story 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.	My Christian Faith (Rainbows Red S.) by Brown, Alan, Seaman, Alison (ISBN: 9780237519322) My Muslim Faith (Red Rainbows S.) - Knight, Khadijah My Jewish Faith (My Faith) New edition by Anne Clark (ISBN: 9780237531751) BBC Bitesize Religion https://www.bbc.co.uk/bitesize/subjects/zxnygk7

Overview

Early Years
Why do we have rules?

Suggested questions for the unit	Success Criteria	T&L Activities	Resources
What can we do to make our classroom/school run smoothly? Which rules should we have in our classroom?	I can talk about why we need rules	• What would happen if we didn't have rules in our classroom and everybody did what they wanted and didn't think of anyone else? • What if we didn't share/take turns/listen to one another? • 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.	But why can't I? A book about rules – Sue Graves
What is good and bad behaviour? What should we do if we do something wrong?	I can talk about what is good and bad behaviour and why we need to say sorry	• Listen to stories and talk about how different characters might be feeling. • Read stories such as Goldilocks or the Three Little pigs. Did the characters do the right thing? • Discuss being sorry for our actions. Say sorry to others when necessary	Oh No, George – Chris Haughton (A story about a dog trying to be good)
What are the rules that Christians, Muslims, Hindus, those of the Jewish faith and of no faith live by?	I can talk about some religious texts that contain 'rules'.	• Explore some of the sacred texts and what they say about how people of faith (and none) should live their lives. • Introduce speakers from a range of beliefs, values, and traditions to talk about the texts from their faiths. • Visit a place of worship and find out about sacred texts. • Discuss the Golden rule. (see below.)	Visitors from faith groups. My Very First Bible by Lois Rock, Alex Ayliffe (ISBN: 9780745945927) BBC Bitesize Religion https://www.bbc.co.uk/bitesize/subjects/zxnygk7

Overview

Early Years
Why do we have rules?

Suggested questions for the unit	Success Criteria	T&L Activities	Resources
How do people of faith and of no faith show that they belong to a particular group?	I can talk about baptism and other naming ceremonies	• Talk about groups that we belong to. (Football team, Rainbows, school, class, etc) • Talk about how we become a member. (Promise, uniform, kit, etc) • Talk about belonging to a faith group. • Talk about naming ceremonies. • Talk about Christian ceremony of Baptism, invite minister to Baptise a doll. • Talk about places of worship, look at pictures, go on a visit to a local place of worship, draw pictures. • Set up role play area as a Baptistery. • Listen to the Story of Jesus being baptised. • Find out about the Muslim naming ceremony. • Find out about Jewish naming ceremony when a baby is given a Hebrew name.	Church visit Virtual visits Twinkl Resources about different naming ceremonies. Faith leaders and other visitors
How do people show respect for each other's beliefs?	I can talk about what respect is.	• Talk about how everyone has the right to choose and practise a religion or none. We should never judge or make fun of others because they practise a different religion than ours. We must respect everyone because everyone should be free to talk to God differently. • Discuss 'compliments' think of a compliment for a classmate. • Make a paper chain of children, each child draws/ colours themselves and writes name. Talk about how we are all linked together as a class, school, belonging.	BBC Bitesize Respect for other religions https://www.bbc.co.uk/bitesize/topics/znmg8p3/articles/z32kqyc

Glossary

Early Years
Why do we have rules?

BAPTISM	Rite of initiation into the Christian faith, either by sprinkling with water or by immersion into water, symbolising the washing away of sins and rebirth. Infant baptism is also known as Christening. Adult baptism with total immersion is sometimes referred to as Believer's Baptism.
BHAGAVAD GITA (H)	One of the sacred writings of Hinduism, a section of the Mahabharata epic.
BIBLE (C)	The sacred books of the Christian faith, comprising the Old Testament (The Law, the Prophets and writings shared with the Jewish faith) and the New Testament (the scriptures of the Christian Church containing the Gospels, Acts of the Apostles, Epistles
COMMANDMENTS	A divine instruction, see Ten Commandments
CHRISTENING	See Baptism
DEDICATION	A ceremony of initiation or acceptance into a faith community.
FONT	A container of water for Baptism.
GOLDEN RULE	A maxim which appears in most religions – summed up by Jesus "Whatsoever you wish men would do to you, do so to them" (Matthew 7:12).
GURU GRANTH SAHIB (S)	The Holy Book of the Sikhs, the last and final Guru recognised by Sikhs. It provides a focal point for worship in the Gurdwara.

Glossary

Early Years
Why do we have rules?

MORALS	Religious and secular commitments concerning good and bad, right or wrong, duties, obligations rights and responsibilities.
PractiseS	The customs, ceremonies and lifestyle of each religious group.
QUR'AN	Sacred book of Islam revealed to Muhammed .
SACRED BOOKS/ WRITINGS	The inspired words which are held in high degrees of reverence by a religion.
TENAKH	The written Torah. See Torah
TORAH	Literally teaching, instruction or law, consists of the five books of Moses, which make up the Pentateuch: Genesis, Exodus, Leviticus, Numbers and Deuteronomy. see Tenakh
VALUES	Beliefs and ideas held to be of worth. These can be shared by people from many religious and non-religious backgrounds
VEDAS	The oldest Hindu scriptures. The revealed knowledge of Hindu sacred writings.

Assessment Opportunity

Paint/draw/talk about a rule that you think is important and say why it is important and why we need rules.

- Children can talk about why we need rules.
- Children can talk about some religious texts that contain ‘rules’.
- Children can explain some similarities between the rules of different faith groups.



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Year 1 Curriculum

What does it mean to belong?

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Year 1

What does it mean to belong?

- Topic Overview
- Key Stage 1 Guidance
- Guidance KS1 Adaptive Teaching Ideas
- What does it mean to belong?
- Autumn 1 - Why are we Thankful?
- Autumn 2 - What places make you feel you belong?
- Spring 1 - Who is important to you?
- Spring 2 - Which stories are important to you?
- Summer 1 - Why do people celebrate?
- Summer 2 - How do you know you belong?
- Appendix for Resources

Overview of the Questions for each Year

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 What does it mean to belong?	Why are we thankful?	What places make you feel you belong?	Who is important to you?	Which stories are important to you?	Why do people celebrate?	How do you know you belong?
Year 2 What is Important to People?	What do some people believe about God?	How do people celebrate good over evil?	Who do you talk to if you need some help?	Why are some books special?	How do you show someone is important?	What is special?
Year 3 What do different people believe about God?	How do different people describe God?		What does it mean to be an inspiring leader?		How do people communicate with God?	
Year 4 How is my community special to me?	How do I show I'm part of a community?		How do communities celebrate?		Why are places of worship important to communities?	
Year 5 Why Should we care for our World?	What are the ways communities care?		In what ways are people judged?		What do Humanists believe?	
Year 6 What do we need on Life's journey?	How do we change through life's journey?		How does a community work?		Why do people go on pilgrimages?	
Year 7 How do I see myself in the world?	How do people gain their identity?		What do Hindus believe and practise?		Why is community cohesion important?	
Year 8 What role does belief play in our world?	Jesus Christ - Man or Miracle?		How do people respond to environmental issues?		Who has made a difference in the world?	
Year 9 Are Humans equally Special?	Why do we remember?		Is it wrong to be rich?		What are the 5 pillars of Islam?	

Key Stage 1 Guidance

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 at Key Stage One

- The Key Question for lesson which represents the learning objective.
- Harvest, Christmas and Easter in each year –ideas for these are included in the introductory pages.
- At least one visit to a place of worship during the key stage.

Introduction to Key Stage One

- 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 and teaching will be able to reflect the variety of faith and belief traditions within the school and local community.
- Suggested examples/questions for the attainment targets of Learning about religions and other world views and Learning from religions and world views are given within every unit. While facts are important learning from religions and other world views is what makes religious education a fascinating subject.
- The front page of each unit has sections on What a child needs to know and remember by the end of the unit and What a child should be able to do: (Assessment).
- Using these and the different methods of collecting evidence of assessment, from the Introduction pages, should enable teachers to make assessment judgements.
- Resources are also suggested and ‘Resource sheet’ indicates a document in the resources section at the end of the units for the year.
- There is also a resources section which has extra general information for teachers of religious education.

Guidance KS1 Adaptive Teaching Ideas

Sensitivities

- At this age, some children may show signs of SEN but not yet diagnosed.
- Be aware, some/ lots of pupils will need/benefit from some of these adaptations but may not necessarily be SEN.

Adaptations for including children in discussions

- Adults to support children where possible
- Consistent visual prompts to be used
- Use choices (starting with between two) when asking some types of questions
- Use 'identifying' questions rather than longer what/why/when asking targeted questions.

Strategies

- Use real objects or pictures when modelling.
- Use videos and real-life experiences (photos of children in class)
- Ongoing opportunities in provision (i.e. making birthday cards, handling objects, making decorations)
- Use children's own experiences. For example, ask parents to provide photos of a celebration/ festival etc. and consider displaying this .
- Consider letting children 'experience' some concepts where possible (i.e. create a celebration in your class)
- Use ICT software/ games to reinforce · Sing/learn songs where you can.

Adapted outcomes

- Say 1-2 key words taught
- Say things personal to them
- Identify using pictures/ continual visual aids as a prompt
- Take part in activities which support learning throughout provision.

Teaching Vocabulary

- Choose only a few words (2-3)
- Pre teach where possible and reinforce throughout the term.
- Use the same visual aids/ props to support children to learn the words.
- Consider letting children 'experience' the word where possible. For example, create a celebration (if celebration was your chosen key vocab)
- Display key vocab with images (real photos are better) throughout the class over a period of time.
- Consider strategies to help memorize words such as clapping out the syllables
- Explain vocab clearly without introducing

Adaptive teaching

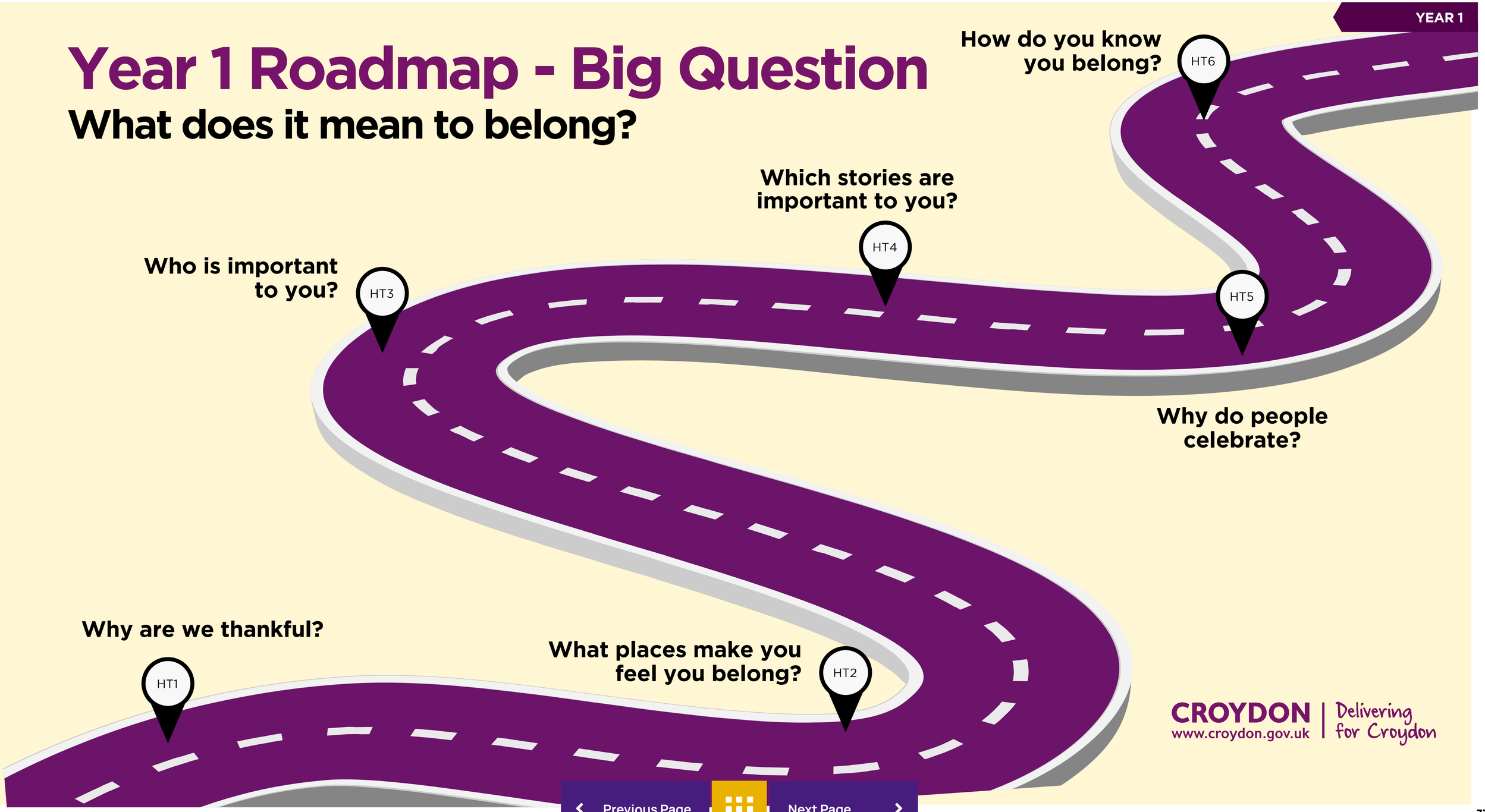
- Make use of alternative resources such as iPad/ roleplay and make observations
- Provide opportunities in the provision to reinforce learning over time
- Draw pictures and adult annotates what has been said
- Avoid lots of questioning
- Use visuals (photos are better) on any resource as a prompt.
- Consider breaking a learning objective up and teaching over time
- Teach in small chunks if needed and show steps using a visual timetable
- Think about using matching activities.

Further help

- Including children with SEN in RE Including pupils with SEN and/or disabilities in primary RE (ioe.ac.uk)
- For a range of games/ clips LGfL Home | LGFL CBeebies festivals clips.

Year 1 Roadmap - Big Question

What does it mean to belong?



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Year 1 - Autumn 1

Why are we Thankful?

What a child needs to know and remember by the end of the unit:

- Find out that people can be grateful for family and skills, as well as food.
- Know how people show they are thankful.
- Know why religious people show gratitude to their God for what they have

What a child should be able to do: (Assessment)

- Children can talk about what they could be thankful for.
- Children can describe the things people thank God for.
- Children can explain why faith communities thank God.
- Children can explain what things both religious and non-religious people are grateful for

Background knowledge for teachers:

RE offers children opportunity to learn how to ask questions that don't have an obvious or known answer. Introduction to thinking about who they are grateful to and what they are grateful for. For some this is their family and members of their community, others it is their God. Children will have the chance to explore what they are thankful for in their own life.

Sensitivities

Gratitude and Thankfulness can be directed to a God or higher power or simply to humans, animals etc.

Questions to consider:

What does it mean to be thankful?

Who can we be thankful to?

Why are people thankful for their talents?

What are the many different ways of showing gratitude?

How are we thankful at Harvest?

What are the many ways in which people thank God?

Specific Vocabulary:

- Thankful
- Sukkot
- Pongal

Key words:

- Talents
- Creation
- Prayer

Prior knowledge

- EYFS social skills, being polite, saying thank you.

British Values Addressed

Respect for others

School Values Addressed

Kindness

AT2

To recognise what we should be thankful for: Family and home, talents

How can you say and show you are grateful?

Core Concept

Observe the ways puzzling questions can be approached.

Scheme of learning

Year 1 - Autumn 1
Why are we Thankful?

Key question for the lesson	Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What does it mean to be thankful?	To recognise who we should be grateful to: family and friends	• 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?	Tell story of the elephant and the bad baby – what should the baby have done? Who could he have been grateful to? 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. The Elephant and the Bad Baby – E Vipont and R Briggs ISBN 0140500480	Grateful Thankful
Who can we be thankful to?	To recognise what we should be grateful for: the school and wider community	• 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?	Show photos of people who help us at school – office staff, midday supervisors, caretaker etc What do they do to help us?	Create a picture gallery of people in 'Our School' with name and title. Make them cards to say thank you in person Photos of members of the school community	Community
Why are people thankful for their talents?	To recognise what we should be grateful for: our talents	• What do you do that you are proud of?	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. Wall of achievement – each child has a brick with a picture of something they can do well.	Wall of achievement – each child has a brick with a picture of something they can do well.	Talents

Scheme of learning

Year 1 - Autumn 1
Why are we Thankful?

Key question for the lesson	Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What are the many different ways of showing we are grateful?	Think about ways to show gratitude. Being happy, saying thank you. Going to a place of worship if you hold a religious belief.	• What do you feel like if you aren't thanked? • How have we been thanked? • How can you say and show you are grateful?	What is the best present you have ever received? Identify ways people show they are grateful.	Make Thank You cards showing what you are thankful for. Create a 'thank you' tree. Draw the item you are thankful for and the name of the person who gave it. https://www.bbc.co.uk/bitesize/topics/zkk72v4/articles/zp2ptrd - non religious viewpoint	Ungrateful Appreciate
How are we thankful at Harvest?	Prayers of thanksgiving for food. Jewish festival of Sukkot celebrated by building a shelter. Pongal is a Harvest festival celebrated mainly in the South of India in mid-January. (see harvest ideas in the introduction) Harvest festivals take place all over the world at different times.	• What is harvest? • Why do some people celebrate harvest? • How do some people celebrate harvest? • How do we show we are grateful for the food that we eat? • What might people thank God for? • How might they show they are thanking God? • Why do some people pray before eating?	Introduce some prayers thanking God – what do you notice? Who is being thanked at harvest, why? Who should we thank for our food? Research and investigate harvest festivals of different faiths, Christian, Jewish Sukkot, Hindu Pongol	Draw one thing you think a member of any faith group would thank their God for. Make a sukkah out of a cardboard box and decorate with fruits Dotty and Buzz - Puppet TV Series - Schools - Creation - YouTube https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-sukkot/z2827yc Resource Sheet – Sukkoth https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-harvest-festival-food-being-thankful/z896qfr	Sukkot Sukkah Pongal

Scheme of learning

Year 1 - Autumn 1
Why are we Thankful?

Key question for the lesson	Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What are the many ways in which people thank God? **What parts of their lives are non religious people (e.g. Humanists) grateful for?**	Most people within faith communities thank their God for many aspects of their life. From creation, the world around them, their children, food and security, health and happiness.	From your learning can you think of a way that people thank God?	Recap all the ways people are thankful and all the things that people are thankful for. Discuss ideas of being helpful to others –doing service-	Create a Thankful tree using an actual branch or on a picture of a tree- pupils hang leaves with what they are thankful for. Set up some sensory experiences to see, hear, touch,smell,taste and talk about thankfulness for these.	

Glossary

Year 1 - Autumn 1
Why are we Thankful?

Sukkah	During the journey out of Egypt, which is supposed to have lasted forty years, Jewish people 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.
Pongal	Celebrated by Hindus and Tamils in January 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. 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.
Sukkot	An eight day harvest festival celebrating the period when the Israelites lived in the wilderness, also called ‘Tabernacles’.

Assessment Opportunity

- Children can talk about what they should be thankful for.
- Children can describe the things people thank God for.
- Children can explain why faith communities thank God.
- Children can explain what things both religious and non-religious people are grateful for.
- **See Assessment section for examples and ideas of how you can collect evidence for this.**



Year 1 - Autumn 2

What places make you feel you belong?

What a child needs to know and remember by the end of the unit:

- The names of the places of worship studied.
- Some of the artefacts found in each place of worship.
- Understand why people have special places.
- Role of leaders in a place of worship.

What a child should be able to do: (Assessment)

- Children can say what happens in a places of worship.
- Children can suggest what they expect to see in different places of worship.
- Children are able to discuss similarities and differences between the places of worship.

Background knowledge for teachers:

Many religious people go to a place of worship: Church, Mosque, Mandir, Synagogue. There also may be rituals and customs carried out at home Christian: family prayers, Jewish: Sabbath prayers, Hindu: Home shrine, Puja ceremony.

Mosque and Temple, remove shoes and cover head. Synagogue cover head.

Worship Leaders – Church: priest, vicar: Mosque: Imam: Synagogue: rabbi: Temple: priest

Where do non-religious people go to find peace? Humanists – Individuals find their own meaningful places (e.g. through arts, music, sport, etc).

Specific Vocabulary:

- Altar, Minaret, Qui'blah, Ark, Bimah

Key words:

- Church, Mandir, Synagogue, Mosque

Prior knowledge

- Touch on this in EYFS when they learn about festivals. Role play areas set up as mosque, temple etc. Previous half term harvest festivals and Sukkot.

Sensitivities

Not all members of a religion will do the same thing.

British Values Addressed

Individual Liberty, Respect

School Values Addressed

Acceptance

Respect

AT2

What places are special to you?
Where do people go to think about their God?
How can we show respect in special places?
What special things do we have at home and how do we treat them?

Core Concept

Find out about special places that bring a sense of belonging

Questions to consider:

What places are important to you?

Where do Christians go to worship?

How do Humanists find their special places?

Where do Hindus Worship? What is the name of their place of worship?

Where do Muslims go to worship?

Where do Jewish people go to worship?

What makes a place special?

Scheme of learning

Year 1 - Autumn 2
What places make you feel you belong?

Key question for the lesson	Success Criteria/ Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What places are important to you?	Places that could be important Home, bedroom, garden, sports hall, park, beach, grandparents' house. Country walk Places of worship	• 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, mosque school etc	Share pictures of a variety of places. Places are special for different reasons: on your own, family, community. Explain why places are special to us.	Describe favourite place in groups and explain why it is special. Draw/make model of favourite place Make collage of favourite places	Special community
Where do Christian go to worship?	Children will be able to explain: what happens in a Church e.g Baptism: Worship: Weddings etc. Some features of a Church. Other places of worship e.g Chapel: Cathedral. The church is the community of believers and not just the building. The leaders of the church are deemed Gods representatives on earth.	• What happens at a church service? • What are the different colours of the church during the year? Why? • What would you expect to see in most churches?	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. Why might someone want to be a vicar/priest etc?	Visit (trip or virtual) a church to experience the atmosphere. Set up a church in the role play area. What jobs does a vicar do? Write a job description. • Homing In – H Wood ISBN 0948080876 • Lucy's Sunday – M Barratt ISBN 0435304011 • Be a Church Detective – C Fewins ISBN 0715147900 • Visiting Places of Worship –P Gateshill and J Thompson ISBN 0-340-75794-9	Church Cathedral Vicar Altar

Scheme of learning

Year 1 - Autumn 2
What places make you feel you belong?

Key question for the lesson	Success Criteria/ Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
How do Humanists find their special places?	Children will be able to explain that: Humanists do not believe in or worship any gods. They do not have a shared space, but instead find their own meaningful places according to what they consider is special, profound, or meaningful in their lives. This could be a concert venue, woodland, sports ground, mountain top, library, café, etc. Anywhere, really!	• What spaces are special to you? • What does it feel like to stand at the top of a mountain? Do you feel big or small?	Look at the spaces around us. How do we decorate them to make them 'our own'? Why do humans prefer some spaces over others? Evolution has given humans a need to be social and live together in groups – but we also sometimes want to be alone! Would you share your space with other people, or would you rather be on your own?	https://understandinghumanism.org.uk/wp-content/uploads/2021/12/Humanist-building.pdf Draw a picture of your favourite object or place and explain why it is special to you.	Meaning Hobbies Evolution

Overview

Year 1 - Autumn 2
What places make you feel you belong?

Key question for the lesson	Success Criteria	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Where do Hindus Worship?	Children will be able to explain that: Hindus worship in the home (Home shrines) and in the temple or Mandir. 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.	• 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?	What happens during worship e.g Removing shoes, ringing bells, touching floor with forehead, singing, prayer, making offerings, blowing conch shell, chanting of Aum.	To make own class/home shrine Research examples of Mandirs throughout the world. The Story of the Hindus – J Hirst ISBN 0521269008 Poster Pack – ISBN 0174280610	Shrines Worship Respect Mandir
Where do Muslims go to worship?	Children will be able to explain what happens at a Mosque. They will be able to describe: Muslims perform a ritual washing -Wudu- before praying in the Mosque/ important symbols seen. They will be able to explain key features of a visit to a mosque such as: Visitors to the Mosque must remove their shoes and sit on the floor. Men and women are separated. Imam - The person who leads public worship. The Imam does not have authority in the Sunni sect, nor is a priest.	What place is special to me and why? What do you expect to see? What won't be there?	Children share experiences of going to mosque. Prepare for prayer Compare to temple and churches they have studied.	Make a cardboard Mosque and explain what happens in each area. Explore pictures of Mosques and identify similarities and differences. BBC bitesize	Mosque Minaret Dome Qui'blah Wall Wash Room Calligra-phy Imam

Overview

Year 1 - Autumn 2
What places make you feel you belong?

Key question for the lesson	Success Criteria	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Where do Jewish people go to worship?	Since the destruction of the Temple of Jerusalem in 70CE the synagogue is the most sacred place for a Jew. Jerusalem and Temple Mount have retained their sanctity to this day. • Orthodox, Reform and Liberal synagogues are slightly differently arranged. In an orthodox synagogue men and women sit separately. Head covering is required for men and women in the orthodox synagogue.	What is your special place? Why is it special? What do you do there? Why does a candle burn continuously in the synagogue?	Look at artefacts found in a synagogue Menorah, ark, Torah scrolls, star of David, Ner Tamid The Torah is Kept in Ark, dressed, and treated with respect. Explore role of a rabbi.	Go to a Synagogue or 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. Jewish Synagogue – L Rosenburg ISBN 0713643882 • Places of Worship – Synagogue – M Griffin ISBN 0856040665 Places of Worship – BBC2 • Pictures of a Synagogue	Synagogue Ark Bimah Torah Scrolls Yad Ner tamid (lamp)
What makes a place special?	Connections – family, friends, community. Memories Common interests, beliefs	What special places do you like to go? Why do you like it? Do you have different kinds of special places?	Why do people need special places? Comfort, companionship, relaxation, fun, excitement. What do they have in common?	Draw their favourite place. Design a place in school to meditate	

Glossary

Year 1 - Autumn 2
What places make you feel you belong?

Church	Christian place of worship.
Cathedral	Christian place of worship.
Vicar	Christian Leader of worship in a church.
Altar	The table in a Christian church at which the bread and wine are consecrated in communion services.
Evolution	The process by which different kinds of living organism are believed to have developed from earlier forms during the history of the earth.
Shrines	Places of particular sacred association, large or small, in national locations e.g Lourdes, in towns, countryside or worshipper's homes.
Mandir- Hindu	Hindu place of worship, also called a temple.
Puja- Hindu	Daily act of worship and adoration of a deity practised at home or in the Mandir.

Glossary

Year 1 - Autumn 2
What places make you feel you belong?

Minaret	A slender tower, typically part of a mosque, with a balcony from which a muezzin calls Muslims to prayer.
Dome	On top of many Mosques.
Qui'blah Wall	Minbar - The pulpit from which the Friday sermon is preached.
Calligraphy	Beautiful writing.
Imam	Muslim leader of worship.
Synagogue	Jewish Place of worship.
Ark	Chest containing the Tablet of the Law in the Holy of Holies in the Temple in Jerusalem. A cabinet in a synagogue that houses the Scrolls of the Law.

Assessment Opportunity

- Say what happens in a place of worship (of their choice)
- Say what they expect to see in a place of worship (of their choice)
- Note similarities between different places of worship
- **See Assessment section for examples and ideas of how you can collect evidence for this.**



Year 1 - Spring 1

Who is important to you?

What a child needs to know and remember by the end of the unit:

- Identify the leader/founder of each religion.
- Recall some key facts about each leader/founder.
- Observe some of the qualities a leader needs.

What a child should be able to do: (Assessment)

- Children should be able to name each leader and state some facts about them.
- Children should be able to identify the qualities of a leader with reference to religious or secular figures.

Background knowledge for teachers:

Children will be exploring the founders/leaders of the four religions studied in KS1. Christianity: Jesus: Islam: Muhammed : Hinduism: Krishna: Judaism: Moses. Humanism (a non-religious worldview) does not have a single founder, but first came to prominence in 14th century Northern Italy. Prof Alice Roberts is a current, prominent Humanist. They will learn a little about each of their background and teachings: and begin to discover the qualities a leader needs.

Specific Vocabulary:

- Aum, Miracle, Hadith

Key words:

- Authority, Leadership, Trust, Example, Respect, Qualities

Prior knowledge

- During EYFS children will have explored many of the festivals and celebrations across the year and touched on beliefs.
- In Aut 1 they will have studied places of worship and encountered these figures.

Sensitivities

Teachings of each religious leader need to be treated with respect. Visual depictions of certain religious leaders are not appropriate or acceptable (Muhammed)

Questions to consider:

- Who is important to you?
- Who is Jesus? Why is it important for Christians to follow the example of Jesus?
- What are the key features of Krishna?
- What is important about the early life of Moses for Jewish people?
- What are the ways that Muslims learn from the Prophet Muhammed PBUH?
- Why is Bertrand Russel important to Humanists?
- What makes a good leader?

British Values Addressed

Respect

Rule of law

School Values Addressed

Inspiration

Honest

AT2

Who are special people in our lives?

Who cares for us?

Who sets us an example?

How do we overcome difficulties? Who/what helps us? Who influences the things you do? What are the qualities of a leader?

Core Concept

Investigate and explain the importance of the founders of some of the world's religious and non-religious worldviews.

Scheme of learning

Year 1 - Spring 1
Who is important to you?

Key question for the lesson	Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Who is important to you?	Children will explain who has influence over them, and consider who they listen to and why?	• Who influences us? • Why do we listen to them?	Look at famous people who have had an impact – Martin Luther King Jnr., Marcus Rashford, Greta Thunberg etc. Why are they famous, what do they do? They all have a message. They all challenge our thinking.	Brainstorm ideas about what makes a good person. Who do you look up to? Who are your role models? What sort of person would you follow? Make a description of an important person Make a collage of influential people as a class. Resources: Photos of famous people/ quotes from influential people.	Follow Influence Challenge Message
Who is Jesus? **Why is it important for Christians to follow the example of Jesus?**	Christians believe that Jesus was God's Son. He lived a long time ago but they still consider Him to be important. Special teachings and miracles of healing. Call of the disciples	• Who are special people in our lives? Who cares for us? • Who sets us an example? • What do we look for in a leader?	Look at The Miracle Maker, the section on Jesus calling the disciples. Why did the 12 men go with him? Have pupils heard someone say 'it is a miracle?' What does the word miracle mean?	Look at pictures of churches or visit, and look for evidence of Jesus e.g. Crucifix: Stained glass window: sayings of Jesus on banners etc. Resource Sheet: Wanted, A Disciple The Miracle Maker on Prime Video www.request.org.uk Animated Tales – Life of Jesus – YouTube A First look at Jesus – L Rock ISBN 9780745924977 The Tallest Candle – L Broadbent and J Logan ISBN 185175184X	Jew Disciple Friend God Miracle

Scheme of learning

Year 1 - Spring 1
Who is important to you?

Key question for the lesson	Success Criteria/ Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What are the key features of Krishna?	Religious symbols: Aum, Swastika, Peacocks, Flute, Cow, Colour Blue. Celebration of Janmashtami (birthday of Krishna).	• What symbols do we know/ recognise? • Why are symbols important? • How do we overcome difficulties? Who/what helps us?	Look at symbols from everyday life – easy to recognise, information, identification. Explore pictures of Krishna - use images from Janmashtami celebrations. Look for Aum, Swastika, Peacocks, Flute, Cow, Blue. Explore cards and posters with Aum on and discuss why it might be so important.	Collage of important symbols in pupils' lives. Visiting places of worship – P Gateshill and J Thompson ISBN 0340 75794 9. Pictures of Krishna, cards, posters Resource Sheet – Krishna and the serpent Resource sheet – The Key features of Lord Krishna	Symbol Aum Krishna Janmashtami
What is important about the early life of Moses for Jewish people?	Moses found in the bulrushes' and brought up in an Egyptian palace	• Who is special to us? • How do we show them respect? • What are the qualities of a leader?	Watch the story of Moses early life from 'Prince of Egypt'. Role play showing empathy on how his mother and sister felt after leaving Moses in the bulrushes. Discussion about how we feel about special people in our own lives and how we can show them that.	Draw a person who is special to you and write words or stick words cut out from newspapers saying why they are special, around the image. Animated World Faiths – Moses Channel 4 Prince of Egypt film from Dreamworks	Moses Leader

Scheme of learning

Year 1 - Spring 1
Who is important to you?

Key question for the lesson	Success Criteria/ Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What are the ways that Muslims learn from the Prophet Muhammed PBUH?	Importance of following His example and sayings e.g. Be truthful. Prophet Muhammed is respected not worshipped. Muslims do not have images of Allah or Prophet Muhammed. Prophet Muhammed was chosen by Allah. Prophet Muhammed was the final Messenger from Allah. Pbuh means 'peace be upon him' For teachers Life of Muhammed Pbuh: https://loveforallhatredfornone.org/wp-content/uploads/2017/10/Life-of-Muhammed .compressed.pdf https://www.biography.com/religious-figures/muhammad	• What are the qualities of a leader? • Is there ever a time when you can put yourself first? • Who influences the things you do? • What qualities do you admire in them? • Is there a saying you think people should live by?	Look at Stories about the life of Muhammed and how he received the message from Allah. Discuss some of the stories about Muhammed and how they illustrate his wisdom and kindness. E.g. Stories of the Thirsty Dog, The Crying Camel, The Hungry Stranger.	Imagine you were given a very important message, what would you do? How would you remember it? Listen to some of the examples of the Prophet's sayings and think of an important message for your friends. Children should not be asked to role play or draw Muhammed . Stories of Faith – Channel 4 Resource sheet 'The Two Brothers' Resource sheet 'The Hadith' Stories about the life of Muhammed and how he received the message from Allah.	Prophet Muhammed Hadith – sayings and stories about Muhammed Jibrael Pbuh – peace be upon him
Why is Bertrand Russell important to Humanists?	Bertrand Russell lived from 1872 – 1970. He was a mathematician, philosopher, historian, and activist. He wanted to know what was and wasn't true in the world, and believed science, reason and evidence are the best way to find out.	• What are the qualities of a leader? • How do we know what is true? • What does it mean to live a good life?	Look at a biography of Bertrand Russell's life. What was important to him? Discussion about what we think is true in the world and how we came to believe those things were true.	Imagine someone tells you there is an invisible unicorn in the corner of the classroom. How do you know it's really there? What if you can't touch it, smell it or hear it - is it still there? https://heritage.humanists.uk/bertrand-russell/	Bertrand Russell Evidence Science Empiricism

Scheme of learning

Year 1 - Spring 1
Who is important to you?

Key question for the lesson	Success Criteria/ Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What makes a good leader?	Important message Good example Influence our actions Treated with respect and honour Care for followers Inspires people to do good things Inspires leaders within religions – eg Imam, Priest, Vicar	• Who are special people in our lives? • Who cares for us? • Who sets us an example? • How do we overcome difficulties? Who/what helps us? • Who influences the things you do? • What are the qualities of a leader?	Revisit the leaders we have explored over the last few weeks. What qualities do they have? Discuss: kind, fierce, passionate, bossy, understanding, inspiring.	Explore why we believe things e.g. 'I believe the best football team is ... I believe this to be true because Design an advert for a good leader Choose a photo of an influential character -past or present and discuss why we think they are important. Resource sheet: Investigating facts and beliefs about God Photos of influential people Visionary Women Around the World (2018) Vashti Harrison Little people: Big dreams series (for inspirational people)	Example Influence Follower Believer

Glossary

Year 1 - Spring 1
Who is important to you?

Aum	OM-A symbol that represents the universe and the ultimate reality (God).
Krishna	Most revered Deity in Hinduism, the 8th incarnation of Vishnu. God of compassion, tenderness and love.
Janmashtami	Celebration of Krishna's birthday.
Raksha Bandhan	A Hindu friendship celebration between Brothers and Sisters.

Assessment Opportunity

- Children should be able to name each leader and state some facts about them.
- Children should be able to identify the qualities of a leader with reference to religious or secular figures.
- **See Assessment section for examples and ideas of how you can collect evidence for this.**



Year 1 - Spring 2

Which stories are important to you?

What a child needs to know and remember by the end of the unit:

- Recognise that many stories can have a message.
- Religious and secular stories have been used to help people understand how they should live their life
- Help to learn more about God.

What a child should be able to do: (Assessment)

- Children know that stories can have a message and inform their worldviews (both religious and non-religious).
- Children know that stories can have a message and religious stories can help people learn about God.
- Children can give and explain examples of religious and non-religious stories with a message.

Background knowledge for teachers:

Background Knowledge for teachers: Story of Noah's Ark is common to Jews, Christians and Muslims, it is not a story about the weather.

All studied religions have stories – not just for children – they try to simplify teaching and concepts.

Children should not portray Allah or Muhammed .

Specific Vocabulary:

- Parable, Covenant, Avatar

Key words:

- Hope, Friendship
- Forgiveness, Jealousy

Prior knowledge

- Previous unit looked at religious leaders and this unit develops some of their teachings.

Sensitivities

Stories from other cultures to our own may seem strange but need to be treated with respect.

Questions to consider:

Which stories are important to you?

What aspects of Humanism does the Starfish Story reflect?

What are the main features of the story of Noah found in the Tenakh: Also Genesis 6-8

Why is Joseph (Genesis 37) important to Jews?

What are some of the stories that Jesus told? What did the stories mean?

What is important about the story of Krishna and Draupadi for Hindus?

Can you make a story with a message?

British Values Addressed

Respect

Rule of law

School Values Addressed

Friendship

Perseverance

AT2

What does a promise mean?

What do you hope for?

What are the symbols in the story?

Is it easy or difficult to forgive?

Core Concept

Notice how stories from religions and stories such as Aesop's fables can help to reflect on many themes.

Scheme of learning

Year 1 - Spring 2
Which stories are important to you?

Key question for the lesson	Success Criteria	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Which stories are important to you?	Some stories have a message – Aesops Fables, Cautionary Tales, allegories. Stories can make it easier to explain the message We remember the detail in stories that are important to us.	• Which kind of stories do you like to read? • Why do you like some stories more than others? • Why do you think religions have stories? • What can you learn from a story?	Encourage children to talk about their favourite story and explain why they like it. Look at story with a message – Aesop's 'The Lion and the Mouse' Discuss what can be learnt from the story about kindness.	Act out stories in groups Look through classroom library and see if they can find an extra meaning to familiar stories – eg Gruffalo's Child – Listen to your Parents. Class or school library Aesop's Fables	Fable Message meaning
What aspects of Humanism does the Starfish Story reflect?	A traditional children's story with a moral message that relates to Humanism. Humanists believe it is up to human beings to make the world a better place. They believe that everyone can make a difference, even if it is only in a small way.	• What do you think is the meaning of the story? • What do you think might have happened next in the story?	Read the story to the class (resource below) Discuss whether it was important to throw the starfish back into the sea. Would the children have done the same thing? How many starfish would they have thrown back? When would they stop?	Draw a picture of the starfish being thrown into the sea. Do the starfish look happy? https://understandinghumanism.org.uk/wp-content/uploads/2021/10/The-starfish-thrower.pdf	Responsibility Helping Kindness

Scheme of learning

Year 1 - Spring 2
Which stories are important to you?

Key question for the lesson	Success Criteria	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What are the main features of the story of Noah?	Story is found in the Jewish Tenakh and Christian Old Testament in Genesis. The Quranic tradition is similar to the Judeo-Christian legend. God's covenant of blessing on humanity. The importance of hope	• What does a promise mean? • What do you hope for? What are the symbols of hope in the story, do you have a something that symbolises hope?	Look at artist's impression of Ark in the flood. 'A special promise' Start with discussion on sadness and hate. What are they, what causes them, how does it make you feel. What can we learn from this story? Why did God save Noah and his family? Can we always start all over again?	What do you hope for, what makes you happy? Link with art activity painting their idea of happiness. Display next to sad paintings. Write a day in Noah's diary Storyteller Bible Versions of Noah's Ark story	Covenant promises
Why is Joseph (Genesis 37) important to Jews?	Sibling rivalry. Sold into slavery. Listened to God. Worked to conserve food. Forgave his brothers.	• Have you ever felt jealous of someone? • Is it easy or difficult to forgive? • How did God help Joseph to forgive?	Brainstorm why the brothers were jealous of Joseph Are there occasions when children have felt jealous? Combine with circle time discussion What could Joseph have done or said to make his brothers less jealous? Find out how Joseph showed forgiveness in the end	Draw round a child and glue material on to make life size Joseph and multi-coloured coat Make a collage of Joseph's coat of many colours Lion Story teller Bible ISBN780745929217 Stories of Joseph https://youtu.be/rXzDo70R57c	Forgiveness Jealousy

Scheme of learning

Year 1 - Spring 2
Which stories are important to you?

Key question for the lesson	Success Criteria	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What are some of the stories that Jesus told? What did the stories mean?	Jesus taught people using 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 practise.	• Who cares for each of us? • What message was Jesus trying to convey to people who were listening?	Read the Parable of the Lost Coin – discuss how the woman felt? Worry, trust, perseverance, joy. Read the Parable of the Lost Sheep How do we know that we should look after each other? Do you think these two stories are similar?	Act out the Parable of the Lost Sheep as a class with teacher as shepherd – Everybody is important to God as the sheep are important to the shepherd. A Tapestry of Tales 'Parables Jesus Told' ISBN 0003120007 https://www.youtube.com/watch?v=1uEz0fX7dPU&t=2s https://www.youtube.com/watch?v=yvHxUxjaboE&t=4s	parable compassion perseverance trust
What is important about the story of Krishna and Draupadi?	Krishna, by many authorities in Hinduism, is regarded as the original form of God. Krishna is usually portrayed in blue. Draupadi was his good friend.	• What are the qualities of a leader? • How do we know what is true? • What does it mean to live a good life?	Act out the story of Krishna and Draupadi. Using a picture of the hand identify five ways Draupadi was a good friend. Make a class list of rules about how we should treat our friends.	Draw a picture of Krishna, his sister and Draupadi then create speech bubbles to show some of the story. Resources sheets: Story of Krishna and Draupadi..	Krishna Draupadi Friendship Avatar

Scheme of learning

Year 1 - Spring 2
Which stories are important to you?

Key question for the lesson	Success Criteria	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Can you make a story with a message? **(cross curricular with English)**	Religious stories teach believers about God and how to follow their beliefs. Many other stories have a message helping people to reflect on choices they can make.	• What choices do we often reflect on? • How do you think we should behave? • What do you want a story to show?	Look at familiar stories and discuss their possible meaning: Rainbowfish – how to make friends? Noah's Ark – second chances? Role play scenarios where people learn to be more kind, helpful, gentle, understanding etc	Make a poster displaying the different values in stories Make up own story with a message Rainbow Fish – M Pfister ISBN 1572220284	Message Beliefs Values

Glossary

Year 1 - Spring 2
Which stories are important to you?

Parable	A story with a message or meaning.
Covenant	An agreement or a promise from God.
Avatar	HINDUISM A manifestation or incarnation of the original form of God, who appears on earth. An incarnate divine teacher.
Torah **Bible** **Qur'an**	The Holy writings of Jewish people, Christian people and Muslims.

Assessment Opportunity

- Children know that stories can have a message and inform their worldviews (both religious and non-religious).
- Children know that stories can have a message and religious stories can help people learn about God.
- Children can give and explain examples of religious and non-religious stories with a message.
- **See Assessment section for examples and ideas of how you can collect evidence for this.**



Year 1 - Summer 1

Why people celebrate?

What a child needs to know and remember by the end of the unit:

- The names of some religious festivals and how they are celebrated.
- Why people like to celebrate.
- How most people celebrate special times

What a child should be able to do: (Assessment)

- Children can talk about how people celebrate special occasions
- Children can describe how some religious festivals are celebrated
- Children can explain why people like to celebrate special occasions

Background knowledge for teachers:

RAMADAN: The 9th month of the Muslim calendar, observed by fasting, followed by festival of Eid-ul-Fitr.

HANUKKAH: The commemoration of the victory of Judah Maccabaeus and the rededication of the Temple in 165BCE.

RAKSHA BANDAN: Hindu festival that celebrates the love and duty between brothers and sisters.

Humanists generally celebrate non-religious (secular) forms of Christmas, Easter

Specific Vocabulary:

- Ramadan, Eid, Purim, Hanukkah, Raksha Bandhan

Key words:

- Celebrate, Festival, Remember, Custom, Preparation

Prior knowledge

- Many festivals and celebrations touched on in EYFS

Sensitivities

Different groups within a religion may not celebrate in the same way.

British Values Addressed

Tolerance

Respect

School Values Addressed

Belonging

AT2

What do we celebrate?

How do we celebrate?

Is it important to remember special times?

What special times do you celebrate?

Why do we celebrate?

Core Concept

To reflect on why people celebrate special times

Questions to consider:

- What celebrations have you been to?
- What are the special festivals that Muslims celebrate?
- How are Ramadan and Eid-ul-Fitr celebrated by Muslims?
- Why is Darwin Day important to some Humanists?
- What are the key features and events of the Purim story?
- What are some of the ways it is celebrated?
- Why is Hanukkah important for Jews and how it is celebrated?
- What is the festival of Raksha Bandhan, and how is it celebrated?
- Why do people like to celebrate?

Scheme of learning

Year 1 - Summer 1
Why do people celebrate?

Key question for the lesson	Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What things do you celebrate?	Celebrate for many reasons: secular, religious, national, family. Most special occasions have food, decorations, gifts, coming together of family and friends	• What do we celebrate? • How do we celebrate?	We have just celebrated Easter – how is it celebrated by Christians and non-Christians?. What other celebrations can you think of? Make a class list – birthdays, weddings, sporting achievements, national celebrations.	Make a shopping list for a party – what things do all parties need? Look at Easter cards for religious and secular images. Photos of celebrations, cards, decorations, food	Celebrations Religious Easter
What are the special festivals that Muslims celebrate? **How are Ramadan and Eid-Ul-Fitr celebrated by Muslims?**	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.	• What do we celebrate? • How do we celebrate? • Is it important to remember special times? • What are the main symbols of Eid?	Investigate a range of Eid cards to identify common practises. Look at the symbols on the cards. Think of other ways people celebrate, are there any similarities?	Make own Eid card Write a shopping list for Id celebrations Design Id outfits Diamond 9 activity with celebrations for Eid.	Ramadan Eid-Ul-Fitr

Scheme of learning

Year 1 - Summer 1
Why do people celebrate?

Key question for the lesson	Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Why is Darwin Day important to some Humanists?	Why is Darwin Day important to some Humanists? Charles Darwin was an English naturalist, geologist, and biologist (1809-1882). He is considered the founder of evolutionary biology. Darwin changed the way people saw the world, understood the past, and made sense of humanity itself. Evolution is now accepted by the scientific community as a fact that reproducibly explains an aspect of the natural world. Another term for this is a 'Scientific Theory'. Darwin Day is celebrated on his birthday, 12th February.	• What is evolution? • According to scientists, in what way are humans related to chimpanzees and gorillas? • How are we different? • How did Darwin show bravery?	Describe key moments in Darwin's life, particularly his voyage to the Galapagos Islands, and how it led to his ideas about evolution. Discuss how his ideas were new and difficult to accept by some people, but that he felt compelled to tell people about them.	Draw pictures of chaffinches with different shaped beaks for eating different food https://heritage.humanists.uk/charles-darwin/ https://kids.frontiersin.org/articles/10.3389/frym.2019.00022 https://en.wikipedia.org/wiki/Darwin%27s_finches	Scientific theory Evolution Bravery
What are the key features and events of the Purim story? **What are some of the ways it is celebrated?**	Esther chosen as wife, Haman plots to kill Jews Esther risks her life and saves the Jews Standing up for your beliefs. Triumph of God over evil and divine providence- the belief that even when we don't feel that God is looking after us, He actually is. How Purim is celebrated - fancy dress: rattles used: special cakes: charity	• What do you think being brave is? • When have you been brave? For yourself? For others? • Why do we celebrate 'happy' occasions?	Read the story of Purim. Pupils use happy/sad faces as you tell the story Role play Esther getting ready to see the king.	Make a Megillah (scroll) decorate with scenes from the story. Sequence pictures to tell the story A Costume for Noah – S Topek ISBN 0929371909 • Purim Fun ISBN 0929371488 Esther's Story – D Wolkstein ISBN 0688158447 Festivals of the World – D Foy ISBN 0431054959 Purim Artefacts (St James the Great Primary school, Windsor Road, Thornton Heath)	Purim meaning 'Lots' Esther Haman Bravery Heroine Courage Megillah

Scheme of learning

Year 1 - Summer 1
Why do people

Key question for the lesson	Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Why is Hanukkah important for Jews and how it is celebrated?	Judah and his bravery. The Lamp in the temple burning for 8 days. A symbol of victory over oppression Celebrations e.g. Hanukkiah lit: cards and presents: Dreidel game	• What special times do you celebrate? • How is the story of Hanukkah special to Jewish people?	Read the story of Hanukkah stressing the insults to the Jewish faith. How do you feel when you are insulted? Investigate the artefacts connected with Hanukkah and decide what they represent	Investigate a range of Hanukkah cards Make a Hanukkah candlestick, why are candles lit each day, when else do Jewish people light candles? • Sammy Spider's First Hanukkah ISBN 0929371461 • The Uninvited Guest – N Jaffe ISBN 059044533 • The Hanukkah Book – M Burns ISBN 0380715201 • Artefacts e.g Hanukkiah: Dreidel (St James the Great Primary school, Windsor Road, Thornton Heath)	Hanukkah Hanukkiah Miracle - a little light expelled much darkness
What is the festival of Raksha Bandhan, and how is it celebrated?	Festival takes place in August. It is a celebration of brothers and sisters. How they honour each other	• Why are Rakhis considered valuable even though they aren't worth a lot of money? What symbols are on Rakhi cards? • Why is it good to have a festival of friendship? • Who has been your friend this year? • How can you have friends who do not live near you?	Research on the internet for the timing of the festival what it is and ways in which it is celebrated. Look at and investigate Rakhi cards and Rakhis discussing likes/dislikes. Discussion on what is a symbol of friendship.	Make a garland of Rakhis using paper depicting special symbols of friendship. Make own Rakhis and state who they should go to and the reasons why Resource sheet 'Raksha Bandhan – Hindu Festival' Raksha Bandhan Artefacts Rakhi cards	Rakhi Raksha Bandhan

Glossary

Year 1 - Summer 1
Why do people

Id-ul-Fitr.	Recurring happiness, a religious holiday, at the end of Ramadan the month of fasting
Id-ul-Adh	A celebration of the story of Abraham
Purim **Haman** **Megillah**	A Jewish celebration (meaning Lots) of the bravery of Queen Esther. Haman the bad Prime Minister in the story of Esther One of the five books of Hebrew scriptures which is read at Purim
Hanukkah **Hanukkiah**	A Jewish celebration of light The candlestick that is lit each night for 8 nights

Assessment Opportunity



- Children can talk about how people celebrate special occasions
- Children can describe how some religious festivals are celebrated
- Children can explain why people like to celebrate special occasions .
- **See Assessment section for examples and ideas of how you can collect evidence for this.**

Year 1 - Summer 2

How do you know you belong?

What a child needs to know and remember by the end of the unit:

- That for many religions prayer and worship takes place in the home as well as a Place of Worship.
- That following a religion can affect the daily life of believers.
- That Humanists often celebrate non-religious forms of Christmas, Easter, or other cultural events.

What a child should be able to do: (Assessment)

- Children can talk about special things that happen at home.
- Children can describe ways in which beliefs shape home life.
- Children can describe what they would expect to see in the home of many members of each religion.

Background knowledge for teachers:

Most Religions have a special day set aside for rest and fellowship- this might differ in another country. Jewish Sabbath Ceremony on Friday evening. Special meal with blessings. Finishes with lighting Havdalah Candles. Many Hindus have a home shrine with a favourite deity for the family. Most Muslims will follow the 5 pillars of their faith. Humanists and other non-religious groups do not have particular days set aside, but most celebrate their own forms of Christmas, Easter etc.

Specific Vocabulary:

- Arti, Puja, Shabbat Kiddush, Havdalah, Shahadah

Key words:

- Shrine, Rest, Worship, Prayers

Prior knowledge

- Places of worship – compare to home life
- Authority figures – influence lifestyle of followers.

Sensitivities

Be aware that members of the same religious or non-religious worldview might not all do the same thing.

British Values Addressed

Rule of law

Personal Liberty

School Values Addressed

Belonging

AT2

What activities happen in your house?

Do you have special days?

How do we show people they are welcome?

What rules/customs do we have in our home?

What rules/customs do other people we know have?

Core Concept

To discuss how customs followed at home can bring a feeling of belonging within a religion.

Questions to consider:

Why are our homes important to us?

What do Humanists do to find belonging?

What is important about Friday night in the Jewish home?

What are some of the ways that Muslims show how important God (Allah) is?

How do many Hindus worship at home?

How do belief and practises affect the daily life of many Christians?

How do customs affect the daily life of members of religions?

Scheme of learning

Year 1 - Summer 2
How do you know you belong?

Key question for the lesson	Success Criteria	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Why are our homes important to us?	Sense of belonging Customs, rituals, practises Not all religious.	• What activities happen in your house? • Do you do some things each day? • What makes you feel 'at home'?	What things do people enjoying doing in their homes together? • Watch TV/Movie • Help parents • Bedtime story • Meals Why do we like to do these things together?	Make a class display of ideas Draw ideas on house shaped paper	Practise customs
What do Humanists do to find belonging?	To explain that more commonly, humanism is an internal, personal matter, unlikely to be expressed in any obvious external or symbolic way.	• What does 'happy human' mean? • Are we always happy? • What things can we do to make ourselves happy? • Would it be good to be happy all the time? Why / Why not?	Find the happy humanist symbol Research a humanist wedding or naming ceremony Humanists may choose to celebrate life events with humanist ceremonies such as baby-namings, weddings or funerals. They may simply declare that they are humanists, or they may join a local humanist group or a national organisation like the British Humanist Association, which "supports and represents" humanists and other non-religious people.	Children design their own 'Happy Human' logo www.reonline.org.uk/knowledge/humanism/humanist-identity-and-belonging	Happy human Happiness Meaning

Scheme of learning

Year 1 - Summer 2
How do you know you belong?

Key question for the lesson	Success Criteria	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is important about Friday night in the Jewish home?	Sunset Friday to night fall 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	• 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? • What rules/customs do we have in our home? What rules/customs do other people we know have?	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. Explore Shabbat using the five senses. Role-play Shabbat meal with kosher food. Make the home/role play area into a Jewish home where Shabbat is celebrated. Seventh Day Is Shabbat- Bridges to Religion Series ISBN 0431077339 A day of Rest L Broadbent & J Logan ISBN 1851751823 A Holiday for Noah – S Topek ISBN 0929371089 Resource Sheet: Jewish Role Play Area- Celebrating Shabbat.	Shabbat Shalom Creation Kiddush Havdalah Kosher
What are some of the ways that Muslims show how important God (Allah) is?	Praying, reading the Qur'an Five Pillars Shahadah, the declaration of faith	• Who is important to us? • How do we show that they are important	Shahadah Outline some verses from Qur'an Pillars of Islam Halal Food	A day in the life Draw clothes a typical Muslim person wears I am a Muslim ISBN 0863131387 Resource Sheet- Verses from the Qur'an Resource Sheet- 5 Pillars	Halal

Scheme of learning

Year 1 - Summer 2
How do you know you belong?

Key question for the lesson	Success Criteria	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
How do many Hindus worship at home?	The home shrine The Puja Ceremony - different Hindus choose their favourite deity to worship in the home shrine Remind children that Hindus believe in only one supreme God - but that one God can take many different forms.	• How do people prepare for a special celebration? • Why do people pray? • How do people pray?	Outline Puja ceremony Show arti lamp and talk about how it is used	Create classroom shrine, or wall display, (RE/art book) and a handling session of Hindu worship artefacts, 'Puja' set and its role during prayer. Dartboard Activity- Identify some pictures, explain how Hindus worship at home. Dartboard Activity in Resources Tab. Puja Tray and Arti Lamp. Recap the Resource sheet on the Puja Ceremony. Artefact box- St James The Great.	Aum Shrine Arti Puja
How do belief and practises affect the daily life of many Christians?	Importance of Sunday (Saturday for some church groups.) The preparation for Christmas/ Easter which are called Advent and Lent. Many different types of worship in different denominations.	• Why is it important to have times of rest? • Do you have a special day of the week? Why? • What special times does your family have?	Find out what symbols a Christian might have in their home. Saying grace before meals Bedtime prayers Bible stories	Write a day in the life ... Interview a vicar/minister or practicing Christian to see how Christianity affects their life. What might you expect to see in a Christian home? Egg for Babcha – Bridges to Religion Series ISBN 0435304038 My Christian Faith – A Seaman and A Brown ISBN 9780237518590 A local minister talking to the pupils	Commandment Denomination
How do customs affect our daily life?	Customs help feeling of belonging to a family, or community. Rituals passed down. Clothing can bring sense of identity. Statement of faith	• What rules/customs do we have in our home? • What rules/customs do other people we know have?	Food Clothing Prayers Symbols	Make class book about children's homes Design a welcome poster for a Prayer room/Quiet space	Fellowship Customs Faith Community Belonging

Glossary

Year 1 - Summer 2
How do you know you belong?

Shabbat	day of rest and renewal, devoted to worship and rest from work. Orthodox Jews observe this from sunset on Friday to sunset on Saturday.
Shalom	A greeting or farewell meaning ‘Peace be to you’.
Kiddush	Kiddush , literally, “sanctification”, is a blessing recited over wine or grape juice to sanctify the Shabbat and Jewish holidays.
Havdalah	Hebrew for separation- a Jewish religious ceremony or formal prayer marking the end of the Sabbath.
Kosher	Food prepared according to Jewish dietary laws.
Halal	Food prepared according to Muslim dietary laws
Aum	OM-A symbol that represents the universe and the ultimate reality (God)
Arti	Ritual employed in worship, part of a Puja ceremony, in which light (from a flame lit using camphor, ghee or oil) is ritually waved for the veneration of Deities

Assessment Opportunity

- Children can talk about special things that happen at home.
- Children can describe ways in which beliefs shape home life.
- Children can describe what they would expect to see in the home of many members of each religion.
- **See Assessment section for examples and ideas of how you can collect evidence for this.**



Resources appendix

Year 1 - Spring 1

Investigating Facts and beliefs about God

Features of Lord Krishna

Krishna and the Serpent

Sayings from the Hadith

The Two Brothers

Wanted – A Disciple

Year 1 - Spring 2

Krishna and Draupadi

Year 1 - Summer 1

Raksha Bandhan

Year 1 - Summer 2

Verses from the Qur'an

The 5 pillars of islam

Dartboard activity and Hindu pictures

Year 1 - Spring 1 - Resource Sheet

Investigating Facts and beliefs about God

Religions have teachings which tell which beliefs should be accepted by followers who want to belong to the faith group.

Beliefs cannot generally be proved while facts can be proved. For instance, there is historical evidence that Jesus was a real person, but Christians believe he was the Son of God.

There are many different reasons why we believe in something. Sometimes it's because we have been told: sometimes because we've experienced it: sometimes because we feel it: or sometimes because we've seen it.

Write out the following filling in the blanks.

I believe my name is ..... **I believe this to be true because** .....

I believe the best football team is ..... **I believe this to be true because** .....

I believe there is/is not a God ..... **I believe this to be true because** .....

I believe water freezes and becomes ice ..... **I believe this to be true because** .....

I believe when it rains, I become wet ..... **I believe this to be true because** .....

I believe it's important not to steal ..... **I believe this to be true because** .....

I believe the Bible is a special book for Christians ..... **I believe this to be true because** .....

Which of the beliefs above do you think all the class would agree with?

Now think of something you consider to be true and why

I believe my name is ..... **I believe this to be true because** .....

Year 1 - Spring 1 - Resource Sheet

Features of Lord Krishna

**Lord Krishna is an avatar, Krishna, by many authorities in Hinduism, is regarded as the original form of God.
Krishna is a popular deity: he reminds Hindus 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.**

**There are many stories of him from childhood to the saga of the Bhagavad Gita and his teachings and help to Arjuna.
He is a guide and support and teaches not to be narrow in our views and opinions, that distinctions are not relevant to the development of an everyday understanding of what to do and how to live in this world.**

Children should be taught that deities, especially Krishna, are often depicted as being blue in colour because that makes them more beautiful.

- **Krishna wants a special close relationship with all those who worship him.**
- **Examples of stories that show Krishna's character well.**
- **Krishna and the Gopis**
- **The Kaliya Serpent.**
- **Krishna and the Buttermilk**

Year 1 - Spring 1 - Resource Sheet

Krishna and the Serpent

One day the cowherds took the calves to the Jamuna River. They were very hot and thirsty, and all quickly bent to drink the water but immediately collapsed onto the ground. What they didn't know was that deep in the water lived a horrible hundred-headed snake called Kaliya. He had polluted the river and all the grass and trees, except one, had shrivelled up and died. Krishna and his brother Balaram came past and saw all their friends lying as if dead.

Krishna quickly climbed the only tree that was left growing and from high up he could see the snake lying in the middle of the water. He tied his belt to the top branch of the Kadamba tree and leapt from the top. He landed with a huge splash and attracted the snake's attention. 'Why are you disturbing me?' hissed the snake and started to fight with Lord Krishna and winding him up in his huge coils. For hours they fought with each other, and all the villagers came to watch. Some were almost frightened to death because the snake fought so fiercely, and the earth trembled, and meteors fell from the sky.

Every time Krishna was caught in the snake's coils, he expanded his body and quickly contracted again so he could slip out of the coils. The serpent's eyes glowed red and he spat poison from his hundred heads and tried to sink his fangs into Krishna's body. Lord Krishna smiled and danced from head-to-head crushing the snake, until he had to admit defeat. Other snakes, Kaliyas wives, came out to beg Krishna to show mercy. 'Take your wives and family and go and live in the ocean. Never come back to this river again.' Said Lord Krishna. 'I have lived here because I am afraid of the king of the birds, the great eagle called Garuda. I knew he would not kill me here but if I go to the ocean he will surely swoop down and eat me.' Said Kaliya.

Krishna told him that he would be safe because Garuda would see the marks of his feet on Kaliyas heads and would know not to hurt him. So Kaliya and his wives and family went to live in the ocean. Lord Krishna went to the riverbank and touched all the cowherds and the calves. His touch brought them back to life and everyone who had watched the fight praised Krishna for his great bravery and the happy ending he had brought about.

(A longer version of this story and other stories about Krishna can be found in Vedic stories, A Das. ISBN 0952749211.

Year 1 - Spring 1 - Resource Sheet

Sayings from the Hadith

Hadith are the sayings and teachings of Muhammed . He stressed the equality and the responsibility of each individual to the community and lived by the correct conduct and customs as revealed to him by the angel sent by Allah.

- **Have sincerity in your actions**
- **Be Truthful**
- **Show mercy to others and you will recieve their mercy**
- **Avoid anger, save yourself from jealousy**
- **One who encourages others to do good deeds is like one who performs them**
- **Avoid going into debt**
- **Treat others with the best manners**
- **One who makes false accusations will not enter paradise**

The Hadith is a form of authority for Islam which is second only to the Qur'an.
Look at the sayings from the Hadith and think how they would guide your actions.

Year 1 - Spring 1 - Resource Sheet

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 him or 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.

- **What does the story tell you about the brothers?**
- **What does the story tell you about the teachings of Islam?**
- **Illustrate the story in comic book form.**
- **Write your own story using this concept.**
- **How could the brothers have shown further respect for each other?**

Year 1 - Spring 1 - Resource Sheet

Wanted – A Disciple

- Discuss the children's ideas about Jesus and the sort of person he was.
- Emphasise that he was a good person who preached that people should be kind to each other and their enemies.
- Leaders in those days were expected to be warlike and to fight their enemies.
- Brainstorm ideas about what makes a good person:
- Who do you look up to?
- Who are your role models?
- What sort of person would you follow?
- Listen to the story of how he called the Disciples (Mark 1:14-20, Luke 6:12-16)
- Would children give up their lifestyle to follow someone?
- Find out about the former lifestyles of the twelve
- Make a shield for each disciple to display
- Look at The Miracle Maker.
- Use the worksheet: What would you think if you had heard Jesus' preaching?
- What would you say if Jesus asked you to come and be a disciple?



Year 1 - Spring 2 - Resource Sheet

Krishna and Draupadi

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.'

Year 1 - Summer 1 - Resource Sheet

Raksha Bandhan

Raksha means protection and Bandhan means to tie. The sister ties the bracelet round the brothers wrist and he promises to protect her.

This Hindu Festival is used to illustrate part of the question ‘Who is a friend’.

A good start to this unit is through Attainment Target 2 with general discussions about the nature of friendship and it’s symbols and feelings. There are a number of suggestions in the syllabus for questions and activities.

Then using Attainment Target 1 you can focus in on the festival of Raksha Bandan and how it shows us friendship.

Starting with a story is the simplest method and there are various versions of the story to be found. (‘Krishna and Draupardi’, ‘Celebrate: Hindu Festivals’, ‘Festivals: Hindu Festivals’)

Some subsequent activities could include:

- **Exploring a range of different Rakhi and noting the symbols on them, leading to an understanding of the symbols in worship.**
- **Making a Rakhi and discussing the feelings that Hindu children are expressing when they perform the ceremony.**
- **Looking at A Rakhi Tray.**
- **Exploring symbols found on Raksha Bandhan cards Look at messages in the cards**
- **Look at pictures or a murti of Krishna and discuss the importance of Krishna to Hindus.**
- **Listen to some more stories about his life,**

Year 1 - Summer 2 - Resource Sheet

Shabbat

Learning outcomes

To recognise the importance of the home and family for Jewish people. To understand the terms Sabbath and Shabbat.
Alongside work in the classroom on special days or the Sabbath the role play area could be used as a Jewish home.

Resources

- Usual home corner equipment with cooker removed or covered. A film case or small square box, labelled Mezuzah stapled to the entrance.
- Put three silver stars high up on wall above house to represent the stars that start and end the Sabbath.
- Scarves for girls, 'best' dressing up clothes.
- A white cloth or large sheet of white paper for the table.
- Tape of Shabbat songs.
- Two candle sticks and candles. Children could make these from cotton reels or thick card rolls covered in foil or painted silver. Candles could be made from thinner card rolls painted yellow with yellow paper in the top, when the candles are lit the paper is pulled up and when unlit the paper is pushed down again.
- A collecting box decorated and labelled charity or TZEDAKAH BOX and some toy money.
- A wine cup, made from a desert pot painted silver.
- Braided Challah bread, made from plaited yellow play dough.
- Challah covers. Use paper fringed at each end, children to design (patterns /pictures of candles and broken bread) and colour using wax crayons.
- Table decorations, made from paper flowers and pretend candles
- Wine coasters, Draw round circles, cut out and colour.
- Havdallah candle, three strips of coloured paper plaited together with yellow paper flame on top.
- Havdallah spice box, decorated cardboard box with a little cinnamon or a few cloves sealed inside.
- Fishing game. Decorated paper fish with words/ sounds on one side and a paper clip on the top, children go fishing using a magnet, if they can read the word they keep the fish.

Activities

- Make all the resources indicated to the left.
- 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 the 'mezuzah'.
- Write a simple prayer of thanks for the world around us.
- Draw a picture representing something to be thankful for.
- Tidy the area and lay the table for the group.
- Put some play money in the charity box, write a note of how much is collected and what charity it might go to.
- Act out the breaking of bread and lighting the candles.
- Pretend to have a family meal all sitting at the table.
- Play the fishing game to represent the fish that is often eaten.
- Play 'Hunt the spice box'.
- Act out the end of Shabbat using the Havdallah candle and spice box.

Year 1 - Summer 2 - Resource Sheet

Verses from the Qur'an

Look at the verses of the Qur'an and reflect upon their importance to the Muslim way of life.

Respect/Good Conduct

19.76 And Allah doth advance in guidance those who seek guidance: and the things that endure, Good Deeds, are best in the sight of thy Lord,as rewards, and best in respect of their eventual return. 35.31 That which We have revealed to thee of the Book is the truth, – confirming what was revealed before it: for Allah is assuredly- with respect to His servants – well acquainted and fully observant.

Cleanliness/hygiene

5.6 O ye who believe! When you prepare for prayer, wash your faces, and your hands (and arms) to the elbows: Rub your heads (with water): and (wash) your feet to the ankles. If ye are in a state of ceremonial impurity, bathe your whole body.... But if ye can find no water, then take for yourself clean sand or earth, and rub therewith your faces and hands. Allah doth not wish to place you in a difficulty, but to make you clean, and to complete his favour to you, that ye may be grateful.

Patience

3.200 O ye who believe! Persevere in patience and constancy: vie in such perseverance: strengthen each other: and fear Allah, that ye may prosper.
11.115 Not so do those who show patience and constancy and working righteousness: for them is forgiveness and a great reward.
16.126 And if ye punish, let your punishment be proportional to the wrong that has been done to you: but if ye show patience, that is indeed the best for those who are patient.

Charity

2.110 And be steadfast in prayer and regular in charity: And whatever good ye send forth for your souls before you, ye shall find it with Allah, for Allah sees well all that ye do. 2.277 Those who believe, and do deeds of righteousness, and establish regular prayers and regular Zakat (charity) will have their reward with their Lord: On them shall be no fear, nor shall they grieve.

5.45 We ordained therein for them: "Life for life, eye for eye, nose for nose, ear for ear, tooth for tooth, and wounds equal for equal." But if anyone remits the retaliation by way of charity, it is an act of atonement for himself. And if any fail to judge by the light of what Allah hath revealed, they are wrong-doers.

Diet

Forbidden to you are: dead meat, blood, the flesh of swine, and that on which hath been invoked the name of other than Allah: that which hath been killed by strangling, or by a violent blow, or by a headlong fall, or by being gored to death: that which has been eaten by a wild animal: unless ye are able to slaughter it: that which is sacrificed on stone altars: forbidden also is the division of meat by raffling with arrows: that is impiety. This day have those who reject faith given up all hope of your religion: Yet fear them not but fear Me. This day I have perfected your religion for you, completed my favour on you, and have chosen for you Islam as your religion. But if any is forced by hunger, with no inclination to transgression, Allah is indeed Oft-forgiving, Most

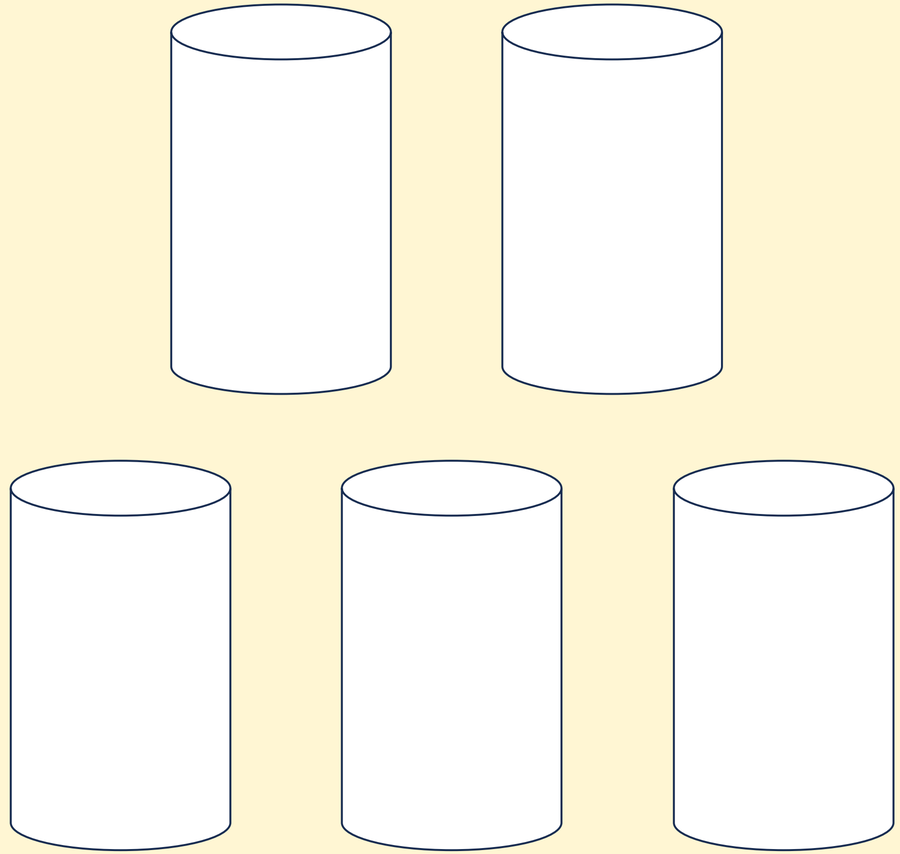
Year 1 - Summer 2 - Resource Sheet

The 5 Pillars of Islam

The Muslim religion is like a shelter held up by five pillars:

1. **Shahadah**
   the declaration of faith
2. **Salah**
   prayers which are said 5 times a day
3. **Zakat**
   giving and the purification of wealth
4. **Sawm**
   fasting from dawn to dusk during Ramadan
5. **Hajj**
   a pilgrimage to the Holy city of Makkah at least once

Can you draw 5 pillars holding up a house?



Year 1 - Summer 2 - Resource Sheet

The 5 Pillars of Islam

The dart board can be used in many ways for the purposes of group discussion and categorising things in order of importance.



In groups children decide which is most important to least important for hindus. Put on the Dartboard as appropriate and talk about why they think this.



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Year 2 Curriculum

What is important to people?

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Year 2

What is important to people?

Topic Overview →

Guidance for KS1 Adaptive Teaching Ideas →

Year 2 - Roadmap →

Autumn 1 - What do some people believe about God? →

Autumn 2 - How do people celebrate good over evil? →

Spring 1 - Who do you talk to if you need help? →

Spring 2 - Why are some books special? →

Summer 1 - How do you show someone is important? →

Summer 2 - What is special? →

Appendix for Resources →

Overview of the Questions for each Year

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 What does it mean to belong?	Why are we thankful?	What places make you feel you belong?	Who is important to you?	Which stories are important to you?	Why do people celebrate?	How do you know you belong?
Year 2 What is Important to People?	What do some people believe about God?	How do people celebrate good over evil?	Who do you talk to if you need some help?	Why are some books special?	How do you show someone is important?	What is special?
Year 3 What do different people believe about God?	How do different people describe God?		What does it mean to be an inspiring leader?		How do people communicate with God?	
Year 4 How is my community special to me?	How do I show I'm part of a community?		How do communities celebrate?		Why are places of worship important to communities?	
Year 5 Why Should we care for our World?	What are the ways communities care?		In what ways are people judged?		What do Humanists believe?	
Year 6 What do we need on Life's journey?	How do we change through life's journey?		How does a community work?		Why do people go on pilgrimages?	
Year 7 How do I see myself in the world?	How do people gain their identity?		What do Hindus believe and practise?		Why is community cohesion important?	
Year 8 What role does belief play in our world?	Jesus Christ - Man or Miracle?		How do people respond to environmental issues?		Who has made a difference in the world?	
Year 9 Are Humans equally Special?	Why do we remember?		Is it wrong to be rich?		What are the 5 pillars of Islam?	

Guidance KS1 Adaptive Teaching Ideas

Sensitivities

- At this age, some children may show signs of SEN but not yet diagnosed.
- Be aware, some/ lots of pupils will need/benefit from some of these adaptations but may not necessarily be SEN.

Adaptations for including children in discussions

- Adults to support children where possible
- Consistent visual prompts to be used
- Use choices (starting with between two) when asking some types of questions
- Use 'identifying' questions rather than longer what/why/when asking targeted questions.

Strategies

- Use real objects or pictures when modelling.
- Use videos and real-life experiences (photos of children in class)
- Ongoing opportunities in provision (i.e. making birthday cards, handling objects, making decorations)
- Use children's own experiences. For example, ask parents to provide photos of a celebration/ festival etc. and consider displaying this .
- Consider letting children 'experience' some concepts where possible (i.e. create a celebration in your class)
- Use ICT software/ games to reinforce · Sing/learn songs where you can.

Adapted outcomes

- Say 1-2 key words taught
- Say things personal to them
- Identify using pictures/ continual visual aids as a prompt
- Take part in activities which support learning throughout provision.

Teaching Vocabulary

- Choose only a few words (2-3)
- Pre teach where possible and reinforce throughout the term.
- Use the same visual aids/ props to support children to learn the words.
- Consider letting children 'experience' the word where possible. For example, create a celebration (if celebration was your chosen key vocab)
- Display key vocab with images (real photos are better) throughout the class over a period of time.
- Consider strategies to help memorize words such as clapping out the syllables
- Explain vocab clearly without introducing

Adaptive teaching

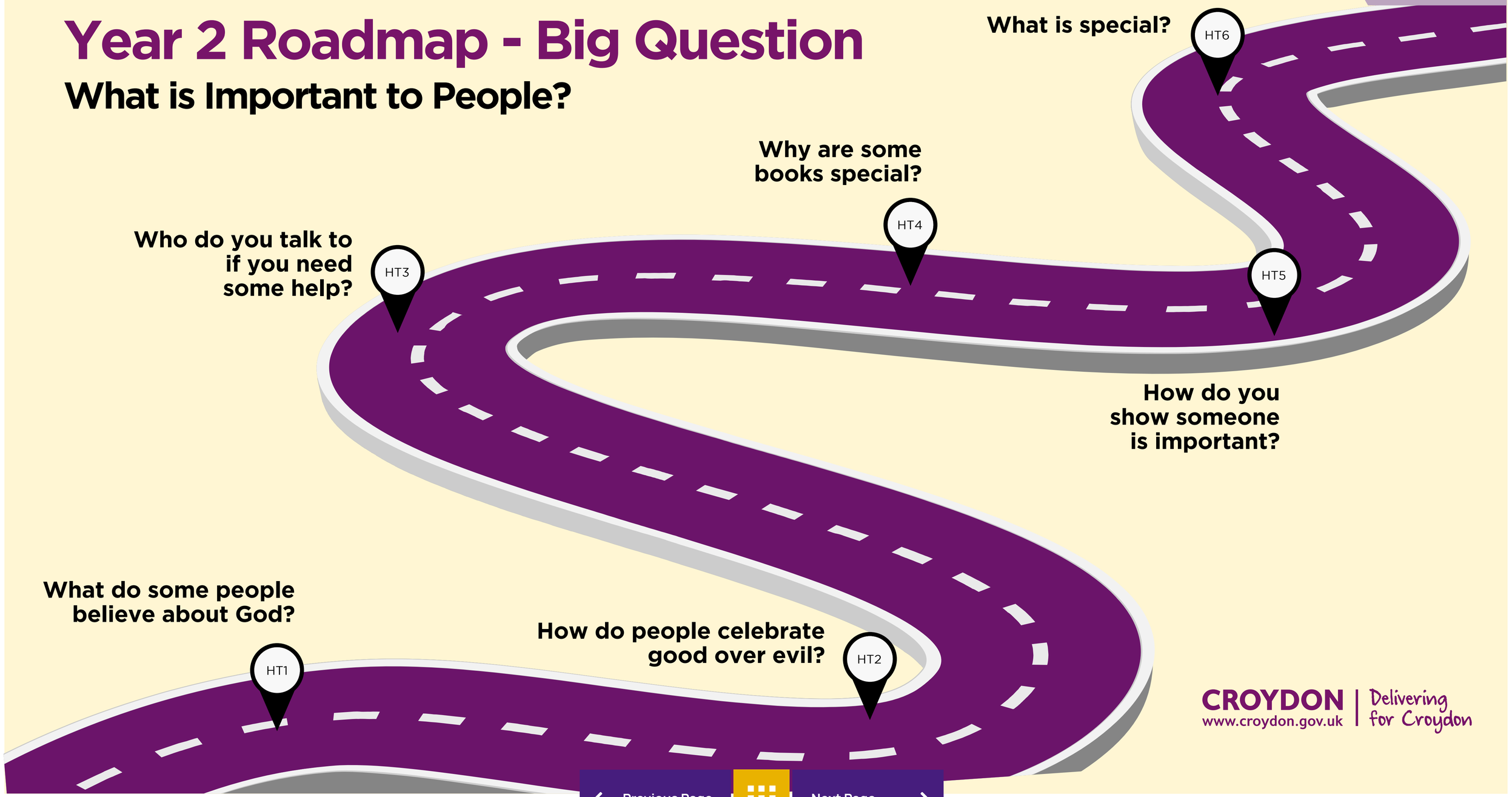
- Make use of alternative resources such as iPad/ roleplay and make observations
- Provide opportunities in the provision to reinforce learning over time
- Draw pictures and adult annotates what has been said
- Avoid lots of questioning
- Use visuals (photos are better) on any resource as a prompt.
- Consider breaking a learning objective up and teaching over time
- Teach in small chunks if needed and show steps using a visual timetable
- Think about using matching activities.

Further help

- Including children with SEN in RE Including pupils with SEN and/or disabilities in primary RE (ioe.ac.uk)
- For a range of games/ clips LGfL Home | LGFL CBeebies festivals clips.

Year 2 Roadmap - Big Question

What is Important to People?



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Year 2 - Autumn 1 - What is important to people?

What do some people believe about God?

What a child needs to know and remember by the end of the unit:

- Children consider what is important to them, what do they believe in.
- Learn about what each of the four featured religions believes about a deity
- Reflect on why people believe in God and why they don't.

What a child should be able to do: (Assessment)

- Children can say what many people think about God.
- Children can describe what is similar about the beliefs in God from the religions studied.
- Children can discuss similarities and differences from religion.

Background knowledge for teachers:

Jews believe in one God. Muslims believe in one God. Christians believe in one God and Jesus is his son. Hindus believe in one God who has numerous manifestations. Atheism is an absence of belief in any Gods. Nonreligious world views, ie Humanism, are atheists.

Specific Vocabulary:

- Creator, Deity

Key words:

- Authority, Respect, Belief God

Prior knowledge

- Learning about the founder of religion. Religious stories.

Sensitivities

Comparing personal beliefs

British Values Addressed

Respect for others

Acceptance

School Values Addressed

Respect

AT2

Who is in authority? How do we show respect? What is God like? Who is special to us? How do we show it?

Core Concept

To suggest what a belief in God could mean

Questions to consider:

What is authority?
What do some people believe about how the world was created?
Why is God special to Christians?
What do Hindus believe about God?
What do Muslims believe about God (Allah)?
What do Jews believe about God?
What do Humanists believe?
What do Hindus believe about God (Brahman)?
- What have you found out about peoples' beliefs about God?

Scheme of learning

Year 2 - Autumn 1
What do some people believe about God?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is authority?	Who is in authority? How do we show respect to those people? Who guides us? What would happen if we didn't have people of authority? How would things be different in the world? In our class?	• Who is special to us and how do we show it?	Look at authority figures, famous people, which ones do we trust and why? Make a list of their qualities – which ones can apply to God? Make a list of qualities that God might have – judge/ruler/carer/ etc	Make a word wall with words that describe God Photos of authority figures –Prime Minister, head teacher, police	Authority Respect Special
What do some people believe about how the world was created?	Christians, Muslims and Jews all have a creation story where – God (Allah) created the world in six days. All accounts have Adam and Eve The Jewish/Christian account is one narrative while the Muslim story is spread throughout the Q'ran Most humanists believe that the universe began with the Big Bang and the earth was formed 4.5 billion years ago from matter orbiting the sun	• How do you feel when you have made something special?	Look at photos of natural beauty and discuss what makes them special. Look at various religious Creation stories online and discuss the similarities and differences.	Sequence pictures of the days of creation. Draw a picture of the planets orbiting the Sun	Creation Torah Bible Qur'an
Why is God special to Christians?	There are many different denominations with different practises. However, all Christians believe in one God, who is the creator, and that Jesus was God's son. Describe God as carer, forgiver, and creator. All powerful. The same God as for Jewish people	• Why do Christians think of God as a creator? • Why do you think Christians rest on Sunday /Sabbath day? • How do you feel when you have done something special? • How does God show he cares for us?	Explore the Creation Story Genesis 1-2 Discuss how God may have felt when he finally sat back and admired his handy work?	How do you feel when you have made something special? Sequence pictures of the days of creation. When the World Was New – Ade Lynam ISBN 0745942717 • Wonderful Earth – Nick Butterworth ISBN 1856080056 • Who made me? – Shirley Tulloch ISBN 780745941639	Carer Forgiver Creator Authority Sabbath

Scheme of learning

Year 2 - Autumn 1
What do some people believe about God?

Key question for the lesson	Success Criteria/Key facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What do Muslims believe about God (Allah)?	Children know that Muslims believe: There is only one God (Allah) and he has no partners Allah has many names Allah created everything	• Why are names important? • Does it matter how I treat the environment?	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?	Look at some of the 99 names of Allah and think about what they mean to Muslims. My Muslim Faith' (rainbows big book) _ Evans ISBN: 0237 520141 Resource sheet – Attributes of Allah The Hundredth Name – S Oppenheim ISBN 1563976943	Allah hahadah the first pillar Tasbih prayer beads
What do Jews believe about God?	Children know that Jews believe in: God as creator, carer The Shema – Deuteronomy 6: 4-9 most important prayer and kept on every doorpost in the home Hear, O Israel: The LORD our God, the LORD is one. Love the LORD your God with all your heart and with all your soul and with all your strength	• Who do we show respect to? • How do we show respect? • What do we believe to be true?	God is something special for a person but not seen. Salt in a glass of water is there but not seen. Good is all seeing- omniscient. Discuss what pupils might have on walls at home or school which reminds them of something when they go past.	Handle examples of Mezuzahs and where they are displayed in a Jewish family home. Make a promise on a piece of paper and put into a decorated box Or put a star on the door of the class pupils touch one point as they pass e.g. Good listener/ good spelling/ kind/ thoughtful/ good handwriting etc Mezuzah case or picture https://www.youtube.com/watch?v=ANlgSXC7xzc https://www.bbc.co.uk/bitesize/	Shema Mezuzah Authority Respect

Scheme of learning

Year 2 - Autumn 1
What do some people believe about God?

Key question for the lesson	Success Criteria/ Key facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What do Humanists believe?	Humanists believe that there is only one life – the one we are living now. They believe that humans can act to give their own lives meaning by seeking happiness in this life and helping others to do the same. Humanists generally do not believe in any gods (are atheist) because they do not see any evidence for them in the world.	• Why might people decide they don't believe in gods? • How do Humanists decide what things they do believe in, and what things they don't? • How can we know what is true?	Discussion: imagine you are in a shop and a friend tells you to steal some sweets. What would you do? Why would you decide to do that? Here are some ways Humanists believe you can be 'good' without believing in God: • Be honest • Think carefully • Tell the truth Do to other people what you would like them to do to you	Read the story, The Emperor's New Clothes. Discuss Humanist beliefs: Whether we should believe everything we are told without thinking about it (that doesn't mean everything we are told is false, but sometimes other people make mistakes or even lie to us) Ask questions (particularly when something does not look right) Look at the evidence Be brave enough to disagree https://humanists.uk/humanism https://understandinghumanism.org.uk/wp-content/uploads/2021/10/The-Emperors-New-Clothes.pdf	Evidence Naturalism Atheism

Scheme of learning

Year 2 - Autumn 1
What do some people believe about God?

Key question for the lesson	Success Criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What do Hindus believe about God?	Children know that Hindus believe: 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. The deities are used as the focus of worship, their images are known as murtis and should not be called idols or statues.	• Are you the same to everyone you meet? (eg. son, brother, friend etc.). • How are you different with different groups of people?	• Feely bag used to show how lots of descriptions can show one thing. • Use the story of Blind Men and the Elephant – drama/act out-what does this mean? Class discussion.	Children to use pastels/paint/crayons to show what they think a Hindu god looks like own interpretation of the qualities and representations of a God. (protector, caring, wealth). Books displaying examples of the many gods/deities representing Brahman. Resource sheet Brahman Resource sheet The Elephant and the Blind Men	Brahman Deities Murtis

Scheme of learning

Year 2 - Autumn 1
What do some people believe about God?

Key question for the lesson	Success Criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What have you found out about people's beliefs about God?	Children draw own conclusions about the belief in God from different religions Children can talk about what is new that they have learned. Most religions have a God/ deity who is prayed to. People such as humanists don't believe in God Authority figure Creator	• What is God like? • Why do some people believe in God and some people don't?	Talk about the 'leap of faith' that some people take. Humanists don't believe in God, they believe in science and rationality- however many scientists are also religious	Compile own list of similarities and differences between the ideas of god	Authority Respect Special Belief

Glossary

Year 2 - Autumn 1
What do some people believe about God?

Sabbath	A day of rest and renewal, devoted to worship and rest from work. Orthodox Jews observe this from sunset on Friday to sunset on Saturday.
Brahman	Part of the ultimate reality of the supreme (in Hinduism)
Deities	Gods and Goddesses which are manifestations of the supreme spirit, Brahman
Murti	Religious Statues

Assessment Opportunity

- Children can say what many people think about God.
- Children can describe what is similar about the beliefs in God from the religions studied.
- Children can discuss similarities and differences from religion.



Year 2 - Autumn 2 - What is important to people?

How do people celebrate good over evil?

What a child needs to know and remember by the end of the unit:

- Children can link the festivals to their worldviews.
- Children can explain that in many religions light can be used as a symbol for things that are good

What a child should be able to do: (Assessment)

- Children can identify the lights associated with the different festivals and know some parts of the stories. children can compare the festivals and describe parts that are the same.
- Children can explain the use of light as a symbol for good over evil referencing examples from the festivals studied.

Background knowledge for teachers:

Diwali – Hindu celebration of good over evil when Rama defeats demon Ravan

Hanukkah – Jewish festival of light celebrating miracle of oil lasting eight days

Advent – Christian preparation for Christmas by lighting of candles each week.

Summer solstice (World Humanist Day)–the longest(lightest)day of the year

Specific Vocabulary:

- Hanukkah, Diya, Miracle

Key words:

- Diwalli, Hanukkah, Advert, Candle, Symbol

Prior knowledge

- How Hanukkah and Diwali are celebrated - EYFS
- Advent preparations

Sensitivities

Comparing religions and worldviews. Discussing customs and practises

Questions to consider:

- What are the main points in the story of Diwali?
- Why is Hanukkah important for Jews?
- What are some of the symbols and their meaning in Advent?
- Why do you think light is important in these festivals?
- How do Christians celebrate Christmas?
- Can you compare the Festivals of light?

British Values Addressed

Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith

School Values Addressed

Peace

Understanding

AT2

What special times do you celebrate? Why do you think light is used as a symbol for good?

Core Concept

Explore and connect similarities and differences between festivals of three religions.

Scheme of learning

Year 2 - Autumn 2
How do people celebrate good over evil?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What are the main points in the story of Diwali?	Battle between the army of Rama and Hanuman with the demon Ravan. Diwas lit to welcome Rama home	• 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?	Story of Rama and Sita Victory of god over evil Diwas used to decorate Diwali celebrations	List all the good and bad things that happened in the story http://www.bbc.co.uk/cbeebies/watch/lets-celebrate-diwali https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-hinduism-rama-and-sita/ztpyp4j	Diwas
Why is Hanukkah important for Jews?	Jews remember the miracle of the oil and God's protection of them Judah and his bravery. The Lamp in the temple burning for 8 days. A symbol of victory over oppression Celebrations e.g. Hanukkiah lit: cards and presents: Dreidel game	• What special times do you celebrate? • How is the story of Hanukkah special to Jewish people? • Why are candles lit each day? when else do Jewish people light candles?	Read the story of Hanukkah stressing the insults to the Jewish faith. How do you feel when you are insulted? Investigate the artefacts and cards connected with Hanukkah and decide what they represent	Make a Hanukkah candlestick, (Hanukkiah) https://www.bbc.co.uk/teach/school-radio/assemblies-the-story-of-hanukkah/z9jqkty • Sammy Spider's First Hanukkah ISBN 0929371461 • The Uninvited Guest – N Jaffe ISBN 059044533 • The Hanukkah Book – M Burns ISBN 0380715201 • Artefacts e.g Hanukkiah: Dreidel (St James the Great Primary school, Windsor Road, Thornton Heath)	Hanukkah Hanukkiah Miracle

Scheme of learning

Year 2 - Autumn 2
How do people celebrate good over evil?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What are some of the symbols and their meaning in Advent?	• Four candles lit in advent • Preparation for Christmas • Represent: Hope, Faith, Joy and love	• Do you like waiting? • How do you get ready for a special event?	The different meaning for each week of advent Christmas celebration around the world Find out about how lights are used at Christmas	Make own small advent wreathes Decorate candles to represent Hope Faith, Joy and Love	Advent Wreath

Scheme of learning

Year 2 - Autumn 2
How do people celebrate good over evil?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Why do you think light is important in these festivals?	Symbol - something that represents concept or belief.	• Do you like waiting? • How do you get ready for a special event?	What are some of the symbols we've learned about?	How could you represent light in each religion?	Advent Wreath
How do Christians celebrate Christmas?	What are the similarities and differences with your own Christmas?	• What is important at Christmas? • What symbols are common to the world celebrations?	How Christmas is celebrated? What are the religious parts of Christmas? What does it mean to a believer to celebrate Christmas? What do non-Christians do at Christmas time?	What are the religious/ secular symbols on cards? Sort out cards. Or give each group a set of cards (a set of religious, a set of animal based, a set of Father Christmas etc) and they have to work out what is important in the festival or Sequence the story of Christmas from the cards Selection of Christmas cards A different way to explore Christmas through the year groups is in the Introduction pages Ideas for Christmas are in the Introduction pages	Religious Secular symbols
Can you compare the Festivals of light?	Recap on festivals of Diwali, Hanukkah and Christmas	• Why is light used as a symbol?	Can you explain what you think are the important things about festivals that you have learned this half term?	Diamond 9 activity in small groups 9 suggestions which pupils make arrange in a Diamond shape (1,2,3 2,1) in order of importance	

Glossary

Year 2 - Autumn 2
How do people celebrate good over evil?

Diwas	A day of rest and renewal, devoted to worship and rest from work. Orthodox Jews observe this from sunset on Friday to sunset on Saturday.
Hanukkah	Hanukkah is the Jewish Festival of Lights. The word 'Hanukkah' means 'Dedication' in Hebrew. It celebrates a miracle that happened in Jerusalem over 2,000 years ago.
Hanukkiah	Hanukkiah is a candle stick with 8 candles one lit on each night of the festival.
Miracle	an extraordinary and welcome event that is not explicable by natural or scientific laws and is therefore attributed to a divine agency.
Advent	Advent meaning waiting- the time from 1st December until 25th December that Christians prepare for the festival of Christmas.
Wreath	An Advent wreath has 5 candles one is lit each Sunday of Advent in churches.

Assessment Opportunity

- I can identify and describe the lights in the three festivals
- I can discuss and compare the significance of light in the festivals of Diwali, Hanukkah and Advent.
- I can explain why light is a symbol for good over evil in these festivals.



Year 2 Spring 1 - What is important to people?

Who do you talk to if you need help?

What a child needs to know and remember by the end of the unit:

- The value in communicating needs.
- Understand that for religious people praying is talking to God about their needs.
- There are many different forms of prayer.
- There are many different ways to pray.

What a child should be able to do: (Assessment)

- Children can describe how people pray in each of the religions.
- Children understand that prayer can be personal and take many forms: thanks, asking for help, saying sorry, conversation.
- Children can discuss the places people like to pray or think.

Background knowledge for teachers:

Prayer can be personal or corporate in most religions: individual, family, congregational.

Corporate prayer can follow a set pattern.

Prayer can take many forms including: Intercession- praying for others, Repentance- saying sorry

Some religions meditate or have quiet reflection rather than prayer.

Specific Vocabulary:

- Adhan, Salah, Repent, Shema

Key words:

- Prayer, Praise, Community, Personal

Prior knowledge

- Home worship and prayer| Places of worship

Sensitivities

Not everyone prays

Not everyone prays to God

Questions to consider:

What do you think praying is for? Do we all need quiet times?

Why is prayer important to Christians?

What are some of the ways Muslims show the importance of God (Allah).

How do Hindus pray?

How does prayer influence Jewish daily life?

Why do some people pray?

British Values Addressed

Respect

and tolerance

School Values Addressed

Communication

Respect

AT2

Does everyone pray?
What is prayer?
What is the purpose of prayer?
Is it important to pray?

Core Concept

Express ideas on how prayer helps religious communities support each other

Scheme of learning

Year 2 Spring 1
Who do you talk to if you need help?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What do you think praying is for? **Do we all need quiet times?**	Prayer is when people give their attention to God. Prayer is like a conversation. Prayer is when people ask for the things they need, or to ask for advice or guidance. **Resource sheet- what helps people to pray**	• Who do you talk to when you need help? • Do you need a special place to be quiet and think?	Who do we talk to when we need help, advice, comfort, encouragement? Look at pictures of people at football matches, war memorials, the Wailing wall. Why might they be praying? What are they praying for?	Use some brick effect wallpaper to make a prayer or thought wall Listen to some music and write down ideas that come into your mind Inspirational posters Display of pictures Football match, war memorial, national memorials, cenotaphs, quiet garden, wailing wall.	Pray Prayer
Why is prayer and important for many Christians?	Prayer is a conversation with God and there are many different kinds of prayer. Daily private prayer is encouraged,	• Why do people fast and pray? • How does prayer or time to reflect improve the quality of a person? • What sort of situations might make you want to pray? • Is prayer a personal or communal activity? • Look at artefacts: • Prayer beads, prayer book, the Bible, Icons • What do Christians say/do and how do they pray? • What is the purpose of prayers? • Do you need special places to go to, to pray or think?	Why do people fast and pray? How does prayer or time to reflect improve the quality of a person? What sort of situations might make you want to pray? Is prayer a personal or communal activity? Look at artefacts: Prayer beads, prayer book, the Bible, Icons What do Christians say/do and how do they pray? What is the purpose of prayers? Do you need special places to go to, to pray or think?	When might a Christian do a fast? Design a place to pray Egg for Babcha – Bridges to Religion Series ISBN 0435304038 My Christian Faith – A Seaman and A Brown ISBN 9780237518590 Prayer beads, prayer book, the Bible, Icons	Denomination Communal

Scheme of learning

Year 2 Spring 1
Who do you talk to if you need help?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What are some of the ways that Muslims show how important God (Allah) is?	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.	• What do Muslims say/do and how do they pray? • Do you need special places to go to, to pray or think? • Is prayer a personal or communal activity? • Salah – pillar of Islam • Muslims pray at five set times a day wherever they are. • Find out about the call to Prayer. Research the story of Bilal. • The prophet Mohammad said, 'Prayer is a refreshing stream into which you dip five times a day'	What do Muslims say/do and how do they pray? Do you need special places to go to, to pray or think? Is prayer a personal or communal activity? Salah – pillar of Islam Muslims pray at five set times a day wherever they are. Find out about the call to Prayer. Research the story of Bilal. The prophet Mohammad said, 'Prayer is a refreshing stream into which you dip five times a day'	Watch a clip of Muslim prayers Make a prayer diary for Muslim of the times to pray. Design a prayer mat I am a Muslim ISBN 0863131387 Resource Sheet- Story of Bilal Ritual washing, ra'kahs. Prayer mat, the Qu'ran, prayer beads.	Adhan – the call to prayer Salah Shahadah
How do Hindus pray?	In the home there is usually a shrine to the favourite deities of the family. People of the Hindu faith worship in their homes and in the Mandir. Arti is an expression of one's complete & unconditional love towards God. It is also performed to: Praise God, Express gratitude, Ask forgiveness, Request from God	• What is the purpose of prayer? • What do Hindus say/do and how do they pray? • Do you need special places to go to, to pray or think?	Puja takes place each morning at the shrine and the worship may include hymns, offerings, meditation and reading from a Hindu scripture. Watch clip of Puja.	When might a Christian do a fast? Design a place to pray Egg for Babcha – Bridges to Religion Series ISBN 0435304038 My Christian Faith – A Seaman and A Brown ISBN 9780237518590 Prayer beads, prayer book, the Bible, Icons	Puja Arti Shrine Deity

Scheme of learning

Year 2 Spring 1
Who do you talk to if you need help?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
How does prayer influence Jewish daily life?	Prayers are said at the Synagogue every weekday. 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. Recall from Autumn Term that The Shema is rolled up in the mezuzah and placed on the doorposts of Jewish homes.	• What is prayer? • What is the purpose of prayer? • Is it important to pray?	Set prayers to be said as well as prayers for many occasions, such as seeing the new moon, for food and drink or setting out on a journey so that faith and prayer permeates the whole of life.	Prayer book (siddur) The Torah, Mezzuzah recap briefly from Autumn, Tefillin -are boxes containing the Shema that Jewish men tie to themselves while praying.	Shema Mezuzah Siddur Synagogue
Why do some people pray?	Religious groups pray together. Prayers can be led by a priest or other leader. Prayer can be private. Prayers can be recited or personal.	• What sort of situations might make you want to pray? • Is it important to pray? • Do you have to be religious to pray? • Does prayer work? What evidence would we need to find out?	What is the purpose of prayer? What things do people pray for? Could a piece of writing, a picture or music be the basis of a prayer or inspire prayer? Discuss situations where people might feel the need to pray.	Make a montage of pictures as a stimulus for prayer Design a prayer room – what would it need – music, a candle, pictures?	Inspire Stimulus Prayer

Glossary

Year 2 Spring 1
Who do you talk to if you need help?

Deities	Gods and Goddesses which are manifestations of the supreme spirit, Brahman.
Murtis	Religious Statues.
Salah	To Pray.
Shahadah	The Muslim profession of faith (‘there is no god but Allah, and Muhammed is the messenger of Allah’), one of the Five Pillars of Islam.
Shema	Deuteronomy 6:4 Jewish proffession of faith found inside the mezuzah. Siddur- the jewish Prayer book.
Mezuzah	Small case with the Shema inside that is placed on the doorpost of Jewish homes.
Puja	A devotional worship.

Assessment Opportunity

- Children can describe how people pray in each of the religions.
- Children understand that prayer can be personal and take many forms: thanks, asking for help, saying sorry, conversation.
- Children can discuss the places people like to pray or think.



Year 2 Spring 2 - What is important to people?

Why are some books special?

What a child needs to know and remember by the end of the unit:

- The name of the Holy Book for each religion.
- How the Holy Book is treated by each religion.
- Why some books are important to us.

What a child should be able to do: (Assessment)

- Children know that religions have special books that help them learn about God.
- Children can identify the different Holy Books and say how they are treated by believers.
- Children can explain how different faiths show reverence to their Holy Books with reference to the Torah and Qur'an

Background knowledge for teachers:

Torah scrolls, Hebrew: Christianity: Old and New Testaments of the Bible, translated: Islam: Qur'an, Arabic: Hinduism: Bhagavad Gita, Vedas and Upanishads, Sanskrit. All treated with reverence.

Specific Vocabulary:

- Upanishads, Bible, Torah, Quaran, Bhagavad Gita, Vedas

Key words:

- Scroll, Language

Prior knowledge

- In Year One children will have looked at some of the stories from these religious texts.

Sensitivities

All books should be treated with care and respect. Be mindful of book placement. (i.e. on the floor is not appropriate)

Questions to consider:

- What different kinds of books do you read?
- What is the special book for Jewish people? How is it treated in the Synagogue?
- What is the Holy book that Christians follow?
- What is the special book for Muslims and how is it treated?
- What are the books and special stories that some Hindus follow?
- What makes a book special?

British Values Addressed

Respect

School Values Addressed

Respect

Tolerance

AT2

How do books guide your life? Where and how do we keep special books? Why are some books special? How are special books and objects shown respect?

Core Concept

To understand how Holy writings are treated by faith groups.

Scheme of learning

Year 2 Spring 2
Why are some books special?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What different kinds of books do you read?	Books in a library can be Fiction, Information, Guidance, Poetry, autobiography, Reference. Different purposes	• Why do we need different kinds of books? • When would we need this book? • If I wanted to know how to cook a birthday cake what kind of book would I need? • Where else can we find information?	Explore the different kinds of book available in class or library. Make a list of different genres. Can children think of any other types of books – atlases, car manual, comics Discuss when we need these different kinds of books.	Reorganise class library, making new headings Make own class reference book with a page from each child on a subject of their choice. Encourage children to be as original as possible. Selection of books from different genres from the school library. Display: Recipe book, car manual, comics, atlas, London guidebook, magazines	Autobiography, guidance
What is the special book for Jewish people? How is it treated in the Synagogue?	Sefer Torah and Yad. The Torah is Kept in Ark, dressed, and treated with respect. Written in Hebrew. Find out about the work of the scribe. Simchat Torah – festival.	• How do books guide your life? • Where and how do we keep special books? • How long do you think a Torah scroll is? How could we find out?	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. Try writing some Hebrew words My Jewish Faith – A Clark ISBN 023751897 Posters showing the Sefer Torah school,Religious artefacts in the classroom – P Gateshill and J Thompson ISBN 034057002 4	Sefer Torah (The scroll or actual parchment on which the Torah is written) Yad Ark Scroll Hebrew

Scheme of learning

Year 2 Spring 2
Why are some books special?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is the Holy book that Christians follow?	The Christian 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 in New Testament Greek by a number of different people, but translated into different languages.	• What is special for us? What are our special books? • Have we ever carried an important message? • How is the Bible treated in a Church? • How a person might use the Bible daily? • Who wrote the Bible?	Look at and handle some different Bibles. Notice that there are many different versions of the Bible. Refer back to Jewish Scriptures. Old Testament is the same, both have stories about Noah, Joseph, Daniel, Jonah. New Testament is the story of Jesus and how Christianity began.	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 on Beginners Bible ISBN 0310926106 Standing Firm for Jesus – Peter Rogers ISBN 1856082911 Lion Story Teller Bible ISBN 780745929217 A First Look at the Bible – L Rock ISBN 0745924980	Bible Old Testament New Testament
What is the special book for Muslims and how is it treated?	Muslims believe it is the word of Allah revealed to Muhammed . Translations exist but Muslims learn Arabic to be able to read and recite the Qur'an 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 so that it is higher than other books).	• Why are some books special? • How are special books and objects shown respect?	Look at a copy of the Qur'an and learn that Muslims believe that it is the word of Allah. Invite a speaker/listen to a clip - to explain and read from the Qur'an.	Make own wrapping for a favourite book. Discuss how to look after the books in the class library Practise some calligraphy Copy of the Qur'an (St James the Great Primary school, Windsor Road, Thornton Heath) Qur'an stand /Posters of Calligraphic examples from the Qur'an.	Sefer Torah Qur'an Message Allah

Scheme of learning

Year 2 Spring 2
Why are some books special?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What are the books and special stories that some Hindus follow?	More than one book of connected stories. Some stories about Krishna. Not all Hindus read the same texts.	• 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?	Investigate stories of Krishna (Krishna's birth, Krishna and the buttermilk etc) 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.	Make own wheel of life with good deeds for the week Vedic Stories – A Das ISBN 0952749211 Bhagavad Gita (St James the Great Primary school, Windsor Road, Thornton Heath)	Upanishads Bhagavad Gita Vedas Ramayana
What makes a book special?	Torah Scrolls are dressed and kept in the Ark at the Synagogue Qur'an is wrapped and kept on a stand so it is higher than other books Bible is kept on a reading desk, however congregation may have own copy.	• How do books guide your life? • Where and how do we keep special books? • Why are some books special? • How are special books and objects shown respect?	Which of your books would you save if you could only take two with you? Why? What makes a book special? Comfort, reassurance, help, passed down through family? How would you look after it? Would you make a cover? Keep in a special place?	Make labels for class display – explaining why each book is there. Make a cover for a special book Make a presentation to the class on your special book Add selection of artefacts and posters of Holy Books to class display of different books	Torah Synagogue Qur'an Bible Church Bhagavad Gita Temple Teaching Respect Special

Glossary

Year 2 Spring 2
Why are some books special?

Sefer Torah	The scroll or actual parchment on which the Torah is written
Yad	A pointer used when reading the Torah
Ark	Where the Torah scrolls are kept in the Synagogue
Torah **Qur'an** **Bible**	Holy writings of Jwish, Muslim and Christian people
Ramayana **Bhagavad Gita** **Upanishads** **Vedas**	Holy writings of many Hindus

Assessment Opportunity

- Children know that religions have special books that help them learn about God.
- Children can identify the different Holy Books and say how they are treated by believers.
- Children can explain how different faiths show reverence to their Holy Books with reference to the Torah and Qur'an.



Year 2 - Summer 1 - What is important to people?

How do you show someone is important?

What a child needs to know and remember by the end of the unit:

- Describe how different religions worship.
- Know what worship can mean for different religions.

What a child should be able to do: (Assessment)

- Talk about what many people think about what God is like.
- Describe how religious people worship God at home and places of worship, compare to see what is the same. Explain why people worship God. What is worship?

Background knowledge for teachers:

Worship' means to have or show a strong feeling of respect and admiration for God. 'To worship' means attending a religious ceremony and can include songs, sharing a reading from the inspirational book, and prayers. Opportunity to recap on prior learning in KS1 – places of worship, home worship, belief in God, prayer.

Specific Vocabulary:

- Hymn, Deity

Key words:

- Worship, Praise, Honour

Prior knowledge

- Places of worship| Home worship| Belief about God| Learning on prayer

Sensitivities

Worship of a deity

Questions to consider:

- How do we show someone is important?
- What does worship mean?
- How do Jewish people worship God?
- How do Muslims worship God (Allah)?
- How do Christians worship God?
- How do Hindus Worship God?
- Do Humanists worship?
- What have we found out about worship?

British Values Addressed

Respect, Tolerance
Individual liberties

School Values Addressed

Respect

Curiosity

AT2

How do we praise? How does God communicate with people? What do our actions mean? Why do we sing? What does worship mean to you? Why do people chant together?

Core Concept

To suggest ideas of the different ways people worship.

Scheme of learning

Year 2 Summer 1
How do you show someone is important?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
How do we show someone is important?	People can be important to us because of their achievements, their position, their influence.	• How do we treat famous people/ celebrities?	Choose some famous people or historical figures and discuss how they might inspire or influence others. What qualities do they have? How are they treated?	Make a collage of people that are important in their lives. Write words to describe their favourite celebrity, character etc.	Inspire Influence Admire Follow
What does worship mean?	'Worship' means to have or show a strong feeling of respect and admiration for God.	• What is worship? • Why do people worship God?	How do people relate to famous people/ celebrities/influencers: Admire, love, follow. Copy their look, dress, attitude. Listen to their advice, guidance. Are there any similarities with worship of a deity?	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.	Worship Respect Influence Belief

Scheme of learning

Year 2 Summer 1
How do you show someone is important?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
How do Jewish people worship God?	Sabbath prayers Attend synagogue Read Torah Hanukkah and Passover remember God's provision. (investigated in another unit)	• How do we show respect?	Look at first part of the Shema: 'Love the Lord your God with all your heart and with all your soul and with all your strength.' Give examples of what this could mean.	Look at a Torah scroll and how it is 'dressed up' within the Synagogue. Look at What Is Judaism? - BBC Bitesize and discuss what you have found out The Uninvited Guest – N Jaffe ISBN 059044533 A Day of Rest – L Broadbent & J Logan ISBN 1851751823 My Jewish Faith – A Clark ISBN 023751897 Jewish Synagogue – L Rosenburg ISBN 0713643882 What Is Judaism? - BBC Bitesize	Shema Synagogue Torah Hanukkah Passover
How do Muslims worship God (Allah)?	Five Pillars of Islam – essential acts of Worship Prophet Muhammed is respected not worshipped. Muslims do not have images of Allah or Prophet Muhammed .	• How do we show respect? • What is important to you	Shahadah- declaration of Faith Salah- ritual prayer five times a a day. Zakat- giving a portion of a Muslim's wealth to those in need. Sawm- Fasting during the Holy month of Ramadan Hajj- pilgrimage to Mecca	Illustrate 5 pillars I am a Muslim ISBN 0863131387 'My Muslim Faith' (rainbows big book) _ Evans ISBN: 0237 52014 1	The Five Pillars

Scheme of learning

Year 2 Summer 1
How do you show someone is important?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
How do Christians worship God?	Think about the importance of worship at home/in Church. Worship in most denominations will include singing hymns, bible reading, prayers and a sermon delivered by a minister.	• How do we praise? • How does God communicate with people? • What do our actions mean? Why do we sing?	From a range of posters identify key features of a church and discuss what happens at each.	Investigate a range of posters and decide what the actions are expressing. • Visiting Places of Worship –P Gateshill and J Thompson ISBN 0-340-75794-9 • Come Sunday – N Grimes ISBN 0802851347 • Christianity Photopack – D Rose ISBN 1852767650 • The Lord's Prayer – L Rock ISBN 0745939015	Hymn Praise
How do Hindus Worship?	It is believed that by chanting mantras (like the Gayatri mantra, which is a secret mantra) and firmly establishing it in the mind, if you carry on your life and do the work that is ordained for you, your life will be full of happiness	• Why do Hindus chant together?	The Gayatri mantra is one of the oldest and most powerful of Sanskrit mantras. It refers to that mantra which rescues the chanter from all adverse situations that may lead to mortality.	Find out about the Guyatri mantra. Cards and artefacts with Aum on them. Hindu Story and Symbol – J Rose BFSS.	Guyatri Mantra Chant

Scheme of learning

Year 2 Summer 1
How do you show someone is important?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Do Humanists Worship?	Humanists do not believe in a God. They believe it is possible to live a good and fulfilling life without following a traditional religion. They do not follow a holy book either. Instead, Humanists value traits like reason and rely on science to explain the way things are.	• Where do Humanists gather together?	The responsibility to make the most of our potential and encourage other people to do the same Celebrating our abilities and many of our achievements Humanists are people who believe it is possible to lead good and happy lives without the need to believe in a god	Look at the Golden Rule sheet All religions and humanists have a similar Golden Rule Think of 3 things you can do to make people happy	Science
What have we found out about worship?	Recap the facts	• What have we found out about worship?	Discuss what people think about God from their learning Can we describe how religious people worship God. Explain why people worship God and why some people do not worship any God	List the different ways that people worship	

Glossary

Year 2 Summer 1
How do you show someone is important?

Shema **Synagogue** **Torah**	Shema- an important prayer indicating the Love of God to Jewish people Synagogue the place of worship for Jewish people Torah the Holy writings of the Jewish people
Hanukkah **Passover**	Two of the celebrations of the Jewish people that show the Love of God
Guyatri mantra	A secret chant or mantra of the Hindu people

Assessment Opportunity

- Talk about what many people think about what God is like.
- Describe how religious people worship God at home and places of worship, compare to see what is the same.
- Explain why people worship God. What is worship?



Year 2 Summer 2 - What is important to people?

What is special?

What a child needs to know and remember by the end of the unit:

- That places, occasions and things can be special to us.
- To describe why some things are special.
- To know that religions have special occasions – festivals: and things – artefacts.

What a child should be able to do: (Assessment)

- Children can talk about what is special to them – describing times, places and things that are important.
- share ideas on what is special to people in religions including festivals, artefacts and places of worship.
- Explain what makes something special and why.

Background knowledge for teachers:

Special places: Temple, church, mosque, synagogue

Special Times: Festivals, rites of passage

Special Objects: Artefacts connected to religion including sacred tests.

Specific Vocabulary:

- Artefacts, Festivals

Key words:

- Places of worship | Occasion| Beliefs

Prior knowledge

- Places of worship| Festivals

Sensitivities

Different things are special to different people, tact is sometimes needed.

British Values Addressed

Respect

School Values Addressed

Respect

Tolerance

AT2

How do we look after special things?

How should we care for other people's things?

What is special to your friends and family?

Do you have special family objects in your house?

What makes it special?

Core Concept

To ask questions and give opinions about what is special in their lives

Questions to consider:

Why do people have different beliefs, experiences and feelings?

What sort of things do people have that are special to them?

What are the special things found in religious people's homes?

What food do you have on special celebration days?

What is special to you?

Scheme of learning

Year 2 Summer 2
What is special?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Why do people have different beliefs, experiences and feelings?	To understand that people have a variety of experiences that are special to them.	• What makes things special?	Circle Time sharing ideas of special things.	Use a range of posters to identify different beliefs, experiences i.e. my neighbours' religion. Make a display of children's special experiences. You Are Very Special – S Box ISBN 0745942695 • Badger's Party – S Varley ISBN 00066445542	Experiences Beliefs
What sort of things do people have that are special to them?	To understand that people have a variety of things that are important to them.	• How do we look after special things? • How should we care for other people's things? • How do you • treat your special belongings? • Why are they special? • What is special to your friends and family?	Explore stories that show the importance of special objects – eg 'Dogger' by Shirley Hughes. Special places for important things.	Make a list of things that are important to you Dogger –S Hughes ISBN 0006614647	

Scheme of learning

Year 2 Summer 2
What is special?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What are the special things found in religious people's homes?	To understand that for some people artefacts can have a special significance. Prayers and Worship in the home at certain times.	• Why should we handle some artefacts with care and respect? • Is there anything special in your house that shows you belong to a faith community? • Do you have special family objects in your house?	Hindu home shrines. Mezuzah on Jewish doors. Palm cross, Bible verses, small cross or crucifix in the Christian Home. Prayer mats, Calligraphy in the Muslim home.	Draw a house and in the bricks write/draw important functions of a home. Investigate a range of posters to understand the role a home can play? Create a class display (shrine) of things very important to the class. Box of resources as above from St James the Great Thornton Heath	Mezuzah Crucifix Calligraphy Shrine
What food do you have on special celebration days?	To understand that certain foods have special significance to people.	• What food do you have on special celebration days? • What meals do your family prepare? Why? How? • Why do you have those special foods.	Kosher food. Halal Food. Vegetarianism. The concept of ahimsa.	Make a class display of food eaten at certain times e.g. birthday cake, dates, hot cross buns, matzah, etc. • Identify why the food is special. • Investigate a range of posters showing food eaten for religious purposes, e.g communion wafer	Kosher Halal ahimsa

Scheme of learning

Year 2 Summer 2
What is special?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is special to you?	Special places Special times Special people Special objects	• How do we look after special things? • What makes it special? • Who is special? • Where is your favourite place?	ecap the ideas from the first lesson on why people have different beliefs, experiences and feelings? Can pupils think of more reasons now they have learned about different ideas of special?	Draw and label a place or item that is very special to you and your family. Photo montages You Are Very Special – S Box ISBN 0745942695	

Glossary

Year 2 Summer 2
What is special?

Kosher **Halal**	Food prepared to exact rules for Jewish and Muslim people
Ahimsa	respect for all living things and avoidance of violence towards others.

Assessment Opportunity

- To be able to talk about food they can think of for special occasions
- Describe food connected to religious festivals.
- Explain why food can be special.



Resources appendix

Year 2 - Autumn 1

- Attributes of Allah
- Explaining Brahman -Teachers notes
- The 99 names of Allah
- Blind men and The Elephant

Year 2 - Spring 1

- The Puja Ceremony
- Story of Bilal
- What Helps people to pray
- Judaism- The Torah

Year 2 - Autumn 1 - Resource Sheet

Attributes of Allah

- 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.
- The central belief of Islam is the existence of Allah. The universe exists because Allah brought it into existence. Allah is neither male nor female.
- ‘Allah is one, the eternal God. He begot none, nor is He begotten. None is equal to Him.
- Holy Qur’an.’ Surah 112
- ‘He is Allah, the One, Allah is Eternal and Absolute. None is born of him, He is unborn. There is none like unto Him.’ Holy Qur’an.
- Surah112
- Muslims try to understand Allah through his qualities and

Task 1

Children can brainstorm other names they know for God e.g. Brahman, Waheguru, God, Yaweh

Task 2

Look at the sheet of 99 names. Look up the meaning of some in a dictionary. What would Allah do to show the characteristic?

Task 3

Look at a suba, Muslim prayer beads which have 99 beads one for each of Allah’s names

Task 2

Write the name on a card with the characteristic on the other side and hang up round the room.

Year 2 - Autumn 1 - Resource Sheet

Explaining Brahman - Teachers notes

‘There is only one God, who resides deep inside all objects and beings. He is everywhere and the inner self of all’. (Svetashvatara Upanishad 6: 11)

God is like the root of a tree — by doing good things you serve God who is at the root of everything.

‘That which is one, the wise call by many names. (Rig Veda)

These words sum up the basis of what is believed by most Hindus about the nature of the Supreme Being known as Brahman.

He is unlimited, the source and power of all life (omnipotent) and is all- knowing (omniscient).

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 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.

These three have corresponding Deities known together as the Trimurti and are represented by Brahma (not to be confused with Brahman) as the creator, Vishnu the preserver and Shiver the destroyer.

The Trimurti are believed to control the three qualities of goodness, passion and ignorance which permeate and regulate all matter. God has many ways of acting and being known, he creates new worlds and universes in the form of Brahma. Without Gods actions life could not continue, when evil threatens the world Vishnu comes to fight it. He has come ten times in different forms called Avatars, two of these have been Krishna and Rama.

When the world and the universe have come to an end God takes the form of Shiva who destroys the old so new life can grow.

Year 2 - Autumn 1 - Resource Sheet

The 99 names of Allah

The Merciful One
The Compassionate
The King
The Holy One
The Peace
The Faithful
The Overseer
The Mighty
The Almighty
The Justly Proud
The Creator
The Maker
The Fashioner
The Pardoner
The Overcomer
The Bestower
The Provider
The Opener

The Forgiving
The Grateful
The High One
He who is Great
The Guardian
The Nourisher
The Reckoner
The Majestic
The Generous
The Watcher
He who answers
The Comprehensive
The Wise
The Loving One
The Glorious
The Raiser (of the dead)
The Witness
The Truth

The Eternal
The Powerful
He who is Able
The Advancer
The Retarder
The First
The Last
The Evident
The Hidden
The Governor
The Exalted
The Beneficent
The Forgiver
The Avenger
He who pardons
The Kindly One
Ruler of the Kingdom
Lord of Majesty and Generosity

He who knows
The Restrainer
The Extender
The Humbler
The Exalter
The Empowerer
The Abaser
The Hearer
He who sees
The Judge
The Just
The Kindly One
The Well-informed
The Forbearing
The Great One

The Advocate
He who is Strong
He who is Firm
The Patron
The Praiseworthy
The Numberer
The Commencer
The Restorer
The Life-giver
The Death-giver
The Living One
The Self-subsistent
The Discoverer
The Sublime
The One

The Equitable
The Gatherer
The Rich One
The Enricher
The Giver
The Defender
The Distresser
The Advantager
The Light
The Guide
The Incomparable
He who abides
The Inheritor
The Director
The Long-suffering

Year 2 - Autumn 1 - Resource Sheet

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”.

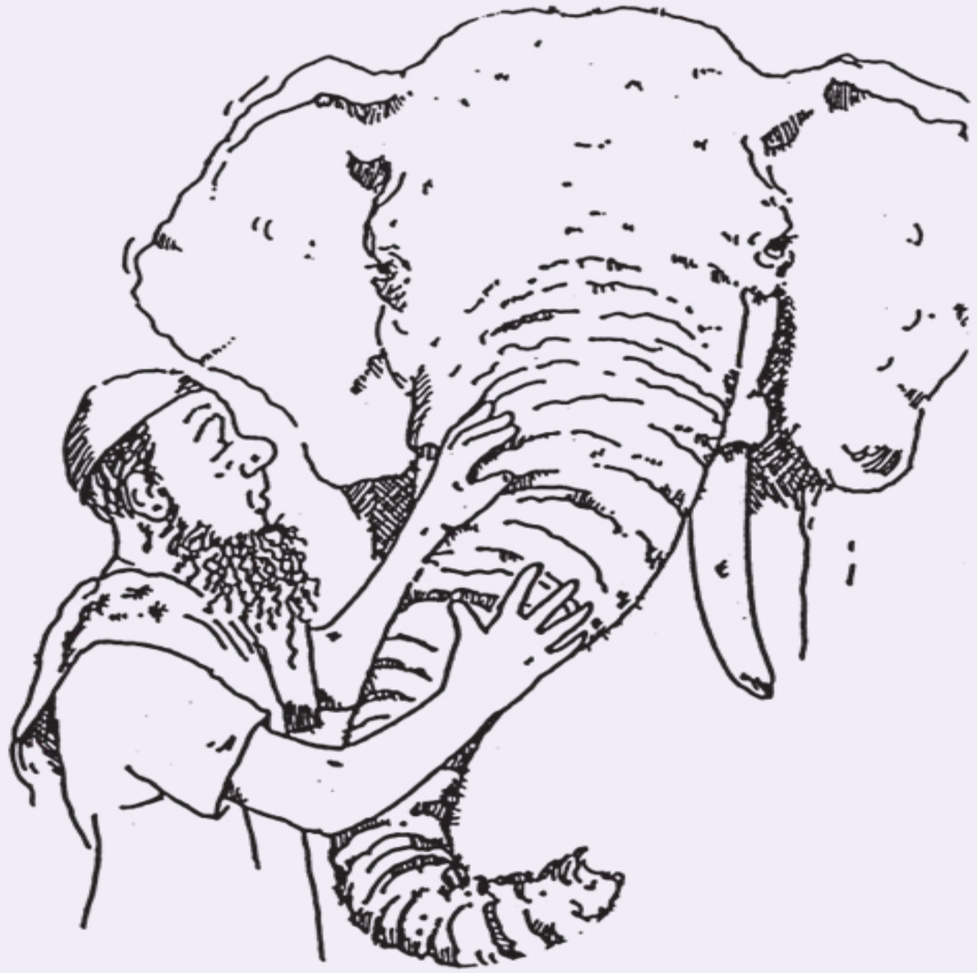
Just then the fourth man pricked himself on the elephant’s sharp tusk. “Oh, the elephant is like a sharp spear”. He cried out.

“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.



Year 2 - Spring 1 - Resource Sheet

The Puja Ceremony

The Puja ceremony is performed at the home shrine, or Grumandir, and at the Mandir. It involves all the senses. The Puja tray is an important part of the home shrine.

The home shrine is generally found in a quiet part of the Hindu home. On the shrine there will generally be pictures or murtis of the favourite household deities.

There may be a picture of a Hindu saint or teacher. The Hindu symbol AUM and possibly a book of Hindu scripture such as the Bhagavad Gita. Fruit or nuts to offer to the deity. Mala or prayer beads.

It is decorated with garlands and tinsel and will have a wall hanging and pictures hanging up.

The Puja Tray contains:

- A pot of Kum Kum powder – for putting a red mark on the forehead of the deity and worshipper to symbolise good health.
- A bell – to alert the deity to the presence of the worshipper.
- An incense stick holder – to make a pleasant smell for the deity
- A pot of water or milk – a symbol of purity to wash the deity.
- A spoon – to offer the milk or water to the deity and the worshipper.
- A diva – to symbolise enlightenment, to show a knowledge of what is good.

Questions

Which of the senses relates to which object?

- The worship starts with the bell being rung to wake the deity, the diva and the incense is lit and offerings of fruit or nuts are made.
- Arti, or hymns, may be sung and prayers are said. The deity is washed and the kum kum powder is used.
- The worshipper may use the mala to help with meditation or may meditate on a picture on the shrine.
- Reading from the sacred writings may also be part of the worship.
- It is easy to turn the role play area into a Hindu home with a home shrine.
- Groups of children could make items for a mini shrine in a box, alternatively the children could bring in their own precious objects and make a class shrine of these.



Year 2 - Spring 1 - Resource Sheet

Story of Bilal

Bilal was an African slave who live in Makkah. His master worshipped many Gods and, as a slave, Bilal was supposed to do the same. However, he heard Muhammed preaching and was moved to believe in the one God, Allah.

His master, Ummaya, was angry and punished Bilal in all sorts of ways, including putting him into an iron suit and leaving him in the blazing sun. Bilal kept repeating 'One God. There is no God, but Allah and Muhammed (PBUH) is His messenger'.

As he was about to die, he was rescued by Abu Bakr, Muhammed 's closest friend, and made a free man. He spent all his time with Muhammed and his companions learning about Islam.

When the Muslims moved to Madinah the first Mosque was built. People went there to pray but were often late, as there was no way to call them to prayer. One night one of Muhammed 's close friends had a dream in which a man wearing green clothes said the following words from the roof of the Mosque and after began to pray:

- God is most great
- God is most great
- God is most great
- God is most great
- I testify that there is no god but God
- There is no god but God
- There is no god but God
- I testify that Muhammed is God's Messenger
- I testify that Muhammed is God's Messenger
- Come to prayer
- Come to prayer
- Come to salvation
- Come to salvation
- God is most great
- God is most great
- There is no god but God
- There is no god but God

When Muhammed heard about the dream, he agreed that it had been a vision. He chose Bilal to be the one to call the people to prayer, as he said he was a man of paradise and had a strong, sweet voice. He was the first muezzin and the call to prayer is called the adhan.

All mosques have a tower, called a minaret, at the side from where the people are called to prayer five times a day.

Year 2 - Spring 1 - Resource Sheet

What Helps people to pray

Prayer can take the form of:

- A conversation with your God
- Thankfulness
- Supplication
- Meditation
- Adoration

Questions to ask

- What is prayer?
- What is the purpose of prayer?
- Is it important to pray?
- What sort of people pray?
- What do they say/do and how do they pray?
- How many times and when do people pray?
- 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?

General 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
- Read or listen to poetry and discuss whether it could be used as a prayer or provoke prayerful thoughts
- Younger children could listen to stories about special, secret places
- Look at stories of Saints, how did their prayer and devotion change their lives.
- 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
- and discuss why they are, pictures of people at football matches, war memorials, the Wailing wall are particularly good.
- Make a Buddhist prayer flag or tie thoughts to a tree or bush in the playground.

Year 2 - Spring 1 - Resource Sheet

Judaism - The Torah

The most important Holy writings are called the Tenakh, this name is made up of,

Te: Torah The five books of Moses

Na: Nevi'im The writings of the prophets

Kh: Kentuvim Psalms, Proverbs and Job

The word **Torah** means teaching, instruction, and law and is most important. It contains the books of Genesis, Exodus, Leviticus, Numbers and Deuteronomy. It is the word of God and treated with honour and respect. The message given to Moses and the rules for living are within the Torah. The Talmud explains how to follow them.

There are 613 mitzvot, laws, 365 negative and 248 positive commandments, from which the Ten commandments come..

The Torah is written in Hebrew on a parchment scroll by a scribe, or sofer, and wound round two wooden rollers. It must not have any mistakes and when read a Yad or pointer is used as the scroll must not be touched. In the synagogue it is the most sacred object and is dressed in special cloth and kept in a cupboard called the Holy Ark. The Sefer Torah is read at the synagogue during worship, the annual cycle of reading is celebrated at Simchat Torah when the last part of Deuteronomy is read and the first part of Genesis is started again. It is also studied in the home.

The most important part of the Torah is the Shema, from Deuteronomy 6:4-9, a statement of the faith of the Jews. It is put in a tefillin, a box, which is strapped to the forearm and forehead during prayer by some Jews. The Shema is also found in the Mezuzah, a special container found on the doorposts of Jewish homes.

The Talmud, or oral law, is made up of the Mishnah, the first writing of the oral law and the Gemara, which is a commentary on the Mishnah.

- Look at the Shema and discuss why it is important to Jews.
- Link the 10 commandments to the rules found in other Holy writings.
- Make a class Mezuzah containing a statement of intent by each child.
- Visit a synagogue and see the Sefer Torah







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Year 3 Curriculum

What do different people believe about God?

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Year 3

What do different people believe about God?

- Topic Overview
- Key Stage 2 Guidance
- KS2 Adaptive Teaching ideas
- What do different people believe about God?
- Autumn - How do different people describe God?
- Spring - What does it mean to be an inspiring leader?
- Summer - How do people communicate with God?
- Resources appendix

Overview of the Questions for each Year

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 What does it mean to belong?	Why are we thankful?	What places make you feel you belong?	Who is important to you?	Which stories are important to you?	Why do people celebrate?	How do you know you belong?
Year 2 What is Important to People?	What do some people believe about God?	How do people celebrate good over evil?	Who do you talk to if you need some help?	Why are some books special?	How do you show someone is important?	What is special?
Year 3 What do different people believe about God?	How do different people describe God?		What does it mean to be an inspiring leader?		How do people communicate with God?	
Year 4 How is my community special to me?	How do I show I'm part of a community?		How do communities celebrate?		Why are places of worship important to communities?	
Year 5 Why Should we care for our World?	What are the ways communities care?		In what ways are people judged?		What do Humanists believe?	
Year 6 What do we need on Life's journey?	How do we change through life's journey?		How does a community work?		Why do people go on pilgrimages?	
Year 7 How do I see myself in the world?	How do people gain their identity?		What do Hindus believe and practise?		Why is community cohesion important?	
Year 8 What role does belief play in our world?	Jesus Christ - Man or Miracle?		How do people respond to environmental issues?		Who has made a difference in the world?	
Year 9 Are Humans equally Special?	Why do we remember?		Is it wrong to be rich?		What are the 5 pillars of Islam?	

Key Stage 2 Guidance

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 at Key Stage Two:

- The Key questions for the lesson which are the learning objectives of faiths and beliefs to be studied.
- At least two visits to a place of worship during the key stage.
- Coverage of Harvest, Christmas, and Easter for KS2 pupils in each year. There is information on different ways to celebrate these in the Introduction pages. This will ensure progression.
- The programmes of study for Key Stage Two have been devised to encourage pupils to explore religion and belief as a living community-based way of life and to celebrate the diversity of our Croydon Community. In Key Stage 2 there are three themes per year so that teachers can spend quality time in lessons.
- Two components which relate to the current attainment targets.

  AT1 – Learning about religions and world views

  AT2 – Learning from religion and human experience.
- Resources are suggested to enhance lessons. The resource sheets mentioned can be found at the end of each year's units.
- General resources can be found on a separate tab.
- There is also a glossary at the end of each termly unit.

KS2 Adaptive Teaching ideas

Sensitivities

- Some concepts may still be abstract and new ones may add to the cognitive overload. · Children may be more familiar with their own 'self' and ideas related to themselves and family.
- Recording / writing may still be difficult - consider this at the outset for success.
- For some SEND children, learning questions may still be able to be answered but how this is achieved may look different.
- Some children may have expert knowledge if learning relates to them. Plan for this to enable them success
- Consider any sensory issues
- Some children will require parallel activities not within these adaptations
- When assessing, give children a chance to show what they know using alternative materials/ means or provision where necessary.

Adaptations for including children in discussions

- Pair children according to need.
- Use 'think, pair share' to allow children time to think, discuss their ideas.
- Plan questions in advance. Consider using blanks level questions (select type depending on need)
- Consider allocating roles in a discussion to keep children focused.
- Plan carefully for transition times between discussions. Prepare children for this using visual prompts or warnings.
- Where needed, adults to have visual prompts with child/ children they are working with as well as class teacher.

Strategies

- Use videos and real-life experiences (photos of children in your class). Use other children as experts.
- Use real objects allowing children to handle (where possible).
- Use simplified language when discussing ideas/concepts · Begin to reflect on prior learning to make links and connections.
- Consider how writing may be a barrier to success and plan independent tasks carefully. Identify the 'RE learning' you want to take place and plan activities for success.
- Make use of workshops/ visits/ visitors where possible. · Use pictures and symbols to make Learning Questions clear and visual.
- Try and ensure tasks are interesting and engaging and incorporate a wide range of leaners needs (visual, kinaesthetic, multisensory for example).
- Teach in small chunks. All learning questions may not be achieved in each lesson.

Adapted outcomes

- Use some key vocabulary functionally.
- May be able to discuss things that they have experience of related to themselves.
- Identify objects and artefacts using pictures/ continual visual aids as a prompt.
- Take part in some activities which support learning.
- Unable to relate to abstract concepts such as faith, friendship, belief.
- Unable to transcribe at a level which reflects their understanding.
- Learning should remaining challenging but adaptions should be made (where needed) to make outcomes achievable.
- Verbal feedback should be considered where understanding might be a challenge.
- Take into account children's variety of responses (verbal, group work) when assessing against any learning criteria.

Teaching Vocabulary

- Select essential vocabulary for children to learn.
  Where possible, pre teach vocabulary and revisit where possible.
- Have vocabulary accompanied by an image, displayed around the class. Consider using real images as opposed to cartoons.
- Teach new words in context. · Play games to reinforce learning of a new word in a fun way.
- Use word trees to build vocabulary and reinforce over time.
- Use mind maps to revisit prior learning and connect ideas and concepts.
- Use word mats which show key vocabulary with pictures.
- Try and keep the pictures used consistent with those used in any teaching or resource.
- Label resources to support

• Adaptive Teaching

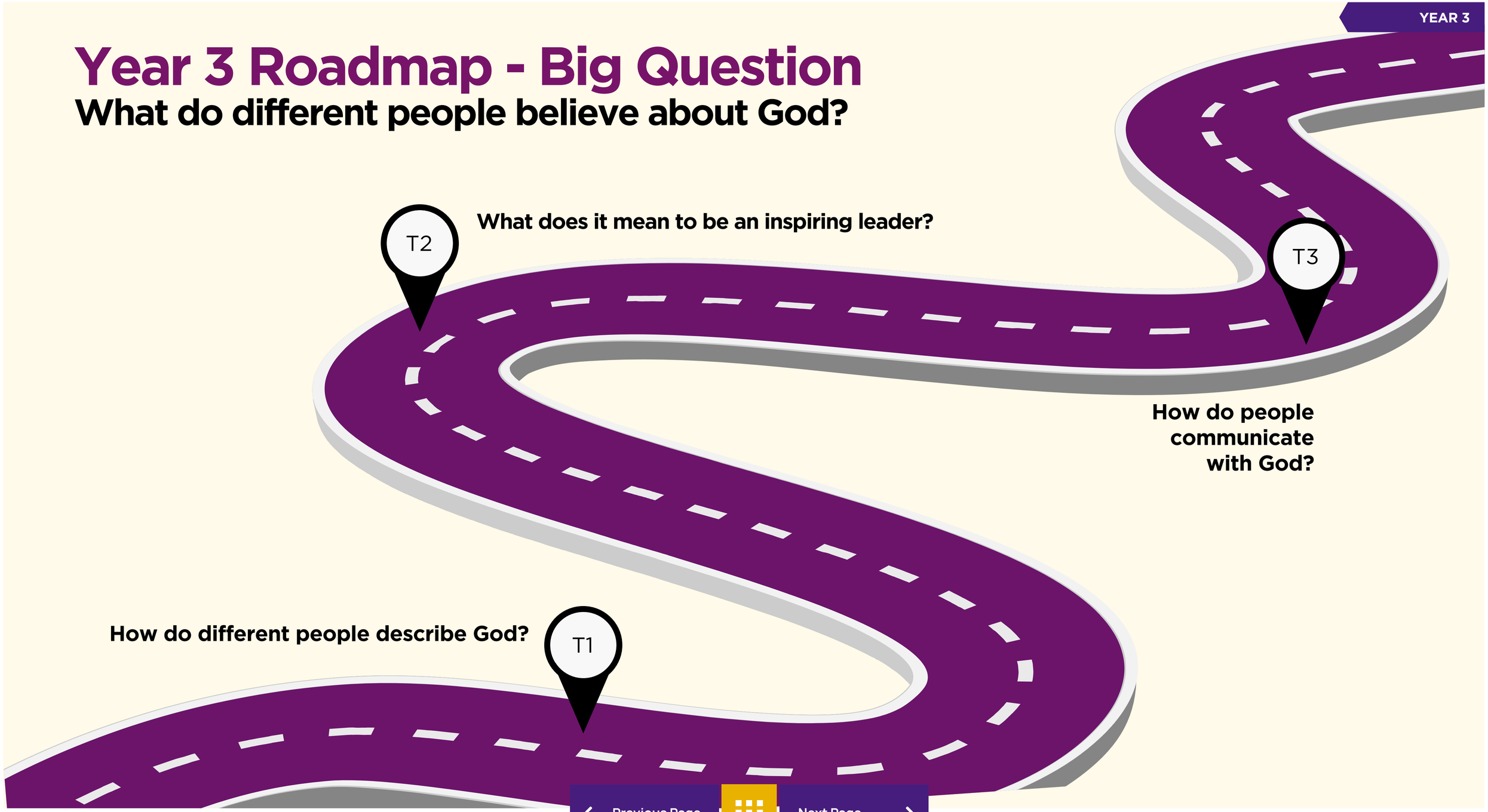
- Consider ICT, for children to create presentations etc as an alternative to writing.
- Adapt how children show understanding– discussion/ drawing/ annotations etc.
- Avoid using lots of different types of questions during discussions.
- Use pictures/images on resources as a prompt. · Incorporate drama/ roleplay/art where appropriate.
- Use a range of mixed peers/ near peers and group tasks as well as individual tasks.
- Where possible, use local references and photos of things they may be familiar with.
- Pupil made videos to show learning for some children where writing is a barrier

Further help

Including children with SEN in RE Including pupils with SEN and/or disabilities in primary RE (ioe.ac.uk) For a range of games/ clips LGfL Home | LGFL BBC Bitesize for clips Blanks level s of questioning BBC teach.

Year 3 Roadmap - Big Question

What do different people believe about God?



Year 3 - Autumn Term - What do different people believe about God?

How do different people describe God?

What a child needs to know and remember by the end of the unit:

- Children consider what is important to them, what do they believe in?
- Learn about what each of the featured religions believes about a deity.
- Reflect on why people believe in God and why they don't

What a child should be able to do: (Assessment)

- Talk about what God is like and that some people do not believe in God
- Explain what some faiths think about God
- Compare what different faiths believe.

Background knowledge for teachers:

Jews, Muslims and Sikhs believe in one God

Christians believe in one God and Jesus is his son

Hindus believe in one God, Brahman, a number of deities represent aspects of the greatness of God

Humanists and Buddhists do not believe in a God

Prior knowledge

- Previous Early Years/Y1+2 content on Christianity, Islam, Hinduism and Judaism

Specific Vocabulary:

- Jesus| Trinity| Creator
- Holy Spirit| Judge
- Forgiveness Shepherd
- Allah – Shahadah – Tawhid| Waheguru| Mool Mantar| Ik Onkar| Brahman | Aum | Trimurti

Key words:

- Monotheism| Polytheism
- Equality| Belief| Authority| Mezuzah| Yom Kippur
- Moses| Buddhism| Enlightenment| Deity

Sensitivities

Comparing personal beliefs

Questions to consider:

- Who is God?
- How do Christians describe God? What is the Trinity?
- How do Jewish people describe God and how important he is?
- What does Tawid and Shahada tell us about what Muslims believe about God?
- What does the Mool Mantar tell us about God? (Sikhs)
- Why is the Trimurti important to Hindus?
- What do Buddhists and Humanists believe about God?
- What have you found out about God?

British Values Addressed

Respect for others

School Values Addressed

Kindness

Respect

AT2

What is God like?
Who is special to us?
How do we show it?

Core Concept

To suggest what a belief in God could mean

Scheme of learning

Year 3 - Autumn Term
How do different people describe God?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Who is God?	Jews, Muslims and Sikhs believe in one God Christians believe in one God and Jesus is his son Hindus believe in one God, Brahman, a number of deities represent aspects of the greatness of God Humanists and Buddhists do not believe in a God	• What do you picture when you think of God? • Do all religions have a God? • Do some religions have more than 1 God? • What do people do if they don't believe in God? • How is God the same through religion? • How is God different? • How do people show they believe in God? • What do people believe in if they don't believe in God? • What similarities (and differences)are there in people's beliefs about God(s)across religions?	Recap and Find out what children know about God and what they would like to find out. Find out what children believe and what they would like to find out about what other people believe	List words of different qualities and names for that the Children have heard of for God Photos of authority figures –Prime Minister, head teacher, police	Monotheism Polytheism Equality Belief Authority Thankful

Scheme of learning

Year 3 - Autumn Term
How do different people describe God?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
How do Christians describe God? **What is the Trinity?** **(2 lessons)**	Know that Christians are Monotheists and believe in 1 God believe that there is One God, who is Father, Son and Holy Spirit. Christians believe in the Trinity, but it is important to understand that this does not mean that Christians believe in three gods God the father Jesus Christ, who took human form (incarnation) so that people can know God the Father. Holy Spirit, God's presence in the world today, at work amongst his people. Each person within the Trinity is important. They each have clearly distinct roles that are equally important. They work in unity together to bring about God's will on earth.	• Are we the same person to everyone we meet? I.e. sister, daughter, friend, student..... • What does the word Trinity mean? • How can someone be 3 things but 1 God? • Do all Christians believe the same thing about the Trinity?	Explore how we are different things to different people. (student, daughter, granddaughter, Compare this to the Trinity Explore the Trinity and that God is 3 in 1. Father the son, Holy spirit. How would you describe each? (use an apple as an example, all different parts but all make up the apple).	Look at Psalm 23 how does this describe the God that Christians believe in. https://request.org.uk/wp-content/uploads/2013/11/Christianity-Basically-The-Trinity-v2.mp4	Jesus Trinity Creator Holy Spirit Judge Forgiveness Shepherd

Scheme of learning

Year 3 - Autumn Term
How do different people describe God?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
How do Jewish people describe God and how important he is?	Jews are monotheists and believe in 1 God who is God as creator, carer God is referred to as Yahweh (yaa-way) The Shema Deuteronomy 6:49 which is kept in a mezuzah and on doorposts in Jewish houses and the Synagogue is read to declare one's belief in God. Mezuzahs are reminders of God's presence and of his commandments. These were studied in Year 2	• How do Jews show that they believe in God? • Do you think it is important to have reminders put up of people you love?	Jewish people think of God as the creator, the King of Kings and Merciful and Just among other attributes. Read the story of Moses and the burning bush Exodus chapter 3 for ideas on how Jewish people view God.	Discuss the story. What else did God do with Moses? The Talmud teaches that Jewish people should say thank you 100 times a day- do you agree? Make a list of things that you could say thank you for.	Mezuzah Shema Moses Talmud
What does Tawid and Shahadah tell us about what Muslims believe about God?	Muslims are Monotheists and believe in 1 God called Allah although he has 99 different names (talked about in year 2 so this will be a review) Shahadah is the 1st and most important of 5 Pillars of Islam. It is the declaration of faith also used before prayer, at birth and death. English translation is" I bear witness that there is no deity but God, and I bear witness that Muhammed is the Messenger of God." TAWID-Allah is the Creator of everything. Allah provides sustenance for all of His creations. Allah is the one who gives life and death to His creations. Allah has control over everything.	• Recap-Why might someone have more than 1 name? • Do any of you have more than one name? • Do you have any nicknames? • Do Muslims believe some of the same things as Christians or Jews?	Talk about the 5 pillars of Islam. The Shahadah is the first pillar- why is it so important to Muslims? Allah provides sustenance for all of His creations. Allah is the one who gives life and death to His creations. Allah has control over everything Allah is perfect and there are no pictures of Allah. Everything made has an imperfection-look at a prayer mat and try to find an imperfection in the weave.	Read the story of the Night of Power- what does this tell you about the way Muslims think of Allah My Muslim Faith' (rainbows big book) _ Evans ISBN: 0237 520141 The 5 Pillars of Islam - BBC Teach video https://www.bbc.co.uk/teach/school-radio/articles/zvvvp4j	Allah Shahadah Tawhid

Scheme of learning

Year 3 - Autumn Term
How do different people describe God?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What does the Mool Mantar tell us about God? (Sikhs)	Know that Sikhs are monotheists and believe in 1 God who guides and protects them. They believe that there are many paths to God. Sikhs believe everyone is equal before God. Sikhs believe that your actions are important and you should lead a good life The name most widely used for God by Sikhs is Waheguru, which means 'wondrous enlightener'. The Mool Manta was written by Guru Nanak and gives a short description of what God is like (also known as God's nature). God is conceived as the Oneness that permeates the entirety of creation and beyond. It abides within all of creation as symbolized by the symbol Ik Onkar.	• How is this similar/ different from some of the other groups we have looked at? What about your belief? • Is it possible for different religions to believe in the same God? • How do you feel when you don't know if someone is telling the truth? Can you trust them? How do you feel when someone is being truthful? What difference would it make if someone was always totally truthful? How might this be helpful to Sikhs, to worship the God who is always True?	Give the children a copy of the Mool Mantar to explore. Discuss with a partner/group how it describes God. Mool Mantar- Ik Onkar The first line of the Mool Mantar is "Ik Onkar", which means "There is only one God" There is one god, named truth, the creator, without fear, without hate, timeless in form, beyond birth, self-existent, (known by) the grace of the Guru.	English version of the Mool Matar https://youtu.be/bac21Qrnsqc?si=WZf9MAt-5AHbiCUk Write your description of how Sikhs see God from your reading of the Mool Mantar	Waheguru Mool Mantar Ik Onkar.

Scheme of learning

Year 3 - Autumn Term
How do different people describe God?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Why is the Trimurti important to Hindus?	Tri means 3 and Murti is a devotional image such as a statue, or icon, or idol of a deity or saint In the material world there are three principal duties called the Trimurti (literally meaning the three deities) They correspond to God's function in our world of creation, sustenance and destruction. The Trimurti are: Brahma- the creator Vishnu- the maintainer Shiva- the destroyer God also exists beyond this world as an impersonal force (known as Brahman) and as the Supreme person (known by many names eg Krishna, Rama, Vishnu) . The Brahman is regarded to be the great radiance emanating from the Supreme Lord.	• Have you ever felt some days that you are a different person? Do you change your behaviour with different people? • Do you think that one person can have different personalities? • What does tri mean? Do you remember seeing this when we talked about Christianity? Trinity	Discuss our many roles in everyday life i.e. daughter, friend, artist, student, musician Religious Studies KS2: Meeting two young British Hindus - BBC Teach Write the word Trimurti	Show children a variety of artefacts or pictures of Brahma, Vishnu and Shiva Discus what they think they are, what they notice and what symbols they see that might be present. Religious Studies KS2: Meeting two young British Hindus - BBC Teach https://www.bbc.co.uk/teach/class-clips-video/articles/zkghf4j#:~:text=They%20believe%20God%20is%20present%20in%20all%20living,with%20God%20instead%20of%20continuing%20to%20be%20reborn. Pictures or statues of the Deities	Brahman Aum Deity Trimurti

Scheme of learning

Year 3 - Autumn Term
How do different people describe God?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What do Buddhists and Humanists believe about God? **(Humanist ideas recap from Y2)**	Buddha is not a God. Buddhism is not about what we believe but what do. Buddhists do not believe in God but a spiritual connection to the universe. Buddhism is centered on the teachings of Siddhartha Gautama a man who became known as the original Buddha – the enlightened one. Buddhists believe that human life is one of suffering, and that meditation, spiritual and physical labour, and good behaviour are the ways to achieve and maintain enlightenment or nirvana. Humanists do not believe in a God or any supreme being.	• What do Buddhists and Humanists believe? • Do they have anything in common through their beliefs?	Consider the questions. Introduce the idea of Buddha a man who became enlightened. What are the four sights? Why are the four sights so important to Buddhists? What consequences did Buddha's actions have on his family? What experience have you had that has affected your life, or someone you know? Do people have to suffer in order to learn about life? Why do you think this might be? Why do experiences of this kind lead to great changes in people's lives?	Look at the Resource The Four Noble Truths of Buddha Discuss how you would feel if you saw these sights. Can you understand why Buddha meditated on them and came up with the 4 Noble Truths? . Resources: The Four Noble Truths -The four sights	Buddhism Enlightenment
What have you found out about God?	Children draw own conclusions about the belief in God from different religions Children can talk about what is new that they have learned.	• Have we found out what God is like?	Most religions have a God/ deity who is prayed to who is an Authority figure and Creator	Compile own list of similarities and differences.	Authority Respect Special Belief

Glossary

Year 3 - Autumn Term
How do different people describe God?

Monotheism	Believing in one god
Polytheism	Believing in many different Gods
Mezuzah	A container on the doorposts of Jewish homes which contains the Shema which is a prayer to remind Jews that God is great
Shema	Deuteronomy 6:4 the central prayer of morning and evening Jewish services. Also found inside a Mezuzah
Talmud	Compilation of teachings and discussions that are the foundation of Jewish religious law and theology
Tawid	The oneness of Allah, the Muslim name for God
Shahadah	1st Pillar and declaration of faith by Muslims
Waheguru	God's name in Sikhi
Mool Mantar | Ik Onkar	Mool Mantar a declaration of God by Guru Nanak and Ik onkar is the first word meaning there is only one God
Aum or Om	The sound that was present when the world was created

Assessment Opportunity

- Talk about what God is like and that some people do not believe in God
- Explain what some faiths think about God
- Compare what different faiths believe.



Year 3 - Spring Term - What do different people believe about God?

What does it mean to be an inspiring leader?

What a child needs to know and remember by the end of the unit:

- Explain what a leader is.
- Identify the significant leaders of each religion and give some facts about them and their life- Christianity: Jesus| Buddhism Siddhartha Gautama| Islam: Prophet Muhammed | Judaism: Moses| Sikhism: Guru Nanak.

What a child should be able to do: (Assessment)

- Be able to identify the significant "leader" for each religion
- Be able to explain why these people are important.
- Be able to identify some similarities and difference between the leaders we have learned about.

Background knowledge for teachers:

Jews, Muslims and Sikhs believe in one God

Christians believe in one God and Jesus is his son

Hindus believe in one God, Brahman, a number of deities represent aspects of the greatness of God

Humanists and Buddhists do not believe in a God.

Prior knowledge

- Early life of Moses in KS1
- Beliefs about Jesus KS1

Specific Vocabulary:

- Commandments
- Prophet
- Hadith
- Qur'an
- Enlightenment 4 Sights
- Moses Plagues

Key words:

- Inspire
- Influence
- Wisdom
- Fairness
- Justice

Sensitivities

Comparing personal beliefs

Questions to consider:

What does it mean to inspire? What is a leader?

Who was Jesus and why was he important to Christians?

Who was Siddhartha Gautama and what caused him to seek enlightenment?

Who was the Prophet Muhammed (PBUH) and why is he important to Muslims?

Who was Moses and why is he important to Jews? (The Exodus)

What was significant about Guru Nanak's life and how did he spread his teaching?

Which people are important to Humanists?

Are the leaders that we have learned about inspirational?

British Values Addressed

Respect for others

Tolerance

School Values Addressed

Kindness

Respect

AT2

What are the qualities of a leader? Who influences the things you do? How do people show that someone is important to them? What sort of person was....Jesus/ Moses/Mohammed etc?

Core Concept

Authority and belief

Scheme of learning

Year 3 - Spring Term
What does it mean to be an inspiring leader?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What does it mean to inspire? What is a leader?	Inspire- to fill (someone) with the urge or ability to do or feel something	• Who inspires us? (Parents, teachers, singers, You tubers, actors, superheroes) • Why do people look up to them? • What skills must they have? • How would these make someone a good leader?	Discuss what makes these people good leaders. Generate questions about how leaders inspire us and add to a mind map. Come back to this at the end of the unit to answer. Reflect on the commitment that makes key religious figures significant consider the impact of the commitment of significant people of faith on the lives of others	Write the word inspire record what children think this means. Make a mind map listing different kinds of people we look up and some of the reasons why the children look up to them.	Inspire Influence
Who is Jesus and how did he inspire Christians?	Christians believe that Jesus is the son of God sent to help people on earth.	• Why do you think Christians find Jesus is such an inspiring leader to Christians? What made them want to follow him? • What are some of the things Jesus is known for? • What sort of Man was Jesus? • Why did some people dislike Jesus? • How did Jesus teach? (parables)	Review prior lesson and ask same questions about Jesus Generate questions to ask a Christian about how they feel about Jesus and why they are important to them, Look at the calming of the Storm Mark4:35-41 this is one of the miracles Jesus performed and shows his authority. Look at some more of Jesus Miracles and parables to understand how he inspired people	Look at the calling of the Disciples – write the thoughts of the Disciples as he called them. Jesus followed the 10 Commandments and then gave another one ‘ To Love one another’. Look at the film of the sermon on the mount (https://youtu.be/Ze7w3-BL3OM) God’s Story: Sermon on the Mount - YouTube https://www.youtube.com/watch?v=Ze7w3-BL3OM	Commandments

Scheme of learning

Year 3 - Spring Term
What does it mean to be an inspiring leader?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Who was Siddhartha Gautama and what caused him to seek enlightenment?	Siddhartha Gautama was a prince who grew up in luxury and was shielded from aging, sickness and health. Against his father's orders he left the castle and saw an old crippled man, a sick man, a dead man, and a holy man with no home. He gave up everything to understand how to take suffering out of the world Most religious people pray to their God. Buddhists do not pray to a God but meditate to connect with the universal spirit.	• Why is there suffering in the world?	Look at the story of Siddhartha Gautama and how he was a Prince with a very privileged life Look at what he discovered when he left the castle and how did that change how he viewed the world (4 sights) Discuss suffering today and give examples.	Rewrite the story of Siddhartha / story map/ comic Draw a poster of the 4 sights and explain how they made Siddhartha feel and why. How did these influence him? https://youtu.be/1wUh3E9PSbI (video) https://bedtimehistorystories.com/siddhartha-gautama-buddha-for-kids/ (good for facts)	Wisdom Enlightenment 4 Sights
Who was the Prophet Muhammed (PBUH) and why Muslims respect him?	The Night of Power, known as Lailat al Qadr, marks the night where the Qur'an was first revealed to the Prophet Muhammed by Allah, through the Angel Jibrail This night is regarded as the most important event in history for some Muslims. The Night of Power in Islam takes place during Ramadan. Muhammed is respected not worshiped Importance of following his example and the Hadith No pictures because he is not to be worshipped	• Why do you think Allah chose Muhammed to be his prophet? • How did Allah make himself known to Muhammed ? • Why was Muhammed so special? Why are there no pictures of him?	Tell the story of how the Quran was revealed to Muhammed PBUH Look at the extract from the Prophet Muhammed '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	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. Resource sheet: Events in the Life of Prophet Muhammed Resource sheet: Words of the Prophet Muhammed - from his last sermon. Resource sheet The Hadith	Prophet Hadith Quran

Scheme of learning

Year 3 - Spring Term
What does it mean to be an inspiring leader?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Who was Moses and how did he inspire the Jews? (The Exodus and Later Life)	He was the prophet who led the Hebrew slaves out of Egypt 10 Plagues were God's punishment to the Egyptians as the Pharaoh would not release the slaves Crossing of Red sea Moses is the channel between God and the Hebrews, through whom the Hebrews received a basic charter for living as God's people.	• What do you know already from KS 1 about Moses? • Why do you think Moses was chosen by God? • How did Moses show that he was a messenger of God? • Do you think it would be difficult to stand up to someone who didn't treat you or your friends kindly or fairly? Why or why not?	Recap learning from KS1 on Moses. Talk about how Moses inspired the people to follow him through the desert. Look at the video Moses and the 10 commandments	Story maps News report/interview of pharaoh and the 10 plagues/ Moses and his message from God Hot seating/role play of the slaves, pharaoh, Moses Moses and the 10 Commandments - Vlog #1 - BBC Teach https://www.bbc.co.uk/teach/school-radio/articles/zjqbf82	Moses Plagues
Who is Guru Nanak and how did he spread his teaching?	Guru Nanak was the creator of Sikhism, and the first of the ten Sikh Gurus. Mysteriously disappeared for 3 days. When he returned, he began to preach the Sikh religion. He taught that there was one God and that all people are equal, regardless of class or gender. Which was different from the strict caste system of Hinduism He taught people that he believed that there was one God and that everyone can have a relationship with God through meditation.	• Who was Guru Nanak? • What happened when he disappeared? • What happened in his life to make him so important? • Why did he found the religion of Sikhism?	Show the story of Guru Nanak to the pupils. Discuss how he taught that all people are equal Look at the words of the Mool Mantar for evidence of what he believed.	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 https://www.bbc.co.uk/bitesize/topics/zsjpyrd/articles/zr86cqt BBC Teach https://www.youtube.com/watch?v=twkJ1pc5BvU	Fairness Justice

Scheme of learning

Year 3 - Spring Term
What does it mean to be an inspiring leader?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Which people are important to Humanists?	Humanism is a non-religious worldview and does not have a central doctrine or texts. It identifies science and rationalism as the best way to understand the world, and so many humanists have respect for the work of scientists and philosophers throughout history. Many humanists also value the work of artists, musicians and other people who have used their creativity to provide alternative perspectives on humans' place in the universe.	• Who are some famous Humanists? • Why is Science important to Humanists?	Read the lyrics to Imagine by John Lennon and listen to the song in class. What do you think the message of the song is?	Do you think it is a good message or not? Can you make up a suitable message yourself?	Reason Evidence Science
Are the leaders that we have learned about inspirational?	The Golden rule that is followed by many different groups is to 'do as you would be done by'	• Why do you think the different founders made sets of 'rules ' for their followers?	Discuss what has been learned about the leaders of the different faiths. Are there any similarities in the way they behaved? Are there similarities in the rules to follow? Recap the rules that each leader put in place and look at the Golden rule for each faith.	How easy would it have been to spread their messages today? List the ways that we can tell people about good news. Golden Rule resource sheet in resources tab.	Golden Rule

Glossary

Year 3 - Spring Term
What does it mean to be an inspiring leader?

Buddhist	Awakening or perfect knowledge
Enlightenment	Collected sayings of the Prophet Mohammad PBUH
4 Sights	Prince Siddartha saw 4 sights, an old man, a sick man, a dead person, someone who devoted himself to finding the truth, these made him want to be a better person
Hadith	Collected saying of the Prophet Mohammad PBUH
Moses	Leader of the Jewish people out of Egypt
Plagues	The oneness of Allah, the Muslim name for God
Tawhid	The oneness of Akllah, the Muslim name of God
Golden Rule	The rule of conduct for every faith and belief community

Assessment Opportunity

- Be able to identify the significant “leader” for each religion
- Be able to explain why these people are important.
- Be able to identify some similarities and difference between the leaders we have learned about



Year 3 - Summer Term - What do different people believe about God?

How do people communicate with God?

What a child needs to know and remember by the end of the unit:

- Prayer is a form of communication to your God
- Prayer can be done in different places and at different times
- Prayer can be aided with items such as prayer beads
- People prepare for prayer in different ways.
- Buddhists do not pray to a God but they have meditational practises that could be compared to praying.
- Humanists do not pray, as they do not believe in any gods.

What a child should be able to do: (Assessment)

- Be able to explain what prayer is and what people may pray for and that some people don't pray.
- Be able to identify different ways, places and times other people might pray and what objects they may use to help them.
- Be able to compare the similarities and differences of prayers among different world views.

Prior knowledge

- The Puja tray has been investigated in KS1.

Specific Vocabulary:

- Prayer
- Rosary, prayer beads Diptych
- Allah
- Wudu Salah Mecca
- Tallit Kippur Tefillin Capel
- Shrine Arti Puja Tray

Key words:

- Communication
- Meditate Prayer flag

Sensitivities

Discuss how people who do not pray reflect or ask for help, focus themselves etc

Questions to consider:

What is prayer?

What do people use to help them pray?

Why is the Lord's Prayer important to Christians?

How do Muslims prepare to pray?

What is the importance of the Tallit and the Capel and the tefillin in Jewish prayer?

How does a home shrine help Hindus communicate with their God?

How do Sikhs show devotion to God?

How do Buddhist focus their mind if they do not pray and why are prayer flags important to Buddhists?

Bringing it together: What similarities and differences are there?

British Values Addressed

Respect for others

Tolerance

School Values Addressed

Kindness

Respect

AT2

What is prayer? What is its purpose? Who prays?

How do people pray?

When and where do people pray?

Core Concept

While prayer often means the same thing it varies from person to person.

Scheme of learning

Year 3 - Summer Term
How do people communicate with God?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is prayer?	Most religious people pray to their God. Buddhists do not pray to a God but do meditate. Humanists do not pray as they do not believe in a God of any sort.	• What is communication? • How do we communicate with one another? • What is Prayer? • Why might people pray? • How do different people pray? • What do people pray for?	Prayer is a communication with God. There are many different types of prayer Think of the different times people pray and different ways people pray Discuss the kinds of things people would pray for? Does anyone have any special prayers they say at home (bedtime, meal times) When do you pray? Do all people pray (communicate with God) the same way? Look at various ways that people pray.	Make a mind map Discuss the word communication? What does it mean? How do we do it? What do we do if we want or need something? Look at a variety of pictures of people praying i.e. at a football match, at an exam, eating. What do the children notice? Prayer beads. Pictures of people praying Resource sheets-‘ Importance of prayer’ and ‘what helps people pray/think?’	Communication Prayer
What do people use to help them pray?	People use Prayer books, Holy writings of their faith, Prayer beads, Meditation to concentrate their minds while praying. Different faiths have different numbers of beads in their prayer beads and repeat prayers or sentences a different number of times	• What kinds of things do you use to keep you focussed? • Why might people use different objects to help them pray?	What are aids to prayer for some people of different faiths? Briefly Recap the Holy writings of each faith.	Pupils explore a variety of prayer aides i.e. rosary, different faiths prayer beads, prayer books, diptych and icons, a Puja tray, a mezuzah with the Shema inside, prayer mats, compasses, rak’as, compass, ask them to infer what they could be for? Has anyone used any of these things before? Prayer beads from different faiths Resource sheet What Helps People Pray/Think Artefacts connected with prayer (St James the Great Primary school, Windsor Road, Thornton Heath).	Communication Prayer

Scheme of learning

Year 3 - Summer Term
How do people communicate with God?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is the significance of the Lord's Prayer to Christians?	The most important prayer and the most well-known Christian prayer is the '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.	• What does the Lord's Prayer tell us about	Look at the Lord's prayer and have children discuss what they think that it tells Christians about God.	Annotate the prayer and discuss why Christians see this as important. Look again at a variety of prayer aides and work out how they might help with Christian prayer. Variety of Prayer aides.	Rosary Prayer beads Diptych Icon
How do Muslims prepare to pray?	A ritual washing must be done by Muslims before prayer First pillar of Islam is the Shahadah the profession of the faith the second pillar is Saleh which means prayer. Muslims have 5 set prayer times a day. A prayer mat is used. Muslims face Mecca when praying.	• Why do you think it is important to clean yourself before talking to God? • What is Wudu? • Why do you think Muslims use a prayer mat when they are praying? • Do males and females pray the same way? • Why do Muslims face Mecca when they pray?	Ask the pupils the questions and get them to discuss what they think. Visit a mosque and learn about Friday as a special day for communal prayers or invite a Muslim speaker to talk about the importance of Prayer	Watch video of Wudu Make a poster describing the steps of Wudu Order pictures of wudu How Muslims pray https://www.bbc.co.uk/teach/class-clips-video/prayer-in-islam/zjndxyc A prayer mat Pictures and or description of wudu Visit to a Mosque	Allah Wudu Salah Mecca

Scheme of learning

Year 3 - Summer Term
How do people communicate with God?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is the importance of the Tallit and the Capel and the tefillin in Jewish prayer?	The most important prayer for Jewish people is the Shema but this has been covered previously. In an Orthodox Synagogue males and females are separated by a screen. The number of tassels is 613 -the number of Gods Commandment. For teacher information The Significance of the Jewish Prayer Shawl | Messianic Bible and What Do Orthodox Jews Wear on Their Foreheads? - Synonym	• When are the Tallit and Capel worn? • What do the number of tassels mean? • What happens as they get old? • Do males and females pray the same way?	Show the items and discuss. Read the Always Prayer Shawl.	Look at Priest/ Vicar and a Rabbi, what do they wear and why? Prepare an interview with a Jewish person to find out the history of their Tallit and Capel and why they are important The Always Prayer Shawl by Sheldon Oberman ISBN 0140561579 Artefacts from St James the Great Windsor Road	Tallit Kippur Tefillin Capel
How does a home shrine help Hindus communicate with their God?	Hindus worship in the home (Home shrines) and in the temple or Mandir. The deities are representative of parts of the one supreme being that Hindus believe in. Other items on the shrine help to focus the mind	• What is a shrine? • What helps to remind you about what you want to tell God? • Why do you think it is important to have reminders? • How can we show respect in special places? • What special things do we have at home and how do we treat them?	How can we show respect in special places? What special things do we have at home and how do we treat them? Look at the video and take note of what happens during worship e.g Removing shoes, ringing bells, touching floor with forehead, singing, prayer, making offerings, blowing conch shell, chanting of Aum.	Look at the Puja tray and what each of the items represent and why they are used. Children can draw their own pictures and write about the significance of each A Puja tray Religious Studies KS2: Inside a Hindu temple - BBC Teach BBC Two - Belief File, Hinduism: God, Hindu prayer at home Videos of Hindu Shrine At Home Ks2 Hindu Shrine by Oxford digital media is very good	Shrine Arti Puja Tray

Scheme of learning

Year 3 - Summer Term
How do people communicate with God?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
How do Sikhs show devotion to God?	The Sikh place of worship is called a Gurdwara which means 'Gateway to the Guru'. A Gurdwara is any building where the Guru Granth Sahib is kept this is the Holy book for Sikhs, but it is treated as a living person-a Guru. Gurdwaras are open every day, but the majority of services and events are celebrated on a Sunday In the UK. During the services they listen to teachings based on the Guru Granth Sahib. They also chant and say prayers from the gurus. 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. Sikhs recite Nitnem-daily prayers- the morning prayers comprise of 5 various prayers of which one has 40 verses. However, that same prayer is also recited at other times and only the first 5 verses and the lastverse is recited during that time.	• Where do Sikhs say their prayers?	Sikhs believe there is one God and that all people are equal. Discuss how prayers help people in a situation. Naam Marg: emphasises daily devotion to the remembrance of God. Rejection of all forms of blind rituals such as fasting, religious vegetarianism, pilgrimages, superstitions, yoga, as well as any form of idol worship.	Sewa or service to others is an integral part of Sikhism. Can the pupils think of ways that they could serve others. How does serving others show devotion to God?	Sewa Gurdwara Guru Granth sahib

Scheme of learning

Year 3 - Summer Term
How do people communicate with God?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
How do Buddhist focus their mind if they do not pray and why are prayer flags important to Buddhists?	Buddhists meditate to clear their minds of immediate thoughts and connect with their desire to understand life and their purpose, these desires are like silent prayers to yourself while you meditate or chant a meditational mantra. Some prayers seem so important that making a prayer flag can cause that desire to be continually expressed between meditations for others to receive and react to. Issues like world peace, love and compassion, goodwill to all.	• Are meditation and prayer the same thing? • Do you need to have a religion to meditate?	What do you find on a Buddhist shrine and why? How might these things encourage a Buddhist to enjoy life more and suffer less? Show pictures or a prayer flag and talk about wishes for the world that could be written on them.	Investigate what is found on a Buddhist shrine. Create prayer flags to hang in the classroom of the playground Resource sheet on a Buddhist Shrine	Meditate Prayer flag
Bringing it all together: **What similarities and differences are there?**	The main difference between prayer and meditation is that prayer involves belief in a deity and active communication, while meditation requires no beliefs and is an independent practise of non-judgmental observation of the present moment. Humanists have a scientific but also a sympathetic, generous and cautiously optimistic understanding of human beings and the ability to shape our own lives and make a difference to the world through our own actions	• How do people use their homes to communicate with God? • How is communication with God similar/different throughout each religion? Particularly looking at Buddhists • Prayer is often to ask for change, how might a Humanist make a change in their life?	Recap briefly the different ways that people communicate with God. Remember that some people do not believe in God and do not say prayers. How might a Humanist find meaning? What things are important to Humanists? Why is optimism important to Humanists?	Compare and contrast chart/Venn diagram What do all have in common/different? Class discussion. If you don't have a religion are any of these practises similar to anything you do? Could you use any of these practises? Draw a picture of the things that are important to a humanist (kindness, finding meaning, asking questions, etc.)	

Glossary

Year 3 - Summer Term
How do people communicate with God?

Prayer	A solemn request for help or expression of thanks addressed to God or another deity
Rosary, prayer beads	Rosary- Christian prayer beads
Diptych Icon	A single tablet or A double hinged tablet with a religious picture on it
Islam Wudu Salah Mecca	Wudu-ritual washing before Prayer. Salah - the second pillar of Islam, the act of offering prayers. Mecca- the direction to which prayers are offered, the site of the Kabba
Judaism Tallit Kippur Tefillin Capel	Tallit- a prayer shawl, Kippur- the skull cap worn by Jewish men, Tefillin- small leather boxes containing prayers which are strapped to jewish men when praying
Hindu Shrine Arti Puja Tray	Shrine a place for worship, Arti a lamp or light used in worship, Puja tray –items used when praying at the shrine. (learnt fully in KS1)
Buddhist Prayer Flag	Pieces of cloth with thoughts and good will tied to bushes etc so that good thoughts will blow round the world

Assessment Opportunity

- Be able to explain what prayer is and what people may pray for and that some people don’t pray.
- Be able to identify different ways, places and times other people might pray and what objects they may use to help them.
- Be able to compare the similarities and differences of prayers among different world views.



Resources appendix

Year 3 - Spring Term

- Sayings from the Hadith
- The Story of Prince Siddhartha - The Buddha
- The Four Sights that led to the Four Noble Truths
- Words of The Prophet Mohammad PBUH
- The Golden Rule sheet

Year 3 - Summer Term

- What helps People to Pray and Think?
- A Buddhist Shrine
- The Importance of Prayer

Year 3 - Spring Term

Sayings from the Hadith

Hadith are the sayings and teachings of Muhammed . He stressed the equality and the responsibility of each individual to the community and lived by the correct conduct and customs as revealed to him by the angel sent by Allah.

The Hadith is a form of authority for Islam which is second only to the Qur'an.

Look at the sayings from the Hadith and think how they would guide your actions.

How would you illustrate them in action?

- Have sincerity in your actions.
- Be truthful.
- Show mercy to others and you will receive their mercy.
- Avoid anger. Save yourself from jealousy.
- One who encourages others to do good deeds is like one who performs them.
- Avoid going into debt
- Treat others with the best manners.
- One who makes false accusations will not enter paradise

Year 3 - Spring Term

The Story of Prince Siddhartha - The Buddha

The Buddha was born a long time ago - about 2,500 years ago. The Buddha was not the name he was given at birth. His birth name was Siddhartha Gautama, and he was a Prince. He was born in a part of the world that we now call Nepal (the country that has the highest mountains in the world). Siddhartha's father wanted to protect his son and so Siddhartha grew up in the palace grounds. He never went outside the grounds and had no idea what life was really like for most people. He had a rich and happy life, with everything he could possibly want food to eat, clothes to wear, and when he was old enough, he married a beautiful girl, and they had a son. But still Siddhartha had not seen anything of life outside the palace grounds.

Soon he began to grow bored with his sheltered life and one day he left the palace. Now he began to see the world as it really was. As he rode around, he saw suffering everywhere. He saw an old man who was weak and nearly at the end of his life. He saw a man who was sick and in great pain, and he saw a funeral with the family of the dead man crying around his body. Then Siddhartha came across a holy man, a man who had devoted his life to following God. This man seemed to be happy and peaceful.

These things made Siddhartha think. He went back to the palace, but he couldn't forget what he had seen. He decided he had to go in search of the answer to why there was suffering in the world. On the night before his 29th birthday he left his palace with its riches, beauty and safety.

He went to learn from the famous teachers and religious leaders. They told people to find answers to questions by sitting very still and thinking or meditating. The prince tried to do this, but he didn't find any answers, though it made him better at thinking clearly. So he decided he must find the truth on his own.

Then he saw some people who had given up everything they owned to try and find the answer to his questions. These people thought that life would be simpler thought if they did not have to worry about things like food, drink, washing and possessions. Then they could concentrate on the answer to the meaning of life rather than be distracted by smaller, less important matters.

They ate and drank very little and owned no possessions. They would sit for hours thinking really hard about some of the questions they wanted answers to. They also tried to stop feeling any pain by lying on beds of nails or standing on their heads for hours.

The prince decided to give this method a go. He ate very little, just a couple of seeds a day and became very thin. As he didn't wash, his hair was so matted and dirty that birds even started to nest in his hair.

Soon he became very ill. Then one day he heard a guitar playing and started to think about what part of the guitar made the beautiful music. He realised that if the strings were too tight, they would snap: if they were too loose there would be no sound at all. The beautiful music was made when the string was tightened just right.

The prince realised that if he lived a life of extremes, never washing or eating, or even washing and eating too much, then this could cause him problems. He realised that rather than eat nothing at all he should eat just a little each day.

Soon he felt much better. The other people who never washed and ate very little thought he was

Year 3 - Spring Term

The Story of Prince Siddhartha - The Buddha

weak and had given up the search, but the prince had learnt an important lesson. He hadn't found the answer by living a life of luxury as a prince nor when he lived a hard and painful life. Perhaps there was a middle way.

He travelled on until he came to a great tree. Today we call this tree a Bodhi tree. It's like a fig tree. He sat under this great big tree and began to meditate, that is to think deeply. It was the night of a full moon. After a long time, the truth came to him and discovering the truth gave Siddhartha a feeling of great peacefulness. It was a feeling of release from all the things that had been troubling him. Suddenly he was able to stop thinking about himself and his worries. Siddhartha had become enlightened - he had found truth and so he became known as the Buddha - the enlightened one.

The Buddha learned many things while meditating under the Bodhi tree and he spent the rest of his life teaching people about what he had learned so that they might find peace in their own lives. One of the things he discovered is that very often people make themselves and others unhappy because they are always wanting and needing things. They are tied to the things they need and want, like a dog tied to a tree. The more they want the more they get tied up in knots, like the dog getting tangled in the rope that attaches it to the tree. The Buddha taught his followers about how they could be free of the things that tie them down and how this would give them peace and happiness. He taught them that they could become enlightened too by following his teachings.

The Four Noble Truths

- **All life is suffering**
- **Suffering is caused by Selfish desires**
- **This suffering could be ended**
- **There is an eightfold path to the end of suffering**

Siddhartha Gautama - The Buddha was the first or founder who was born in 563 BC.

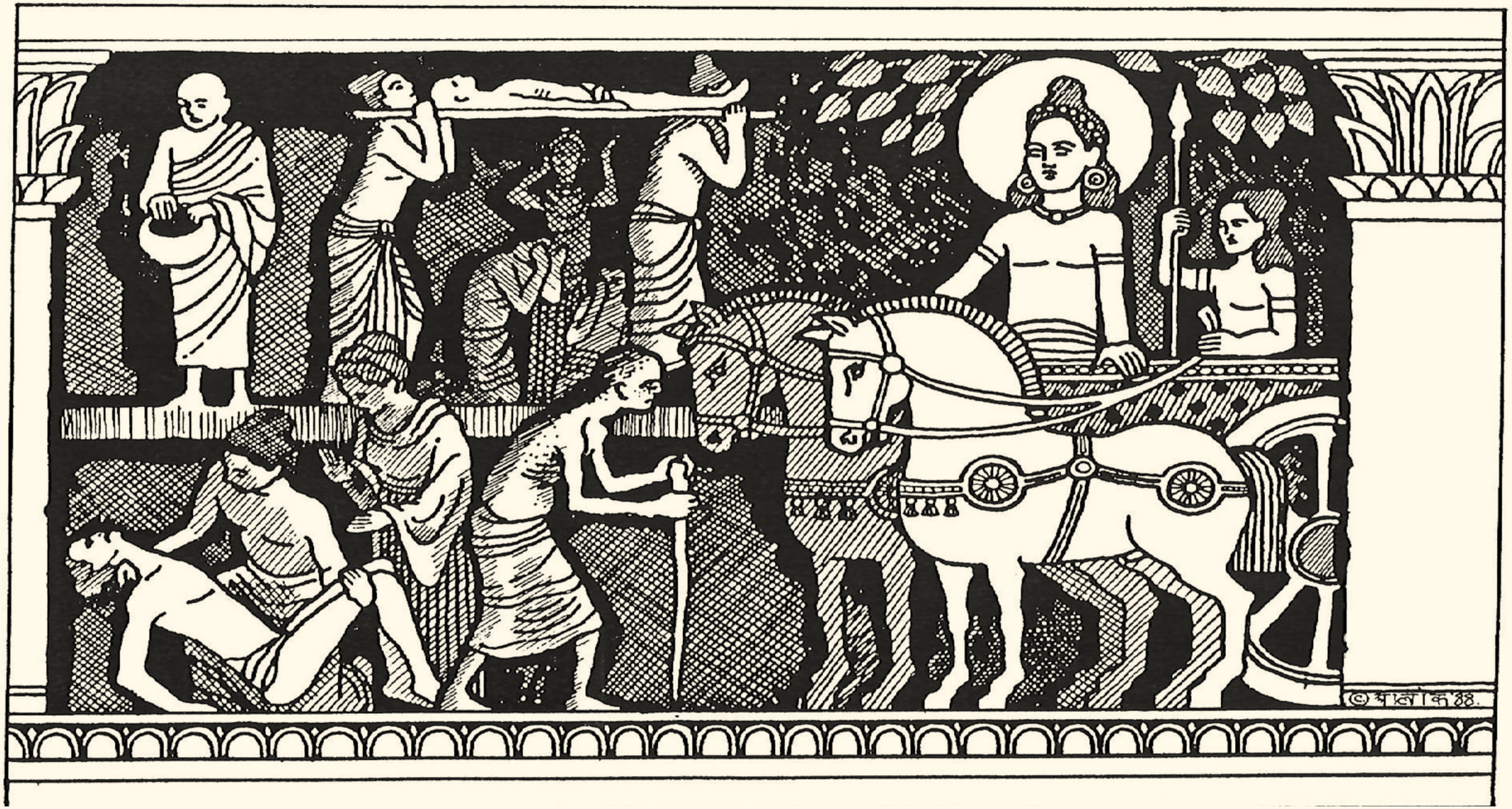
Born in a palace of a prince and princess, it was foretold at birth that he would be either a great world ruler if he stayed in the palace but if he left and encountered suffering, he would become a great ascetic and teacher.

His father made him stay in the palace and surrounded him with luxury and he grew up and married Yasodhara and had a son. However, he persuaded his charioteer to take him out of the grounds on an adventure and he saw the four sights:

- An old man
- A sick man
- A corpse
- A wandering Holy Man

Year 3 - Spring Term

The Four Sights that led to the Four Noble Truths



Year 3 - Spring Term

Words of The Prophet Mohammad PBUH

- Regard the life and property of every Muslim as a sacred trust. Return the goods entrusted to you to their rightful owners.
- Hurt no one so that no one may hurt you.
- Remember that you will indeed meet your Lord, and that He will indeed reckon your deeds.
- O People, listen to me in earnest, worship Allah, say your five daily prayers (Salah), fast during the month of Ramadan, and give your wealth in Zakat.
- Perform Hajj if you can afford to. Remember, one day you will appear before Allah and answer your deeds.
- So beware, do not stray from the path of righteousness after I am gone.
- I leave behind me two things, the QURAN and my example, the SUNNAH and if you follow these you will never go astray.

Year 3 - Spring Term

The Golden Rule sheet

Baha'i	He should not wish for others that which he doth not wish for himself.
The Buddha	I will act towards others exactly as I would act towards myself.
Christianity	Treat others as you would like them to treat you.
Confucianism	Do not do to others what you would not like for yourself.
Epictetus	What you would avoid suffering yourself, seek not to impose on others.
Hinduism	This is the sum of duty: Do naught to others which, if done to thee, could cause thee pain.
Jainism	He should treat all beings as he himself should be treated. The essence of right conduct is not to injure anyone.
Judaism	What is harmful to yourself do not to your fellow men. That is the whole of the law and the remainder is but commentary.
Islam	None of you 'truly' believe, until he wishes for his brothers what he wishes for himself.
Sikhism	As thou deemest thyself, so deem others. Cause suffering to no one: Thereby return to your True Home with honour.
Humanists	Agree with these rules because they are based on the way human beings have worked out the best way of living with each other

Year 3 - Summer Term

What helps people to pray and think?

Prayer can take the form of:

- A conversation with your God
- Thankfulness
- Supplication
- Meditation
- Adoration

Attainment Target 1

- What is prayer?
- What is the purpose of prayer?
- Is it important to pray?
- What sort of people pray?
- What do they say/do and how do they pray?
- How many times and when do people pray?

Attainment Target 2

- 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?

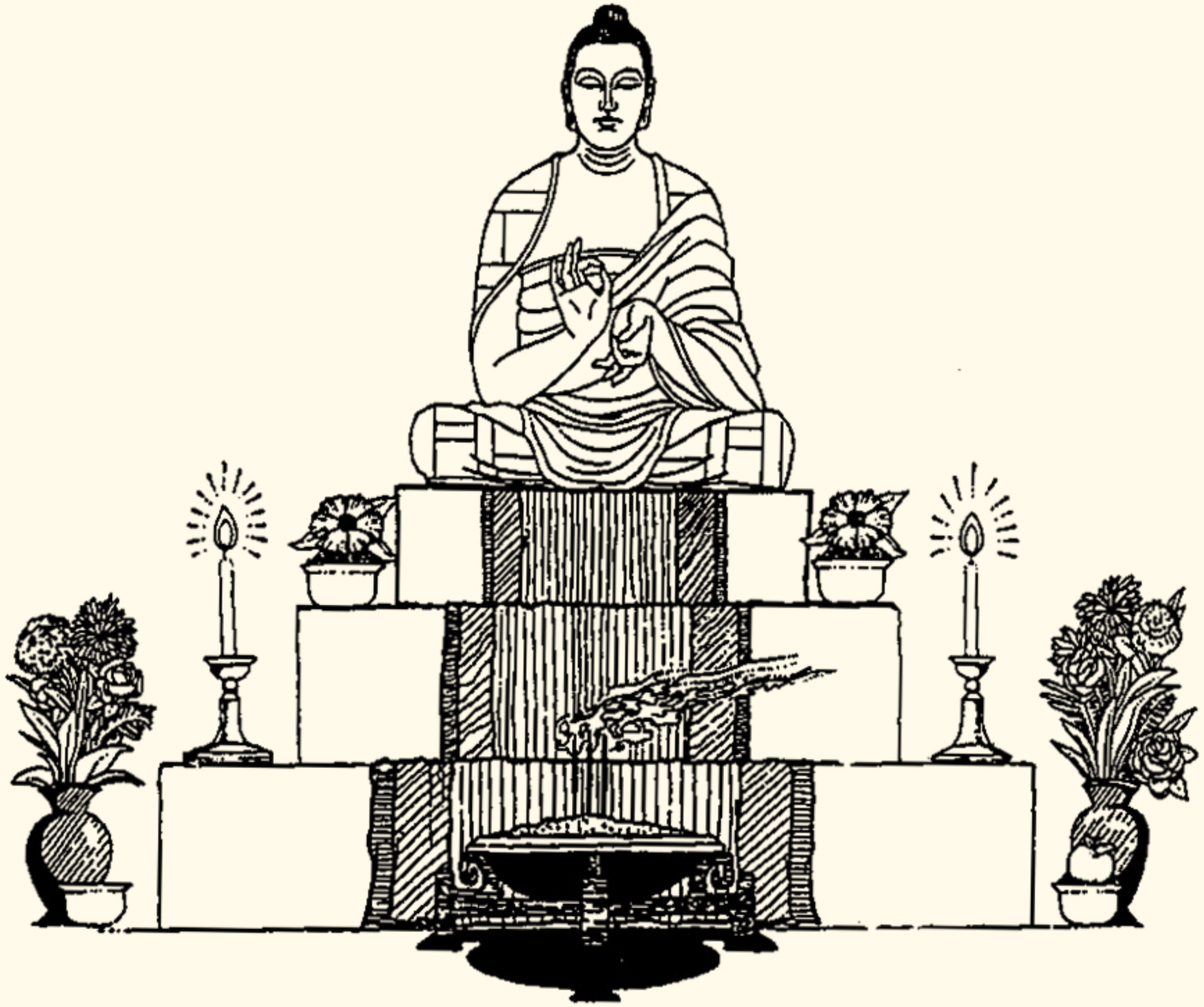
General Activities

- 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
- Read or listen to poetry and discuss whether it could be used as a prayer or provoke prayerful thoughts
- Younger children could listen to stories about special, secret places
- Look at stories of Saints, how did their prayer and devotion change their lives.
- 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
- and discuss why they are, pictures of people at football matches, war memorials, the Wailing wall are particularly good.
- Make a Buddhist prayer flag or tie thoughts to a tree or bush in the playground.

Year 3 - Summer Term

A Buddhist Shrine

- The building that Buddhists meet in is called the Vihara, Temple or Centre.
- There are no chairs so clothing should be loose to allow for sitting on the floor, although there may be a chair for the meditation teacher. Shoes are removed to keep the floor clean.
- In the building there will be a shrine room which will contain an image or statue.
- People pay homage to the Buddha, placing hands together in front of the forehead and bowing.
- Offerings of food and flowers are given, and candles and incense are lit.
- The flowers symbolise the impermanence of life, the candles symbolise the lighting up of our lives and the incense is a symbol that all actions have consequences in the world.
- The three refuges and the five precepts are recited.



Year 3 - Summer Term

The Importance of Prayer

Children should learn that it is an important part of the life of religious people and that there are different kinds of prayer.

Christianity

Prayer is a conversation with God and there are many different kinds of prayer, formal and informal, personal, thankful, supplication, adoration. The Catholic Church has prayers which petition Saints to intercede for them. The most well-known Christian prayer is the '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, 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.

Hinduism

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, fulfillment of wishes and Moksha, the release from the cycle of birth and death.

Sikhism

Sikhs believe there is one God and that all people are equal. The purpose of life is self-realisation and on knowing oneself one meets God. 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. The Nitnem- daily prayers- morning prayers comprise 5 various prayers of which one has 40 verses. However, that same prayer is also recited at other times and only the first 5 verses and the last verse is recited during that time. The Mool Mantra is a statement of belief for Sikhs composed by Guru Nanak and found at the beginning of every chapter of the Guru Granth Sahib.

Year 3 - Summer Term

The Importance of Prayer

Islam

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 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 newborn Muslim babies along with the call to prayer as the first sounds which they hear.

Judaism

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 within the tefillin, which is strapped onto the forehead and arms during morning prayers.

There are set prayers to be said as well as prayers for many occasions, such as seeing the new moon, for food and drink or setting out on a journey so that faith and prayer permeates the whole of life.

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Year 4 Curriculum

How is my community special to me?

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Year 4

How is my community special to me?

Topic Overview →

KS2 Adaptive Teaching ideas →

Roadmap - How is my community special to me? →

Autumn - How do I show I'm part of a community? →

Spring - How do communities celebrate? →

Summer - Why are Places of Worship important to Community? →

Resources Year 4 →

Overview of the Questions for each Year

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 What does it mean to belong?	Why are we thankful?	What places make you feel you belong?	Who is important to you?	Which stories are important to you?	Why do people celebrate?	How do you know you belong?
Year 2 What is Important to People?	What do some people believe about God?	How do people celebrate good over evil?	Who do you talk to if you need some help?	Why are some books special?	How do you show someone is important?	What is special?
Year 3 What do different people believe about God?	How do different people describe God?		What does it mean to be an inspiring leader?		How do people communicate with God?	
Year 4 How is my community special to me?	How do I show I'm part of a community?		How do communities celebrate?		Why are places of worship important to communities?	
Year 5 Why Should we care for our World?	What are the ways communities care?		In what ways are people judged?		What do Humanists believe?	
Year 6 What do we need on Life's journey?	How do we change through life's journey?		How does a community work?		Why do people go on pilgrimages?	
Year 7 How do I see myself in the world?	How do people gain their identity?		What do Hindus believe and practise?		Why is community cohesion important?	
Year 8 What role does belief play in our world?	Jesus Christ - Man or Miracle?		How do people respond to environmental issues?		Who has made a difference in the world?	
Year 9 Are Humans equally Special?	Why do we remember?		Is it wrong to be rich?		What are the 5 pillars of Islam?	

KS2 Adaptive Teaching ideas

Sensitivities

- Some concepts may still be abstract and new ones may add to the cognitive overload.
- Children may be more familiar with their own 'self' and ideas related to themselves and family
- Recording / writing may still be difficult- consider this at the outset for success
- For some SEND children, learning questions may still be able to be answered but how this is achieved may look different.
- Some children may have expert knowledge if learning relates to them. Plan for this to enable them success
- Consider any sensory issues
- Some children will require parallel activities not within these adaptations
- When assessing, give children a chance to show what they know using alternative materials/ means or provision where necessary.

Adaptations for including children in discussions

- Pair children according to need
- Use 'think, pair share' to allow children time to think, discuss their ideas
- Plan questions in advance. Consider using blanks level questions (select type depending on need)
- Consider allocating roles in a discussion to keep children focused.
- Plan carefully for transition times between discussions. Prepare children for this using visual prompts or warnings.
- Where needed, adults to have visual prompts with child/ children they are working with as well as class teacher.

Strategies

- Use videos and real-life experiences (photos of children in your class). Use other children as experts.
- Use real objects allowing children to handle (where possible)
- Use simplified language when discussing ideas/concepts
- Begin to reflect on prior learning to make links and connections.
- Consider how writing may be a barrier to success and plan independent tasks carefully. Identify the 'RE learning' you want to take place and plan activities for success.
- Make use of workshops/ visits/ visitors where possible.
- Use pictures and symbols to make Learning Questions clear and visual.
- Try and ensure tasks are interesting and engaging and incorporate a wide range of leaners needs (visual, kinaesthetic, multisensory for example)
- Teach in small chunks . All learning questions may not be achieved in each lesson.

Adapted outcomes

- Use some key vocabulary functionally
- May be able to discuss things that they have experience of related to themselves.
- Identify objects and artefacts using pictures/ continual visual aids as a prompt
- Take part in some activities which support learning
- Unable to relate to abstract concepts such as faith, friendship, belief
- Unable to transcribe at a level which reflects their understanding
- Learning should remaining challenging but adaptions should be made (where needed) to make outcomes achievable
- Verbal feedback should be considered where understanding might be a challenge
- Take into account children's variety of responses (verbal, group work) when assessing against any learning criteria.

Teaching Vocabulary

- Select essential vocabulary for children to learn
- Where possible, pre teach vocabulary and revisit where possible
- Have vocabulary accompanied by an image, displayed around the class. Consider using real images as opposed to cartoons
- Teach new words in context.
- Play games to reinforce learning of a new word in a fun way.
- Use word trees to build vocabulary and reinforce over time.
- Use mind maps to revisit prior learning and connect ideas and concepts
- Use word mats which show key vocabulary with pictures. Try and keep the pictures used consistent with those used in any teaching or resource.
- Label resources to support.

Adaptive teaching

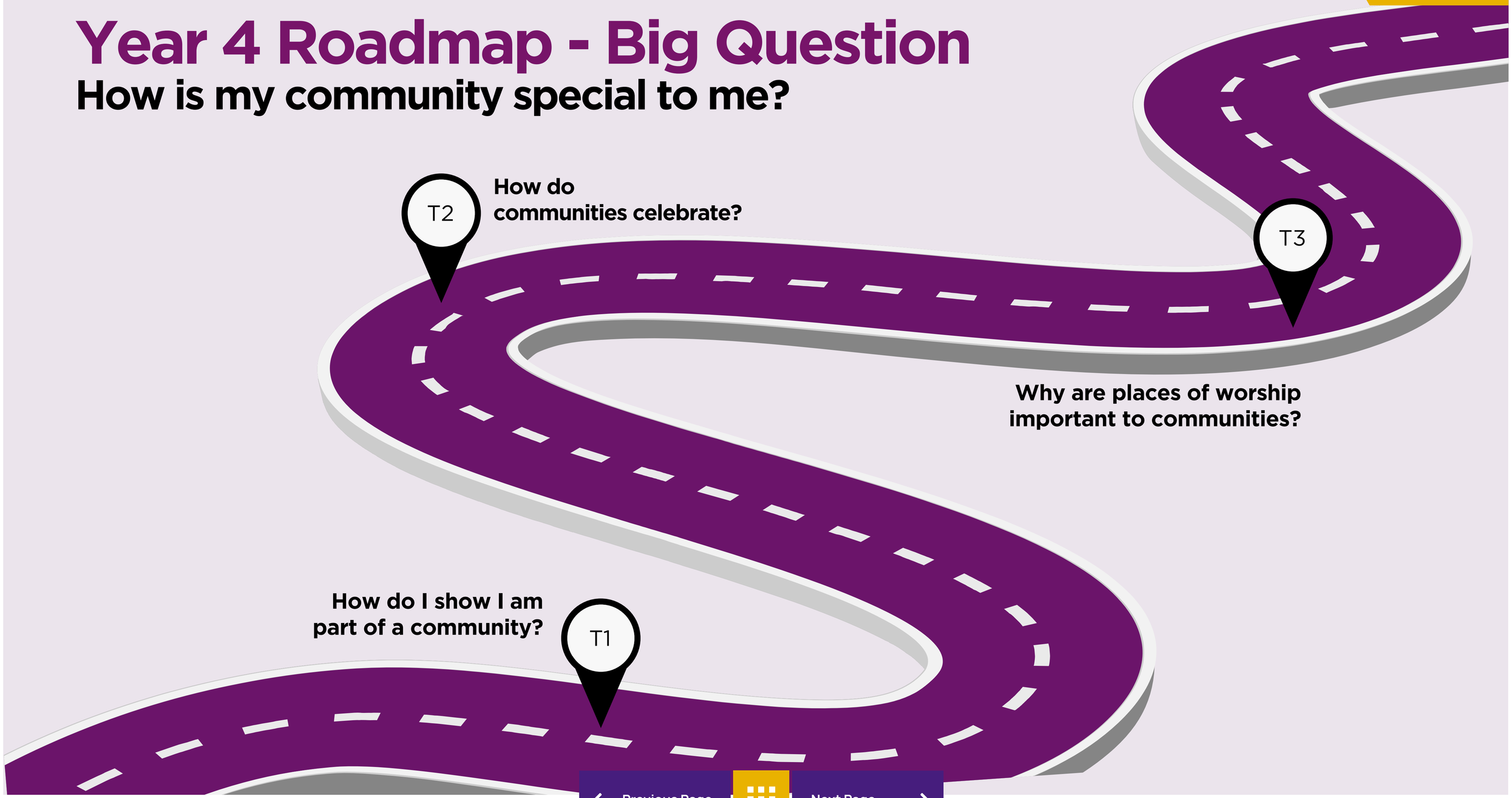
- Consider ICT, for children to create presentations etc as an alternative to writing
- Adapt how children show understanding– discussion/ drawing/ annotations etc.
- Avoid using lots of different types of questions during discussions
- Use pictures/images on resources as a prompt.
- Incorporate drama/ roleplay/art where appropriate
- Use a range of mixed peers/ near peers and group tasks as well as individual tasks
- Where possible, use local references and photos of things they may be familiar with
- Pupil made videos to show learning for some children where writing is a barrier.

Further help

- Including children with SEN in RE
- Including pupils with SEN and/or disabilities in primary RE (ioe.ac.uk)
- For a range of games/ clips LGfL Home
- LGFL BBC Bitesize for clips Blanks level s of questioning BBC teach.

Year 4 Roadmap - Big Question

How is my community special to me?



Year 4 - Autumn Term - How is my community special to me?

How do I show I'm part of a community?

What a child needs to know and remember by the end of the unit:

- That members of faith groups follow guidelines set out in their religious books and writings.
- That members of different religions believe it is important to follow the guidelines for their community.
- Members of different religions follow the guidelines because they believe it is what God requires of them.

What a child should be able to do:

(Assessment)

- Know that the religions they have studied have rules for the believers to follow.
- Be able to outline the rules each religion follows.
- To explain why many religions have rules.

Prior knowledge

- 5 Pillars of Islam Y1&Y3

Specific Vocabulary:

- Eightfold
- Precept
- Khalsa

Key words:

- Community
- Noble
- Symbolism
- Commandment

Questions to consider:

(each question can take up to 2 lessons except for 1st and last)

What helps us to make the right choices and live a good life?

What is the meaning behind the 5 precepts for Buddhists?

Why is the Noble eightfold path important to Buddhists?

Why are the 5 Pillars of Islam significant to so many Muslims?

What is the Symbolism of the 5k's of Sikhism?

How do the 10 commandments give a sense of belonging for Christians and Jewish people?

Bringing it all together: What similarities and differences?

Sensitivities

Different communities demonstrate community in slightly different ways

British Values Addressed

Rule of law

School Values Addressed

Respect

AT2

How do we show we belong to a group? Why do people fast, wear distinctive dress, follow certain

Core Concept

Each Religion has rules they follow to keep them focussed and closer to God

Scheme of learning

Year 4 - Autumn Term
How do I show I'm part of a community?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What helps us to make the right choices and live a good life?	To understand that society cannot work without some rules. All communities have rules to live by.	• How does it feel to be part of a group? • What do we use to guide us? • What is the purpose of rules? • Why do we follow them? • What do we use to remind us to follow these? • Why are rules important	Discuss what would happen if we didn't have rules Think of the class rules, are they important to everyone? where do the rules for living in the community come from?	List the people that help make rules for us to live together. Give examples of things that make you happy or Sad. Does having a 'code' to live by help to keep us happy?	Community
What is the meaning behind the 5 precepts for Buddhists?	5 Precepts (Think of as a training principle) Refrain from taking life. Not killing any living being. … Refrain from taking what is not given. Not stealing from anyone. Refrain from the misuse of the senses. Not having too much sensual pleasure. … Refrain from wrong speech. … Refrain from intoxicants that cloud the mind.	• How are the 5 precepts similar to what you believe? • Why might these things be important to Buddhist? • While Buddhists do not believe in a God how are these precepts similar to other religions? • What is Karma?	Ask pupils to order these precepts according to which they feel are the most important and explain why? Does everyone hold the same value for each precept? Give various scenarios thinking of the consequences for each i.e. borrowing a book and giving it back broken. Being late for a trip and not being able to go…	Make a list of your own 5 important rules to be a good human	Precept Principle Misuse

Scheme of learning

Year 4 - Autumn Term
How do I show I'm part of a community?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Why is the Noble eightfold path important to Buddhists?	Noble Eightfold Path (Watering the seeds of happiness) Right Thought Right Understanding Right Speech Right Actions Right Livelihood Right Effort Right Mindfulness Right Concentration	• The Buddha thought of these as a path to enlightenment do you agree it is a path to follow?	Go through the Noble eightfold path with pupils- do they understand each step? Sort the Rights into 3 groups- Wisdom Morality/Ethics Concentration	Draw examples to illustrate the path Select one and explore in detail- eg Right Living think of 5 jobs you could do to show this and think of jobs that should be avoided.	Noble eightfold Path Mindfulness livelihood
Why are the 5 Pillars of Islam significant to so many Muslims?	5 Pillars Profession of Faith (Shahada). The belief that "There is no god but God, and Muhammed is the Messenger of God" is central to Islam. … TAUGHT IN YEAR 3 Prayer (salah). Muslims pray facing Mecca five times a day: at dawn, noon, mid-afternoon, sunset, and after dark. … MORE DETAIL IN UNIT OF "How do people communicate with God" Alms (zakat). … Fasting (sawm). … Pilgrimage (hajj). TAUGHT IN MORE DETAIL in Year 6 unit	• What is a Pillar? • Why are they important? • What does it mean to give? • Why do people fast and what does that mean?	Look at pictures of the 5 pillars of Islam. Talk briefly about what each pillar stands for Watch the video	Practical using pillars of some sort (rolled paper, Lego, etc. Hold a couple of books. What happens when you slowly remove some of the base? Doesn't hold as much isn't as strong. How is this significant to the |Muslim faith? 5 Pillars activity in resources The 5 Pillars of Islam - BBC Teach https://www.bbc.co.uk/teach/school-radio/articles/zvvvp4j	Shahadah Salah Zakat Sawm Hajj

Scheme of learning

Year 4 - Autumn Term
How do I show I'm part of a community?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is the Symbolism of the 5k's of Sikhism?	A Sikh member of the Khalsa (initiated into the community of Sikhs) wears the 5K's to show they belong. Kesh: The word means simply "hair" and as a Sikh vow refers to uncut hair. This is why a Sikh will wear a turban- to keep the long hair tidy Kirpan: A short sword or knife. Kara: A steel wristband. Kangha: A wooden comb worn in the hair knot. Kachera: Shorts, worn as an undergarment Members of the Khalsa take the name Singh for men and women are called Kaur	• What symbols do we wear to show we belong to a group? Why are they important? • How might a Sikh still show they belong if they couldn't by law wear a Kirpan? • Do other faiths or beliefs have symbolic dress?	**Discuss what pupils wear to show they belong eg school uniform, uniform for Brownies/cubs etc** The Sikh 5 Ks are like a uniform in some ways: but they express beliefs. After pupils have seen the video below ask them to connect up Sikh beliefs to the different items Khalsa Sikhs wear: 1. God has no end, no beginning and we are all connected to God.2. It's good to be modest.3. Only fight to defend the weak.4. God gives us gifts, and we should accept them thankfully.5. Neat and tidy, clean and calm, that is how to come to God. Ask pupils if they agree or disagree with these beliefs. You could start a class discussion about how the symbolic dress of the 5 Ks is linked to deep beliefs. What deep beliefs do pupils express through what they do?	Ask pupils if they agree or disagree with these beliefs have a discussion on how the symbolic dress of the 5 Ks is linked to deep beliefs. What deep beliefs do pupils express through what they do? Look at the 5 Ks (available from St James the Great Thornton Heath) Religious Studies KS2: The Five Ks of Sikhism - BBC Teach https://www.bbc.co.uk/teach/class-clips-video/articles/znbhf4j	Khalsa Kesh Kirpan Kara Kangha Kachera Initiation

Scheme of learning

Year 4 - Autumn Term
How do I show I'm part of a community?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
How do the 10 commandments give a sense of belonging for Christian and Jewish people?	The 10 commandments were given to Moses they are written in the Torah and also in the Bible. Jesus followed the 10 commandments and then gave Disciples a further commandment to love one another.	• Why do you think the 10 commandments are followed by people from two different religions?	The 10 Commandments make the basis of the Laws in Great Britain. Do they link to the British Values looked at in week	How can we make rules more positive and desirable to follow i.e. don't run! =Please walk. No hitting= Use kind hands and feet Can you write the 10 commandments as positive injunctions without saying Do Not?	Commandments Torah
Bringing it all together **What similarities and differences?**	What are the similarities between the rules for different communities you have looked at?	• How do I show I am part of a community?	Discuss what has been learned, have they learned anything new. Are there noticeable similarities or differences between the rules and ways to show community that we have looked at?	Design a logo or uniform or badge to show that you belong to your school	

Glossary

Year 4 - Autumn Term
How do I show I'm part of a community?

Noble eightfold Path	The middle way - an approach to eradicating suffering
Precept	To regulate behaviour or thought
Shahadah **Salah** **Zakat** **Sawm** **Hajj**	The Five Pillars of Islam Zakat is charitable giving and Sawm is fasting
Khalsa	The community of initiated Sikhs the actual meaning is 'Pure'
Kesh **Kirpan** **Kara** **Kangha** **Kachera**	Kesh to keep hair tidy Kirpan a ceremonial sword Kara a silver braclet put on and never taken off Khanga small wooden comb Kachera an undergarment introduced by Guru Gobind Singh

Assessment Opportunity

- Know that the religions they have studied have rules for the believers to follow.
- Be able to outline the rules each religion follows.
- To explain why many religions have rules.



Spring Term: How do communities celebrate?

The festivals of Rosh Hashanah and Bandi Chor are festivals that fall in the Autumn Term. However, they are included in this Spring unit on why do people celebrate. Ramadan and Eid move backwards through the year and will take place in the Spring term for several years from 2024.





Year 4 - Spring Term - How is my community special to me?

How do communities celebrate?

What a child needs to know and remember by the end of the unit:

- That faith communities have celebrations for a number of reasons
- That celebrating a festival with others strengthens a community
- That Easter is the most important Christian festival.

What a child should be able to do: (Assessment)

- Talk about different celebrations that people of different faiths take part in.
- Understand how taking part can strengthen the feeling of community.

Background knowledge for teachers:

- Navratri and Bandi Chor and Rosh Hashanah are celebrated in the Autumn
- Holi, Baisakhi and Easter are Spring festivals
- Ramadan and Eid celebrations move backwards through the year by 12 days each year.
- Many of these festival dates are dictated by the movement/sighting of the moon

Specific Vocabulary:

- Ramadan, Eid-ul-Fitr, Holi, , Holy Week, Passover, Pesach, Rosh Hashanah, Yom Kippur, Amritsar, Bandi Chor, Vaisakhi, Wesak

Key words:

- Celebration
- Community
- Festival

Questions to consider:

What is a celebration? Why do we Celebrate?
What happens at Ramadan and who takes part?
What is Eid-ul-Fitr?
Why is Holi an important festival for Hindus?
What is the Festival of Rosh Hashanah?
What is Bandi Chor and what does it celebrate?
What happens at the festival of Baisakhi?
Why is Wesak an important celebration to Buddhists?
Why is Navratri an important festival for Hindu people? What is Pesach? Why is it significant to Jewish people?
Why is the Holy week of Easter a significant time for Christians?
What have we found out about festivals and celebrations?

Prior knowledge

- People of faith have special festivals/

Sensitivities

Different communities demonstrate community in slightly different ways

British Values Addressed

Respect for others

Tolerance

School Values Addressed

Kindness

Respect

AT2

What is a celebration? What do we gain from holding a festival? What do you do when it is a celebration or festival time? How have you remembered a special time?

Core Concept

Belonging, celebration and commitment.

Scheme of learning

Year 4 - Spring Term
How do communities celebrate?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is a celebration? **Why do we Celebrate?**	Celebrations are held by all humans for marking a special event or happening	• What is a celebration/ Festival? • What do you celebrate? • Why do we celebrate different events? • How does celebrating make you feel part of a community?	Discuss the questions. Talk about community celebrations and how they make people feel.	Draw a spider diagram of the communities you belong to and how you show your connection. Put in the annual celebrations you join in with	
What happens in Ramadan and who takes part?	Ramadan is the ninth lunar month of the Islamic calendar. Ramadan starts on a slightly different date every year, depending on the position of the moon. During Ramadan, Muslims should not eat or drink between sunrise and sunset. Fasting (sawm) is one of the Five Pillars of Islam. Children, ladies who are pregnant and people who are ill or elderly do not have to fast. Ramadan usually lasts for 30 days, but it can also be 29 days. Time for prayer and good deeds. Ramadan is a time for re-devoting yourself to God. Muslims have 2 meals just before dawn (SUHOOR) and one directly after sunset (IFTAR) Time for prayer and good deeds	• Does fasting make us stronger? • What does it mean to be disciplined? • What makes it hard to go without something? • What would you find difficult to give up? • Is this similar to the Christian celebration of Lent?	Consider the questions and discuss Discuss the importance of Sawm (Fasting) one of the 5 Pillars of Islam. Discuss the challenges facing Muslims at work and school during Ramadan	Draw/write about something you would give up and discuss how it would make you feel to give up something for that long? Write an explanation of why Sawm is so important to Muslims What is Ramadan and when does Ramadan happen? - BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zpdtsbk/articles/zjc2bdm https://www.bbc.co.uk/newsround/23286976	Commitment Ramadan Discipline Sawm fasting

Scheme of learning

Year 4 - Spring Term
How do communities celebrate?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is Eid ul-Fitr?	Celebrated by Muslims when Ramadan finishes Falls on the first day of Shawwal in the Islamic calendar which is different by 19 days yearly.	• How would you feel at the end of giving something up for 30 days? • What would you do?	Why do people go to special places to worship? 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?	Design a leaflet explaining what happens during Ramadan Investigate a range of Id cards to identify common practices - what is important about these cards? Ramadan and Eid - BBC Teach: https://www.bbc.co.uk/teach/school-radio/articles/z7bt7yc	Noble eightfold Path Mindfulness livelihood
Why is Holi an important festival for Hindus?	Celebrated in March and marks the beginning of spring, new life. Coloured powder and water are thrown at each other 2-day festival that began in India Celebrates the Hindu God Krishna and the Legend of Holika and Prahlad (symbolizes good overcoming evil)	• What Hindu celebration do you already know about? Diwali (ks1)	Recap Diwali briefly. Show the video. Tell the story of Holika and Prahlad (in the resources tab) It is said the spirit of Holi encourages the feeling of brotherhood in society and even enemies turn friends on this day. People of all communities and even differing religions participate in this joyous and colourful festival and in doing so strengthen the secular fabric of the nation.	Do some art activities with colourful paints. How can colour express religious feelings and ideas? Look at how colour is used by different faiths to express religious feelings and ideas: for example, in stained glass windows or Buddhist mandalas. Look at examples of Indian artefacts, Krishna is always represented with blue skin and other deities are very colourful. Mix powder paints with students and paint pictures of bonfires or of people with painted faces. Holi - BBC Teach: https://www.bbc.co.uk/teach/school-radio/articles/zqxtqfr Story connected with Holi in Resources	Holi Mandala

Scheme of learning

Year 4 - Spring Term
How do communities celebrate?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is the Festival of Rosh Hashanah?	Means “Head of the year” Jewish New year follow the Hebrew calendar 2 days long in September Symbolises the creation of the world and marks making a fresh start People reflect on the past year and ask for forgiveness for any wrong they feel they have done. A time of Judgement where God balances out good and bad acts and decides what the next year will have in store for them. Apples dipped in honey are eaten as a symbol of the sweet New Year that each Jewish person hopes lies ahead. Hallah (or Challah) bread in a round loaf symbolises a circle of life and of the year. pomegranate on the table because of a tradition that pomegranates have 613 seeds, one for each of the commandments.	• What is the most important thing in my life? • What are the most meaningful and important things I have achieved in the last year? What do I hope to achieve over the coming year?	Discuss the concept of new Year and starting with a clean slate. Ask the pupils the questions and get them to write their answers- these can be looked back on at the end of Year 4 and see if they were correct.	Draw label and explain some of the “Symbols” of Rosh Hashanah i.e. pomegranate, apples and honey, Hallah. Make a poster inviting someone to Rosh Hashanah celebrations. Include key facts so people know what to expect Rosh Hashanah: What is it? How is it celebrated? What do you eat and why? BBC Newsround https://www.bbc.co.uk/newsround/29363650	Rosh Hashanah Pomegranate New Year

Scheme of learning

Year 4 - Spring Term
How do communities celebrate?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is Bandi Chor and what does it celebrate?	Also called “Day of Liberation” “Prisoner Release Day” Takes place remember Guru Hargobind (6th Guru” was released from prison) and freed 52 Hindu princes who were also in prison. “The Emperor Jahangir, said that those who clung to the Guru’s coat would be able to go free. This was meant to limit the number of prisoners who could be released. However, Guru Hargobind had a coat made with 52 tassels attached to it so that all of the princes could leave prison with him” Reminds Sikhs of freedom and Human Rights Celebrated on the same day as Diwali but is a different celebration. Sikhs dress up in traditional attire and wearing beautiful turbans and swords before going to the Gurdwara to light candles, eat in the Langar and have Prashad (sweet dish)	• 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 is Amritsar a a place of pilgrimage?	Show the Little Sikhs video . Discuss the kindness of the Guru who would not leave his prison without the other princes.	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. Interview a Sikh visiting speaker to find out what happens at Bandi Chor in the Croydon Gurdwara. Write a newspaper article about how the Princes and the Guru got free. Diwali and Bandi Chhor Divas2020: How do young people in the UK celebrate? - BBC Bitesize: https://www.bbc.co.uk/bitesize/articles/zw7n6g8 https://www.bing.com/videos/riverview/	Bandi Chor Amritsar Guru Langar prashad

Scheme of learning

Year 4 - Spring Term
How do communities celebrate?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What happens at the festival Vaisakhi?	Vaisakhi is one of the most important dates in the Sikh calendar. Vaisakhi is a spring festival which happens on the 13 or 14 April every year. It is a day to celebrate 1699 - the year when Sikhism was born as a collective faith. At the festival, Guru Gobind Singh came out of a tent carrying a sword and said that any Sikh prepared to give his life for his faith should come into the tent, 5 men dared to go, and they became known as Panj Pyare or the 'Beloved Five' - and they were to be the first members of the Khalsa. Sikhs go to Gurdwara to worship and the flag, called the Nishan Sahib displaying the Sikh emblem, is renewed on this day in a special ceremony, people enjoy parades and special processions through the streets called nagar kirtans. Many Sikhs are baptised into the Khalsa	• Why did the Guru think it was important to have this festival and ceremonies? • Why is the flag renewed on the day of this festival? • What did the 5 brave men think when they went into the tent?	Discuss the questions. Show one of the videos that explain Vaisakhi.	Find out about the first Vaisakhi. Interview the crowd at Vaisakhi to show media reaction. Write a newspaper article as if you were one of the crowd at Vaisakhi. Role play two people from the crowd meeting up years after the event. What is Vaisakhi? - BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zsjpyrd/articles/z6qqy9q Religious Studies KS2: Vaisakhi - BBC Teach: https://www.bbc.co.uk/teach/class-clips-video/articles/z6s2t39 What is Vaisakhi, or Baisakhi and how is it celebrated? - BBC Newsround: https://www.bbc.co.uk/newsround/43737417	Panj Pyare Khalsa

Scheme of learning

Year 4 - Spring Term
How do communities celebrate?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Why is Wesak an important celebration to Buddhists?	Also known as Buddha day celebrated on the first full moon day in May to remember primarily the enlightenment of Buddha (sometimes his birth and death are incorporated). Seen as a fresh start, Buddhists clean and decorate their homes with flowers and lanterns. In traditions with monks, they may provide food and other offerings. Traditions with Buddha statues they may wash them and dress them with saffron robes.	• Can children think of any other festivals that celebrate the births or death of the founders of other faiths or key characters? • Light is used as the symbol of enlightenment in this festival. What other concepts might light symbolise?	Tell the story of the Buddha. The 5 precepts are remembered during this festival which are: Not harming any living beings. Not taking what does not belong to you Not being greedy. Not telling lies or speaking unkindly. Not clouding the mind with drink or drugs Talk about these rules for living and recall the rules for living known from other faiths.	The theme of compassion and love are central to the religion of Buddhism. Children could listen to the story of Prince Siddartha and act out some of it. Thinking about light- pupils could make lanterns to recall Buddhas enlightenment. What is Wesak? - BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zh4mrj6/articles/zbsp92p The story of Prince Siddhartha in Resources Information on Wesak Resources	Wesak Precepts Enlightenment Prince Siddhartha The Buddha

Scheme of learning

Year 4 - Spring Term
How do communities celebrate?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Why is Navratri an important festival for Hindu people?	Navratri (nine nights) is one of the greatest Hindu festivals held in the Autumn. It symbolises the triumph of good over evil. During this period Durga, Lakshmi and Saraswati are worshipped. The festival is dedicated to Durga, the mother goddess who also represents power. Durga annihilated the demon Mahishasura after a relentless battle lasting nine days and nights. Taking part in a community festival strengthens the feeling of belonging.	• Why do Hindu families visit their mother during the festival? • During Navaratri, some devotees of Durga observe a fast and prayers are offered for the protection of health and property. A period of introspection and purification, Navaratri is traditionally an auspicious time for starting new ventures. What other festivals have a fast?	Bring in someone to teach some Hindu dancing -dancing is a big part of this 9 day festival. Tell the story of the fight between Durga and the demon. (In the resources tab) What is the important message behind the stories of Navratri and Holi festivals? -They illustrate the power of Good over Evil.	Drama of the story of Navratri Comic strip/story board Paint/draw a version of Durga Design a Puja-thalis or aartis which are decorated plates in honour of the mother goddess, Amba (Ambika). BBC - Religions - Hinduism: Navaratri (Navratri): https://www.bbc.co.uk/religion/religions/hinduism/holydays/navaratri.shtml Story of Navratri in the Resources tab Navratri 2023: When is the festival and what is it all about? - BBC Newsround: https://www.bbc.co.uk/newsround/58830825	Nav =nine Ratri means nights Durga is the Goddess of Power

Scheme of learning

Year 4 - Spring Term
How do communities celebrate?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is Pesach? **Why is it significant to Jewish people?**	• Pesach is Passover in Hebrew • Story of when Moses asked Pharaoh to free the Israelites from slavery. God sent plagues the last of which was the first-born child in Egyptian families being killed by the angel of death. God told Moses to tell the Israelites to paint lamb's blood on their doorposts. This way, the angel would know that Jewish people lived there. It would pass over that house and not kill the first-born child. • Have a special meal Seder plate A lamb bone - This symbolises the sacrifice and blood from the lamb used on the doorposts • A roasted egg - This is a symbol of sacrifice, but also of the Israelites' determination when they were going through such a difficult time, as the cooked egg is hard. A green vegetable to dip in salt water - The green vegetable is a reference to new life, while the salt water symbolises the Israelite slaves' tears • Bitter herbs, often horseradish - This symbolises the bitter suffering that the Israelites had to go through • Charoset (a paste of chopped apples, walnuts and wine) - This is a symbol of the material used by the Israelites to make bricks while they were working as slaves. Eat flat bread that hasn't risen because they had to leave so quickly bread didn't have time to rise.	• Look at a child's Haggadah and think about the questions that are asked every year.	Recap what the pupils remember about Moses from KS1. Research the ways Passover is celebrated and why so important for Jewish culture. What is the importance of Passover to modern day Jews	Make a Seder plate of food with labels. Research the symbolism of the foods What is Passover? - BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zn22382 Seder plates can be borrowed from St James the Great Primary school in Windsor Rd Thornton Heath	Pesach Plagues Seder plate charoset

Scheme of learning

Year 4 - Spring Term
How do communities celebrate?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Why is the Holy week of Easter a significant time for Christian?	• Palm Sunday is the Sunday before Easter Sunday. It is the first day of Holy Week and celebrates Jesus's arrival in Jerusalem riding on a donkey. Crowds of people came out of the city to greet him, throwing down palm branches on the road. • Maundy Thursday Christians remember when Jesus ate the Passover meal with his disciples, breaking bread and drinking wine. Christians refer to this meal as the Last Supper and Good Friday is the Friday before Easter Sunday. It commemorates the execution of Jesus by crucifixion. Good Friday is a day of mourning in church • Easter Sunday marks Jesus's resurrection. • Easter is the most important festival in the Christian calendar. It celebrates Jesus rising from the dead, three days after he was crucified.	• When we get together to mark an occasion is it always a happy one? (funeral).	Show the video What is Easter? When is Easter 2024? - BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6 Talk about the key facts – why did People praise him on Palm Sunday and call for his execution on Good Friday.	Many non-Christians think Christmas is the most important Christian celebration write a story about why Easter is the most important. What has Jesus said/done that was good/not good? Look for evidence in the children's Bibles (Luke Ch 4, v40) (Luke Ch 5, v17) Healing the sick (John Ch.11) Raising Lazarus from the dead (Matthew Ch13) (John Ch14, v23) (Mark Ch 12, v31) Teaching parables and about Love What is Easter? When is Easter 2024? - BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6	Palm Sunday Maundy Thursday Good Friday

Scheme of learning

Year 4 - Spring Term
How do communities celebrate?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What have we found out about festivals and celebrations?	• Festivals often celebrate the birth or death of the founder of a religion. • Also concepts such as the power of good over evil, thankfulness and starting a new year are celebrated.	• What can we learn from celebrations? • How can they make us feel as a community? • Why is it important to observe these days? • Can people who don't have a faith, still join in with celebrations? • How would you feel if your celebration had to be cancelled?	Is there any common thread for all of these festivals? Debate — Should festivals be time off school/work	Recall the festivals learned this term and answer the questions on your learning.	

Glossary

Year 4 - Spring Term
How do communities celebrate?

Amritsar **Guru** **Langar** **prashad** **Panj Pyare**	The Sikh Holy City The leaders or teachers of Sikhi Langar is the community kitchen serving food to all in the Gurdwara Prashad Blessed food given at the end of every service The Beloved Five
Precepts	Rules
Seder	A religious meal

Assessment Opportunity

- That faith communities have celebrations for a number of reasons
- Talk about different celebrations that people of different faiths take part in.
- Understand how taking part can strengthen the feeling of community.



Year 4 - Summer Term - How is my community special to me?

Why are Places of Worship important to Community?

What a child needs to know and remember by the end of the unit:

- That worship can take place in special buildings and also the home.
- That many activities take place in community buildings – food, education, meetings, social activities.
- The role of leaders of religious groups.

What a child should be able to do: (Assessment)

- Name some of the places of worship in the local area.
- Explain what happens in those places of worship.
- Describe how places of worship contribute to the community.

Background knowledge for teachers:

- This unit would be a good time to go on a visit to at least one place of worship or two which could be compared. Pupils will probably have visited the local church in KS1.
- Pictures of places of worship in Croydon can be found in the Resources tab.

Specific Vocabulary:

- Church, Mandir, Temple
- Mosque, Vihara, Gurdwara, Synagogue

Key words:

- Langar

Prior knowledge

- Children learned about Church, Mosque, Temple and Synagogue in KS1.

Sensitivities

Respect for different places of worship

Questions to consider:

Are places of worship important to people?

What might you find in the home of someone who followed a faith?

What are some distinctive features and their purpose in a place of worship?

What other activities happen in a place of worship?

What is the role of the 'leader' in a place of worship?

Why are places of worship important to the community?

British Values Addressed

Mutual respect

Tolerance

School Values Addressed

Respect

AT2

Does going to a place of worship make someone religious?

What are places of special importance?

Is there a difference between a place to be alone and think and a place to share with others?

Core Concept

Continue to learn about places of worship and consider their place in the community focussed and closer to God.

Scheme of learning

Year 4 - Summer Term
Why are Places of Worship important to Community?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Are places of worship important to people?	Some followers of different faiths practise their faith at home in different ways. A place of worship is a structure or space where people come to perform acts of devotion, veneration, or religious study. It can be a building designed for this purpose, such as a church, temple, mosque, synagogue, etc., or a consecrated area, such as a shrine, altar, or sacred grove.	• Does going to a place of worship make someone religious? • Do people who are Humanist or from other world views have a place to gather together?	Ask the suggested questions. Discuss what is different about a place of worship from, for instance, The Fairfield Halls or Crystal Palace Football ground.	Make a mind map of everything they already know about different places of worship. (This was a unit in year 1) This can be used to assess learning at the end of the unit. **(Teachers- plan a visit to at least one place of worship this term)**	Church, Mandir, Temple, Mosque, Vihara, Gurdwara, Synagogue
What might you find in the home of someone who followed a faith?	In Judaism the home is important -Shabbat from Friday night to Saturday night is celebrated in the home.(studied previously) A mezuzah can be seen around an orthodox Jewish home. At the least you would find Prayer mats and calligraphy in a Muslim home, crosses and religious pictures in a Christian Home, home shrines in a Hindu and Buddhist home, the 5Ks in a Sikh home.	• Have you got a special place in your home? • What are places of special importance? • Is there a difference between a place to be alone and think and a place to share with others?	Get pupils to think of things that could be in a house to show that someone followed a faith. Think about community spaces -what does a community need? Discuss Is it necessary to have to go to a place of worship to talk to God?	Make a table of things you might find in homes of people of faith. Make a list of the spaces/buildings that a community needs.	Community Shabbat Mezuzah calligraphy

Scheme of learning

Year 4 - Summer Term
Why are Places of Worship important to Community?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Several lessons: **What are some distinctive features and their purpose in a place of worship?**	Churches are to be found all around Croydon. There are many different denominations of church. In Croydon there are also many Mosques, a Synagogue, a Gurdwara, some Buddhist Viharas and some Hindu Temples.	• What are the important items that you can find in a place of worship? • Why are these sacred to followers of faith?	Discuss the many different places of worship to be found in Croydon. Can pupils think of/remember the most important items to be found in each one? Write in a silhouette outline all the activities that happen in a place of worship of your choice. Mosque/ church/Synagogue etc.	Make a list of sacred items that pupils have thought of. Show some artefacts if possible. Silhouette shapes of places of worship A visit to one or two places of worship (look at the photographs of places of worship in Croydon)	Services Prayers Singing Meditating listening
What other activities happen in a place of worship?	A Mosque and a Gurdwara are particularly seen as community centres as well as places of worship. Different activities also take place in Temples and in churches and their halls.	• What activities can pupils think of that happen in places of worship? • What would happen if these community hubs were not there? Where could people meet to do activities?	Discuss the questions to consider where all the clubs would meet. The Gurdwara is open all day and evening and can feed hungry people who turn up, the people from the Mosques and Churches also provide food and shelter - what would happen to those people if the buildings and the community were not there?	Think about and answer the questions What different sorts of activities take place in a place of worship- list all the ideas you have.	Langar

Scheme of learning

Year 4 - Summer Term
Why are Places of Worship important to Community?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is the role of the 'leader' in a place of worship	Places of worship often have designated leaders such as priests, ministers, imams, rabbis, or monks who guide the religious activities and provide spiritual guidance. They also serve as centres for religious education and learning for followers of the faith.	• Why can't someone just say they are a Priest/ Imam/Rabbi etc.? • What is a calling? A Vocation?	Discuss the sort of things that a Rabbi or Priest has to do in worship and in the community. If you were building a place of worship who and what would you need? Ask a local leader from a faith community to come to school and talk to the pupils about their work.	Write a day in the life of… .. or a job description for one of the religious leaders from a place of worship. Or write a list of questions you would ask one of the religious leaders from a place of worship.	Priests, vicar, Guru, Ministers, Imams, Rabbi
Why are places of worship important to the community?	The buildings that the faith communities have are also used by the general community in many cases for hobby activities, hired for parties, used for the elderly to get together and so on.	• Have you found out why the leader in a place of worship is important? • What happens in a church when the Vicar changes? • How can you find out the sort of activities that take place in local places of worship?	Recap the learning from this unit with the pupils. Do they think that places of worship are important or not? Why? Look at the original mind maps from lesson 1- are there other ideas that can be added to give a picture of these places in the community.	Devise a leaflet which could be given out at the Tourist Board explaining about a local place of worship. Make a Venn diagram of what happens in the different places of worship- what are the overlapping similarities and the differences	

Glossary

Year 4 - Summer Term
Why are Places of Worship important to Community?

Church **Mandir** **Temple** **Mosque** **Vihara** **Gurdwara** **Synagogue** **Community**	Places of worship. All can be found in the community of Croydon
Shabbat	A ritual that takes place in a Jewish home on Friday Night
Mezuzah	A container attached to the doorposts of Jewish homes which holds a reminder of God's love
calligraphy	Beautiful, stylized writing used for Islamic tracts
Langar	The Kitchen/Food served at the Gurdwara to whoever is there
Priests **Vicar** **Guru** **Ministers** **Imams** **Rabbi**	The names for the different leaders in places of worship

Assessment Opportunity

- Name some of the places of worship in the local area.
- Explain what happens in those places of worship.
- Describe how places of worship contribute to the community.



Resources appendix

Year 4 - Autumn Term

- The 5 Pillars of Islam
- Navratri

Year 4 - Spring Term

- Hindu Festival of Holi
- The Story of Budda
- Wesak

Year 4 - Summer Term

- Job description of a Vicar

Year 4 - Autumn Term

The 5 Pillars of Islam

The Muslim religion is like a shelter held up by five pillars. They are called:

Shahadah, the declaration of faith

Salah, prayers which are said 5 times a day

Zakat, giving and the purification of wealth

Sawm, fasting from dawn to dusk during Ramadan

Hajj, a pilgrimage to the Holy city of Makkah at least once

Draw a picture of the five pillars with their correct name and use the 'bricks' below to fill in the pillars.

See if you can make up some more examples of how your life might be affected by following the five pillar

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

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

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 Muhammed 's name.

When we give charity we are being helped too.

It makes us realise all wealth belongs to Allah.

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.

In some countries you can paint your house after Hajj.

During this month I try to read the Qu'ran.

Giving charity helps people who are ill or poor.

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

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

Year 4 - Autumn Term

The Story of Navratri

Navratri is a time when Hindus celebrate the goddess Durga for killing the demon, Mahishasura.

A more powerful God, Lord Brahma, had blessed Mahishasura with the gift of immortality because of his dedication to him, which meant he could never die.

However, this gift did come with one condition - the only person who would be able to defeat Mahishasura would be a woman.

Mahishasura didn't think any women would be strong enough to kill him and was happy with the deal.

Over the years, Mahishasura and his men became a powerful force attacking people on Earth and no gods were able to defeat him.

Finally, Lord Brahma, Lord Vishnu and Lord Shiva - the three most powerful Hindu gods - decided to come together and create the goddess Durga, a powerful woman whose job would be to destroy Mahishasura.

The gods equipped the new goddess Durga with lots of weapons before she went into battle with Mahishasura.

Durga fought the demon for 10 days, and it proved quite difficult as he kept changing his form to confuse the goddess. However, when he finally turned into a buffalo, Durga was able to defeat him.

Year 4 - Spring Term

Hindu Festival of Holi

Holi is a famous and very popular Hindu spring festival in Northern India. It celebrates the arrival of spring flowers and when the main crops are almost ready for the spring harvest. The festival lasts anything from three to five days and is known as the festival of colour.

Holi usually begins with the lighting of bonfires which have been built by everyone. People light their household fires, and then the community fire is kindled by a Brahmin priest. The ripening of the first wheat and barley crop is celebrated by being offered to the fire, and the roasted barley is eaten. The ashes of the fires are marked on the forehead to bring good luck in the year ahead.

After the bonfires comes the throwing of colour. People throw coloured water and red powders over friends or anyone who passes by. It is a happy celebration: everybody dances and has great fun. Processions of floats carrying statues of the gods line the streets.

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. Prahlad was the son of King Hiranyakashyapu. The king wanted everyone in his kingdom to worship him. However, his son, Prahlad refused to and worshipped Lord Vishnu instead.

The king's sister Holika, who was supposed to be immune to fire, tricked her nephew Prahlad into sitting on her lap in a bonfire to destroy him. However, because she was using her powers for evil, the plan failed and Prahlad emerged from the fire unharmed, while his aunt was devoured by the flames. During the festival, people burn the image of Holika as a symbol that good has defeated evil. This is often followed by the burning of rubbish, to show that past wrongdoing is forgiven.

This event is seen to symbolise good overcoming evil and is why traditionally bonfires are lit at Holi. Ashes from Holi bonfires are thought to bring good luck.

Suggested songs: Holi from Festivals (all the year) by Jean Gilbert, published by Oxford University Press.

Year 4 - Spring Term

The Story of The Buddha

The Buddha was born a long time ago - about 2,500 years ago.

The Buddha was not the name he was given at birth. His birth name was Siddhartha Gautama, and he was a Prince. He was born in a part of the world that we now call Nepal (the country that has the highest mountains in the world). Siddhartha's father wanted to protect his son and so Siddhartha grew up in the palace grounds. He never went outside the grounds and had no idea what life was really like for most people. He had a rich and happy life, with everything he could possibly want - food to eat, clothes to wear, and when he was old enough, he married a beautiful girl and they had a son. But still Siddhartha had not seen anything of life outside the palace grounds.

Soon he began to grow bored with his sheltered life and one day he left the palace. Now he began to see the world as it really was. As he rode around, he saw suffering everywhere. He saw an old man who was weak and nearly at the end of his life. He saw a man who was sick and in great pain, and he saw a funeral with the family of the dead man crying around his body. Then Siddhartha came across a holy man, a man who had devoted his life to following God. This man seemed to be happy and peaceful.

These things made Siddhartha think. He went back to the palace, but he couldn't forget what he had seen. He decided he had to go in search of the answer to why there was suffering in the world. On the night before his 29th birthday he left his palace with its riches, beauty and safety.

He went to learn from the famous teachers and religious leaders. They told people to find answers to questions by sitting very still and thinking or meditating. The prince tried to do this, but he didn't find any answers, though it made him better at thinking clearly. So, he decided he must find the truth on his own.

Then he saw some people who had given up everything they owned to try and find the answer to his questions. These people thought that life would be simpler thought if they did not have to worry about things like food, drink, washing and possessions. Then they could concentrate on the answer to the meaning of life rather than be distracted by smaller, less important matters.

They ate and drank very little and owned no possessions. They would sit for hours thinking really hard about some of the questions they wanted answers to. They also tried to stop feeling any pain by lying on beds of nails or standing on their heads for hours.

The prince decided to give this method a go. He ate very little, just a couple of seeds a day and became very thin. As he didn't wash, his hair was so matted and dirty that birds even started to nest in his hair.

Soon he became very ill. Then one day he heard a guitar playing and started to think about what part of the guitar made the beautiful music. He realised that if the strings were too tight they would snap: if they were too loose there would be no sound at all. The beautiful music was made when the string was tightened just right.

The prince realised that if he lived a life of extremes, never washing or eating, or even washing and eating too much, then this could cause him problems. He realised that rather than eat nothing at all he should eat just a little each day.

Soon he felt much better. The other people who never washed and ate very little thought he was weak and had given up the search, but the prince had learnt an important lesson. He hadn't found the answer by living a life of luxury as a prince nor when he lived a hard and painful life. Perhaps there was a middle way.

He travelled on until he came to a great tree. Today we call this tree a Bodhi tree. It's like a fig tree. He sat under this great big tree and began to meditate, that is to think deeply. It was the night of a full moon. After a long time, the truth came to him and discovering the truth gave Siddhartha a feeling of great peacefulness. It was a feeling of release from all the things that had been troubling him. Suddenly he was able to stop thinking about himself and his worries. Siddhartha had become enlightened - he had found truth and so he became known as the Buddha - the enlightened one.

The Buddha learned many things while meditating under the Bodhi tree and he spent the rest of his life teaching people about what he had learned so that they might find peace in their own lives. One of the things he discovered is that very often people make themselves and others unhappy because they are always wanting and needing things. They are tied to the things they need and want, like a dog tied to a tree. The more they want the more they get tied up in knots, like the dog getting tangled in the rope that attaches it to the tree. The Buddha taught his followers about how they could be free of the things that tie them down and how this would give them peace and happiness. He taught them that they could become enlightened too by following his teachings.

Year 4 - Spring Term

WESAK

Wesak, also known as 'Buddha Day', is the most important of the Buddhist festivals. It celebrates the Buddha's birthday, and, for some Buddhists, also marks his enlightenment and death. It is the most important day in the Buddhist calendar.

During Wesak, Buddhists celebrate the life of the Buddha and his teachings. They remember the night of his enlightenment and his insights into his previous lives, as well as his revelations about the nature of death, karma and rebirth, suffering and desire. Wesak is celebrated with great joy and vivid colours. Homes are cleaned and decorated in preparation. Celebrations begin before dawn: Sutras are chanted by monks and devotees throng the temples early in the morning to meditate and take the Five Precepts which are rules on behaviour and how to live.

The five precepts are:

- Not harming any living beings.
- Not taking what does not belong to you
- Not being greedy.
- Not telling lies or speaking unkindly.
- Not clouding the mind with drink or drugs

An extra five precepts followed by some Buddhists, and remembered on Wesak are not to:

- Take substantial food after midday (from noon to dawn)
- dance, sing or listen to or play music
- use garlands, perfumes and personal adornment like jewelery
- use luxurious beds and seats
- accept or hold money, gold or silver

Buddhist monks actually follow 227 precepts. Celebrations vary from one country to another. 'The Bathing of the Buddha' often takes place. Water is poured over the shoulders of statues of the Buddha as a reminder of the need to purify the heart and mind. Offerings are made to the monks and the temples, and may be laid on the altar as a sign of respect for the Buddha and his teachings. Special lectures on the teachings of the Buddha are given, and candle lit processions take place through the streets. In China, traditional elements from Chinese culture, such as dancing dragons, are incorporated into celebrations. In Indonesia, Wesak lanterns are made from paper and wood. Another popular custom in some countries is the release of caged birds, symbolising letting go of troubles and wishing that all beings be well and happy. Buddhists in some parts of the world make origami paper cranes which are used as decorations or sometimes floated down rivers to symbolise the same thing.

Activities

- Can children think of any other festivals that celebrate the births or death of the founders of other faiths or key characters?
- Light is used as the symbol of enlightenment in this festival. What other concepts might light symbolise?
- The theme of compassion and love are central to the religion of Buddhism. Children could listen to and act out the story of Prince Siddhartha.

Year 4 - Summer Term

Job Description of a Vicar

When a person is ordained as a Priest, they are given authority by the Bishop to undertake the following duties:

- **To preach the word of God**
- **To administer the sacraments:**
  Baptism: marriage: burial: anointing the sick: celebrate Holy Communion: forgive sins.
- **To care for the parishioners, that is people in the parish, whether or not they go to church**

Job Description

Someone who is an effective evangelist, they should have a living prayer life and be able to share it with the congregation.

They should be orthodox in Faith as expressed by the Church of England and be able to expound it.

Their ministry should be inspired by the scriptures and should possess an ability to apply theology to daily events.

Someone who sees themself as vicar of the parish not just the congregation, a person who believes in Christian action.

They should be a good communicator and preacher and a good pastoral visitor who is easily at home with all sorts of people.

Someone who has pastoral sensitivity towards those with alternative family lifestyles, but who is nevertheless willing to promote the ideal of the Christian family life.

Someone who has experience of multi-cultural ministry and who will be keen to promote ecumenical links.

A pastor who possesses an ability to relate to and minister to all age groups and who will be supportive of church-based organisations.

Someone who is willing to help all members of the church discover their vocation and ministry.

An efficient administrator/ organiser able to delegate and has a good sense of humour.

Jesus' job description

- To comfort the sad
- To heal the sick
- To make the lame walk
- To bring the dead back to life
- To set prisoners free
- To let the oppressed go free
- To preach good news to the poor







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Year 5

Why should we care for our world?

Topic Overview →

KS2 Adaptive Teaching ideas →

Roadmap - Why should we care for our world? →

Autumn - What are the ways communities care? →

Spring - In what ways are people judged? →

Summer - What do humanists believe? →

Resources Year 5 →

Overview of the Questions for each Year

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 What does it mean to belong?	Why are we thankful?	What places make you feel you belong?	Who is important to you?	Which stories are important to you?	Why do people celebrate?	How do you know you belong?
Year 2 What is Important to People?	What do some people believe about God?	How do people celebrate good over evil?	Who do you talk to if you need some help?	Why are some books special?	How do you show someone is important?	What is special?
Year 3 What do different people believe about God?	How do different people describe God?		What does it mean to be an inspiring leader?		How do people communicate with God?	
Year 4 How is my community special to me?	How do I show I'm part of a community?		How do communities celebrate?		Why are places of worship important to communities?	
Year 5 Why Should we care for our World?	What are the ways communities care?		In what ways are people judged?		What do Humanists believe?	
Year 6 What do we need on Life's journey?	How do we change through life's journey?		How does a community work?		Why do people go on pilgrimages?	
Year 7 How do I see myself in the world?	How do people gain their identity?		What do Hindus believe and practise?		Why is community cohesion important?	
Year 8 What role does belief play in our world?	Jesus Christ - Man or Miracle?		How do people respond to environmental issues?		Who has made a difference in the world?	
Year 9 Are Humans equally Special?	Why do we remember?		Is it wrong to be rich?		What are the 5 pillars of Islam?	

KS2 Adaptive Teaching ideas

Sensitivities

- Some concepts may still be abstract and new ones may add to the cognitive overload.
- Children may be more familiar with their own 'self' and ideas related to themselves and family.
- Recording / writing may still be difficult- consider this at the outset for success.
- For some SEND children, learning questions may still be able to be answered but how this is achieved may look different.
- Some children may have expert knowledge if learning relates to them. Plan for this to enable them success.
- Consider any sensory issues.
- Some children will require parallel activities not within these adaptations.
- When assessing, give children a chance to show what they know using alternative materials/ means or provision where necessary.

Adaptations for including children in discussions

- Pair children according to need
- Use 'think, pair share' to allow children time to think, discuss their ideas ·
- Plan questions in advance. Consider using blanks level questions (select type depending on need)
- Consider allocating roles in a discussion to keep children focused.
- Plan carefully for transition times between discussions. Prepare children for this using visual prompts or warnings.
- Where needed, adults to have visual prompts with child/ children they are working with as well as class teacher.

Strategies

- Use videos and real-life experiences (photos of children in your class). Use other children as experts.
- Use real objects allowing children to handle (where possible).
- Use simplified language when discussing ideas/concepts · Begin to reflect on prior learning to make links and connections. ·
- Consider how writing may be a barrier to success and plan independent tasks carefully. Identify the 'RE learning' you want to take place and plan activities for success.
- Make use of workshops/ visits/ visitors where possible.
- Use pictures and symbols to make Learning Questions clear and visual.
- Try and ensure tasks are interesting and engaging and incorporate a wide range of leaners needs (visual, kinaesthetic, multisensory for example)
- Teach in small chunks . All learning questions may not be achieved in each lesson

Adapted outcomes

- Use some key vocabulary functionally · May be able to discuss things that they have experience of related to themselves.
- Identify objects and artefacts using pictures/ continual visual aids as a prompt
- Take part in some activities which support learning.
- Unable to relate to abstract concepts such as faith, friendship, belief.
- Unable to transcribe at a level which reflects their understanding.
- Learning should remaining challenging but adaptions should be made (where needed) to make outcomes achievable.
- Verbal feedback should be considered where understanding might be a challenge.
- Take into account children's variety of responses (verbal, group work) when assessing against any learning criteria

Teaching Vocabulary

- Select essential vocabulary for children to learn
- Where possible, pre teach vocabulary and revisit where possible
- Have vocabulary accompanied by an image, displayed around the class. Consider using real images as opposed to cartoons
- Teach new words in context.
- Play games to reinforce learning of a new word in a fun way.
- Use word trees to build vocabulary and reinforce over time.
- Use mind maps to revisit prior learning and connect ideas and concepts
- Use word mats which show key vocabulary with pictures. Try and keep the pictures used consistent with those used in any teaching or resource.
- Label resources to support.

Adaptive Teaching

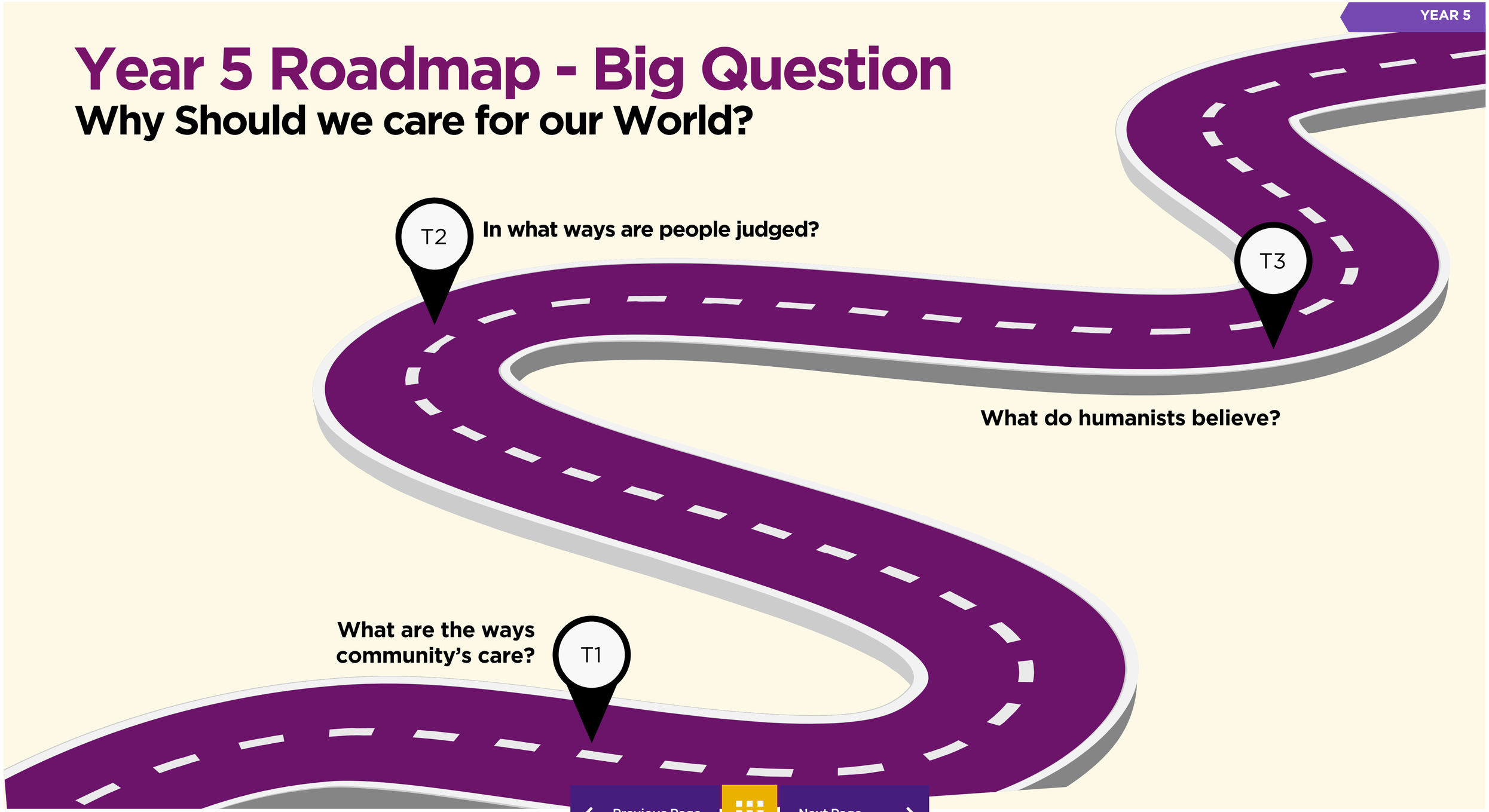
- Consider ICT, for children to create presentations etc as an alternative to writing · Adapt how children show understanding– discussion/ drawing/ annotations etc.
- Avoid using lots of different types of questions during discussions.
- Use pictures/images on resources as a prompt.
- Incorporate drama/ roleplay/art where appropriate.
- Use a range of mixed peers/ near peers and group tasks as well as individual tasks.
- Where possible, use local references and photos of things they may be familiar with.
- Pupils made videos to show learning for some children where writing is a barrier

Further help

- Including children with SEN in RE
- Including pupils with SEN and/or disabilities in primary RE (ioe.ac.uk)
- For a range of games/ clips LGfL Home
- LGFL BBC Bitesize for clips Blanks level s of questioning BBC teach.

Year 5 Roadmap - Big Question

Why Should we care for our World?



Year 5 - Autumn Term

What are the ways communities care?

What a child needs to know and remember by the end of the unit:

- How different groups of people holding religious and non-religious world views care for the local and world environment
- Why people think they have a duty to preserve the planet

What a child should be able to do: (Assessment)

- See similarities between the different ways people care for the world
- Talk about how religious people are instructed to care for the world
- Understand why everyone on the planet should look after the world

Background knowledge for teachers:

Pupils should know that the communities studied are current living communities and are working to protect our world

Specific Vocabulary:

- ahimsa, Suffering, Kharma, Tu, B'shevat, Stewardship, Zaka, Khalifahs, Langar, Sewa

Key words:

- Climate, Planet, Generosity

Prior knowledge

- Many festivals and celebrations touched on in EYFS

Questions to consider

Why and how do people care for the local environment?

In what ways is the Earth being damaged by people?

Why do Sikhs consider it important to care for each other and the environment? What do they do?

Why do Hindus consider it important to care for others and the environment? What do they do?

Why do Christians consider it important to care for others and the Environment? What do they do?

Why do Muslims consider it important to care for others and the Environment? What do they do?

why do Humanists consider it important to care for others and the environment?

Why do Jewish people consider it important to care for others and the Environment? What do they do?

Why do Buddhists consider it important to care for others and the environment? What do they do?

Why do people religious and non-religious think they have a duty to care for the environment?

Sensitivities

We can all care for the world in different ways

British Values Addressed

Respect for others

School Values Addressed

Acceptance

Curiosity

AT2

Why is it important to share and sustain the planet?

Core Concept

Belonging

Commitment

Duty

Scheme of learning

Year 5 - Autumn Term
What are the ways communities care?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Why and how do people care for the local environment? **In what ways is the Earth being damaged by people?**	• Many religious communities work to clear up rubbish in the locality. • Caring for others and the world is something that is part of belonging to a faith community. • Non-religious people also work to look after the locality and the planet. • Climate change is an important topic see resources below	• Why should we care for the Earth? • Who is responsible for caring for the local environment? • What do trees make you think/ feel?	How do you feel when something special to you is damaged? How might one action of destruction lead to a chain of destructive events?	Create a perfect world. Decide what to put in e.g., animals and what to leave out e.g., Diseases. Create a 'thank you' board for people who look after the school and local environment. Make a collage of the ways people damage the Earth and the ways people care for it. https://climatekids.nasa.gov/kids-guide-to-climate-change/	Environment

Scheme of learning

Year 5 - Autumn Term
What are the ways communities care?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Why do Sikhs consider it important to care for others and the environment? **What do they do?**	• The Langar Hall food for anyone who needs it • Service to all. The concept of Sewa. • Examples shown by Guru Har Gobind. The 3 principles are: Naam Japana (recite name) Kirat Karna – to earn an honest living • Vand Chakna – share your knowledge / wealth / time / experience and love.	• How do Sikhs show they care? • What is meant by serving? • How are we served? • How do we share with less fortunate people?	Invite a member of the Sikh community to speak about the different ideas of service or sewa. Sikhs follow these 5 rules Keep God in your heart and mind at all times Live honestly and work hard Treat everyone equally Be generous to those less fortunate than you Serve others	Make a collage of the different ways people can serve others/show that they care. Discuss what jobs you would or would not do and why? Make some karah parshad and share together 2tbsp each of semolina, brown sugar, water and melted butter. Cook butter and semolina for 5 mins, add sugar melted in water, stir thoroughly. You cannot make actual Karah Prashad as you are not reciting the prayers and it is a special ritual only done by priests or initiated Sikhs. The above recipe is for Halwa – it tastes similar but is not Karah Prashad. What is Sikhism and what do Sikhs believe? - BBC Bitesize	Sewa Langar Generosity

Scheme of learning

Year 5 - Autumn Term
What are the ways communities care?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Why do Hindus consider it important to care for others and the environment? **What do they do?**	• Extended families. • Care for all life (ahimsa). • Care involves kindness, respect, truth and honesty. • Dharma. • The cow is a sacred animal.	• Why are families important? • Why is it important to care? • How do Hindus show we care for other people/ animals?	• Explore greetings known by the class, celebrating the languages and cultures they represent. Do pupils know the meanings of these? • Demonstrate the 'Namaste' greeting by placing hands together and slightly bowing towards the other person • Discuss the Hindu belief that we, the soul, live in the heart, and that God is there with us on our journey throughout life. Emphasise that respect paid to each other is part of Hindu beliefs about the soul, which is a part of God.	Explain that Hindus believe that all human beings are one family, write down words describing feelings about belonging to a family of all human beings everywhere. Make a zig-zag book showing something special that each member of your own family can do. Use a map of the world to identify where members of the class have relatives living. Pictures of people from all around the world. Poster of greetings in different languages. What is Hinduism? - BBC Bitesize	Ahmisa Namaste

Scheme of learning

Year 5 - Autumn Term
What are the ways communities care?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Why do Christians consider it important to care for others and the Environment? **What do they do?**	• Many Christians believe that God gave human beings a special responsibility within creation to cultivate it, guard it and use it wisely. This is called stewardship. Humans have to work within creation and to look after it: • God took the man and put him in the Garden of Eden to work it and take care of it.Genesis 2:15 • Humans are given everything for their needs, implying that they can use whatever they want from creation for their survival: • Everything that lives and moves about will be food for you. Just as I gave you the green plants, I now give you everything.Genesis 9:3 • However, as the Earth belongs to God, humans must respect it	• How can we show respect? • Why is it important to share? • What do we need and what do we want? Is there a difference? • How can we • care for the local environment? • Why should we care for others?	• Discuss The importance of sharing resources • How and why Christians should look after the planet. For example: Jesus teachings, The work of Christian Aid and the Salvation Army	In groups present a profile of one Christian who has shown they care for others and the environment. Listen to a story about Jesus that asks and answers questions about Christian attitudes to wealth and poverty, for example Matthew 19:16-30. · Look at some sayings of Jesus about helping people, fellowship and generosity (such as the Good Samaritan, Luke 10:25-37). Respond by applying the ideas: what would happen if everyone did this? The Bible Information on The Salvation Army and Christian Aid Primary school teaching resources | Christian Aid	Stewardship Poverty respect

Scheme of learning

Year 5 - Autumn Term
What are the ways communities care?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Why do Muslims consider it important to care for others and the Environment? **What do they do?**	• Know that Muslims respect and appreciate all that Allah created: • Muslims believe that Allah created the world and all that is in it. • know that Muslims give thanks for Allah's creation. • One of the 5 pillars is Zakat, or charitable giving, encourages generosity and compassion. • Muslims view stewardship as a duty and responsibility for the care of the planet and all of nature. They believe that humans are khalifahs, or guardians, of the world, which is on loan from Allah. They also believe that they will be judged by Allah on how well they have followed this command	• What is stewardship? • What does it mean to be a guardian/steward?	• Look at what the Muslim community in Croydon do to make the borough a nice place to live. • Invite a Muslim from the Mosque to come and talk about activities to do with caring for the environment. • Find out about zakat	Investigate the concept of Zakah, Charity. Listen to Stories and sayings of the Prophet. Research into Islamic Relief. Read Muhammed 's Desert Night and discuss how the environment is shown to be important Muhammed 's Desert Night	Khalifahs Zakat

Scheme of learning

Year 5 - Autumn Term
What are the ways communities care?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Why do Humanists consider it important to care for others and the environment? What do they do?	Humanists try to use evidence, empathy, and a concern for the happiness and wellbeing of sentient life when thinking about ethical questions. They believe this is the one and only life and world we have. We should try to support everybody to live happy and fulfilling lives ,both those alive today and future generations. Because humanists have no belief in a god or in any higher power, they believe that human beings alone have responsibility for solving the problems we face. Solutions to our problems will only come through action.	• Should we challenge beliefs that are not evidence-based and disinformation about environmental issues? • Do humanists provide good justifications for taking care of the environment? Are science and technology to blame for environmental issues?	• Think about our descendants in a million years, or two. If the relics of our technology survive the ravages of time, how will those descendants look back on us? As inheritors of a power we were too naive to use well? Or as pioneers who made wise choices, nurturing the natural environment of which we are a part? • What would you think if you were one of them? 'Invite a scientist or representative from Humanists UK to come and speak about climate change.	Investigate how empathy guides Humanists' response to environmental issues Investigate why science and evidence are important to Humanists and how this shapes their understanding of environmental issues Research the work of Humanist Climate Action https://understandinghumanism.org.uk/wpcontent/uploads/2016/09/Environmental-Issues-perspective.pdf	Empathy Responsibility Science Evidence

Scheme of learning

Year 5 - Autumn Term
What are the ways communities care?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Why do Jewish people consider it important to care for others and the Environment? **What do they do?**	Why do many people plant trees? Why are trees important for the environment?	• Tu B'shevat -Jewish tree planting festival in January • Are there other groups that plant trees	• Find out about the festival of Tu B'Shevat • Are there other groups that plant trees- find out about Croydon tree planting initiatives	Decide which person would you plant a tree for and why? Tu B'Shevat - Judaism 101 (JewFAQ)	Tu B'Shevat Date specified as the new year for trees
Why do Buddhists consider it important to care for others and the environment? **What do they do?**	Metta means loving-kindness, which many Buddhists try to practise. Buddhists try to show metta by being friendly and kind. Dana is a way for Buddhists to be generous by giving to others. The temple is a place where Buddhists can learn to show care.	• What is kharma? • How is the Bodhi tree honoured by Buddhists today? • Is an animal's life less important than a human's?	• Buddhists care for the earth by Inspiring ecological mindfulness to address the loss of biodiversity. Seeking wisdom through adherence to the Five Precepts, the pursuit of the Noble Eightfold Path, and the understanding of karma. • Acknowledging the interdependence of all forms of life. Following the principle of ahimsa, as well as the principle of karuna which means compassion for all living things on Earth. • Teaching to stop suffering for ourselves, for others, for animals, and for the environment. • Taking only what is needed from the earth and allowing it time to replenish and be fruitful. • Living simply and respecting the cycle and balance in nature. • Living without producing waste.	Discuss as a class or in groups: How do we show we care for all life? Are all creatures special? Why are many Buddhists vegetarians? What animals are we dependent upon and how? Read the story of Siddhartha and the Swan, Why did Siddhartha care for the swan? • Siddatha and the Swan ISBN 1899579109 What is Buddhism? - BBC Bitesize	ahimsa Suffering Kharma

Scheme of learning

Year 5 - Autumn Term
What are the ways communities care?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Why do people religious and non-religious think they have a duty to care for the environment?	Recap the learning from the unit People of faith have rules from Holy writings telling them to care for the earth for future generations	• What does stewardship mean? • How have we benefited from actions of people who have lived before us? • What could we do to help the environment for the next generation?	• How do the faith communities help make the planet a better place? • Why do they feel the need to? • Other non-religious people help keep Croydon and the planet well- why do they feel they need to?	Think of ways that pupils can help the planet. Put them into action. Watch a David Attenborough video of how important our earth is. Chief Seattle of the Sioux Testimony in the resources	Stewardship environment

Glossary

Year 5 - Autumn Term
What are the ways communities care?

Environment	the surroundings or conditions in which a person, animal, or plant lives or operates: “survival in an often hostile environment
Sewa	Selfless service
Ahmisa **Namaste**	respect for all living things and avoidance of violence towards others. A respectful greeting
calligraphy	Beautiful, stylized writing used for Islamic tracts
Stewardship	The Kitchen/Food served at the Gurdwara to whoever is there
Khalifahs **Zakat**	Human beings entrusted with the care and management of the earth A pillar of Islam which is charitable actions and giving
Empathy	The ability to understand and share the feelings of others
Karma	(in Hinduism and Buddhism) the sum of a person’s actions in this and previous states of existence, viewed as deciding their fate in future existences.

Assessment Opportunity

- See similarities between the different ways people care for the world
- Talk about how religious people are instructed to care for the world
- Understand why everyone on the planet should look after the world



Year 5 - Spring Term

Why do people judge?

What a child needs to know and remember by the end of the unit:

- To explain what a Hate crime is
- That there are strategies for use against bullying and Hate crime
- Knowledge of Ann Frank and the Holocaust

What a child should be able to do: (Assessment)

- Understand what a hate crime is
- Have a knowledge of Holocaust Memorial Day and what it means.
- Understand that people can make a difference and work to get rid of hate crime

Background knowledge for teachers:

Understanding of discrimination and hate crime.
Knowledge about Anne Frank

Specific Vocabulary:

- Discrimination, Hate, Crime, Hostility, Prejudice, Holocaust

Key words:

- Remembrance, Memorial, Anne Frank, Bridge builder, Bystander, Cooperation

Prior knowledge

- The concept of empathy

Sensitivities

Pupils may want to talk about bullying they have encountered

Questions to consider

In what ways are people discriminated against today?

Why do some people judge or 'label' others without knowing them?

Why are some people are discriminated against because of their faith?

What is the significance of Holocaust Memorial Day 27th January?

How can we be bridge-builders between people?

How have the actions of any one individual or organisation that has campaigned against discrimination made a difference?

British Values Addressed

Respect for others

School Values Addressed

Acceptance

Curiosity

AT2

Why is it important to share and sustain the planet?

Core Concept

Belonging

Commitment

Duty

Scheme of learning

Year 5 - Spring Term
Why do people judge?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
In what ways are people discriminated against today?	Discrimination: The treatment of a person or particular group of people differently, in a way that is worse than the way people are usually treated Hate Crime: 'Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race: religion or perceived religion: sexual orientation or perceived sexual orientation: disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.'	• What does discrimination mean? • Where/how does discrimination happen? - In school/at home/in the street. • Why do people discriminate against others, is it a rational action?	• Think about 'barriers' in school, locally, nationally, globally. • Identify who/what creates each barrier. • From a range of picture books identify what keeps people apart.	Think about what is meant by discrimination. Role play some situations where discrimination is happening and discuss how to act differently. Discuss feelings that develop through discrimination. Look for examples of discrimination in the newspapers and discuss. In pairs list three things that make you the same and three things that make you different. Newspapers and magazines. What if the Zebras Lost Their Stripes – J Reitano ISBN 080 9166 496.	Discrimination Hate Crime Hostility prejudice

Scheme of learning

Year 5 - Spring Term
Why do people judge?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Why do some people judge or 'label' others without knowing them?	Pupils to be able to empathise and understand what it feels like to be judged or treated unfairly for no reason.	• What is special about you that makes you different? • When are there times when some people are left out? • Have you ever stopped someone joining a group or activity?	• Talk about how people label others. Is it helpful or harmful? • What do people mean when they say 'labels stick'? • Make a list of synonyms of the word prejudice	Explore relevant fiction to recognise how prejudging is harmful. Do a class exercise where one group are deemed as the best people for the day. How do the children feel even though they know it is an exercise? Hold a circle time to discuss feelings. Somebody Else – M Pfister ISBN 0735810095. Time to Go Hippo – B Hartman ISBN 0745941621. Let's Make a Difference – J Core ISBN 01814550896. Celebrating Identity – C Chambers ISBN 1858560658. The Whispering Cloth – P Shea ISBN 1563976234. From a Distance – J Gold ISBN 186039637	Prejudice

Scheme of learning

Year 5 - Spring Term
Why do people judge?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Why are some people are discriminated against because of their faith?	It is illegal to discriminate against a person because of their religion. Discrimination comes from religious intolerance where people hold negative views or ideas about people who hold different beliefs. In a society where religion plays a significant role people who don't believe can face discrimination and vice versa	• Why do people discriminate against people with different beliefs? • Can you think of an example of religious intolerance? (Holocaust, the Crusade, the Spanish inquisition, Rwanda, Kosovo	• Discuss that learning in RE is designed to stop people getting wrong ideas about other groups and their beliefs. • Look at how British Values are designed to be inclusive of all faiths and beliefs	Role play some situations involving discrimination, discuss the empathy and understanding needed. Create some art that represent the diversity of faiths and beliefs in Croydon. Discuss the importance of respecting and appreciating different cultural and religious symbols. British Values and RE in Resources	Empathy Understanding Tolerance British Values

Scheme of learning

Year 5 - Spring Term
Why do people judge?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is the significance of Holocaust Memorial Day 27th January?	The Government decreed that this should be an annual Remembrance Day. Croydon Council have an event every year to remember the Holocaust and find out about other genocides in the world.	• Is it important to have a Memorial day each year? • How can such a day be a 'bridge-builder'?	• Who was Anne Frank and why do we remember her? • How would it feel to be banned from school, the park, the doctor etc just because of a personal characteristic?	• 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.	Holocaust Remembrance Memorial Anne Frank

Scheme of learning

Year 5 - Spring Term
Why do people judge?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
How can we be bridge-builders between people?	A bridge builder is a term that refers to an individual or a tool that facilitates the creation of connections, harmony, and understanding between people, groups, or ideas In essence, a bridge builder acts as a mediator, negotiator, or facilitator, working towards bridging gaps and fostering collaboration in various contexts The term has evolved beyond its literal meaning and can be found in various fields, including politics, diplomacy, business, and even personal relationships	• What is a bystander? • How can we be bridge-builders?	• Read the story of the 'People of the Garlands' and roleplay. (Resources) • Use the Two Donkeys resources sheet and explain cooperation • Discuss What are the qualities/ qualifications of a • Bridge Builder, make a wanted poster using an example for your class.	• Read The people of the Garlands and act it out as a class- answer the following questions in a discussion afterwards: • How did you feel when the people were kind and caring? • What did it feel like when you were apart from other groups of people? • How did you feel when a stranger appeared? • How did you feel when you started to talk to other people again? • What changed when people started to talk to each other? • What role did the stranger play? • The people of the Garlands in the Resources • The two Donkeys Resource sheet	Bridge builder Bystander cooperation

Scheme of learning

Year 5 - Spring Term
Why do people judge?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
How have the actions of any one individual or organisation that has campaigned against discrimination made a difference?	There are many people of faith and non-religious people who challenge discrimination against others.	• How can we change people's attitudes? • What qualities do we need to challenge people's attitudes?	• Talk about people and organisations who campaign to make a difference to people attitudes. • Give the pupils a list of people they might research i.e. • Greta Thunberg • Martin Luther King. • Rosa Parks. • Family of Stephen Lawrence. • Consul Sugihara.	• In groups make a study of a group or an individual who has made a difference and present to the class.	Campaign Discrimination influence

Glossary

Year 5 - Spring Term
Why do people judge?

Discrimination	he unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, religion, age, sex, or disability.
Hate Crime	a crime, typically one involving violence, that is motivated by prejudice on the basis of ethnicity, religion, sexual orientation, or similar grounds.
prejudice	preconceived opinion that is not based on reason or actual experience: ‘prejudice against people from different backgrounds’
The Holocaust	the mass murder of Jewish people under the German Nazi regime during the period 1941–5. More than 6 million European Jews, as well as members of other persecuted groups such as Romani, gay people, and disabled people, were murdered at concentration camps such as Auschwitz.
Memorial	Intended to commemorate someone or something:
Bridge Builder	an individual who attempts to connect or reconcile opposing parties. They act as mediators, negotiators, or facillitators, working towards bridging gaps and fostering collaboration.

Assessment Opportunity

- Understand what a hate crime is
- Have a knowledge of Holocaust Memorial Day and what it means.
- Understand that people can make a difference and work to get rid of hate crime



Year 5 - Summer Term

What do Humanists believe?

What a child needs to know and remember by the end of the unit:

- Children consider what is important to them, what do they believe in?
- Understand how Humanists view the world
- Understand the importance of science and reason to Humanists
- Understand the basis for compassion and kindness in a non-religious worldview

What a child should be able to do: (Assessment)

- Children can say what Humanists believe about the world
- Children can describe what is similar about the beliefs of Humanists and religious communities

Background knowledge for teachers:

Humanism is a non-religious worldview. Around 5% of the UK population describe themselves as Humanists, but around 22% hold beliefs consistent with Humanism.

Humanists hold a naturalistic worldview, and so don't believe in anything supernatural. They hold science and reason as the best way to understand the world and our place in it.

Specific Vocabulary:

- Humanism, Humanists, Reason

Key words:

- Science, Dilemma, Responsibility

Prior knowledge

- Learning about the ways of religious communities. Knowledge of Humanism so far

Sensitivities

Comparing personal beliefs, Humanists are atheists (they do not believe in gods) which can conflict with the beliefs of others. Humanists also don't believe in an afterlife, so care should be taken around bereavement.

Questions to consider

- What do you believe?
- What do Humanists Believe
- What are the qualities of a Humanist?
- How are Humanists different to people of faith?
- How do we follow the Golden Rule?
- What kind of world do Humanists want?

British Values Addressed

Respect for others

School Values Addressed

Acceptance

Curiosity

AT2

Understand what Humanists believe and their approach to life. Understand the similarities and differences between Humanism and religious beliefs

Core Concept

Caring/ Identity

Scheme of learning

Year 5 - Summer Term
What do Humanists believe?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What do you believe?	Humanists believe that finding happiness is one of the most important things in life There is no one single way to be happy. People are different. Humanists also believe that it is important to support other people to find happiness (and that can also make us happy)	• What makes you happy? • How do you help to make other people happy?	Understanding how humanists believe that we have one life and we should make the most of it	Explore the happy human symbol Draw and decorate the happy human symbol Explore a range of different ways to be happy Write down your own recipe for happiness What is humanism: https://understandinghumanism.org.uk/wp-content/uploads/2021/10/What-is-humanism-7.pdf Happy human symbol: https://understandinghumanism.org.uk/wp-content/uploads/2021/10/The-Happy-Human.pdf Ways to be happy: https://understandinghumanism.org.uk/wp-content/uploads/2021/10/Ingredients-of-happiness.pdf Recipe for happiness: https://understandinghumanism.org.uk/wp-content/uploads/2021/10/Recipe-for-happiness.pdf Freedom and happiness: https://understandinghumanism.org.uk/wp-content/uploads/2021/10/Freedom-and-happiness-7.pdf	Humanist

Scheme of learning

Year 5 - Summer Term
What do Humanists believe?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What do Humanists believe?	Humanists recognise that our beliefs can be mistaken and are prepared to question them They believe that we have a responsibility to ask questions, think carefully, and look closely at the evidence They are willing to adapt or change beliefs when faced with new evidence Humanists value science and reason as the best ways to understand the world	• How do people decide what to believe in? • Family/friends/teachings	Understanding how Humanists decide what to believe in	Ask the students to write three things they believe. Why do they believe those things? Do they think they have good reasons to believe in those things? Are they more confident of some beliefs than others?	

Scheme of learning

Year 5 - Summer Term
What do Humanists believe?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What are the qualities of a human being?	Humanists Look to science for natural explanations of our origins Recognise that human beings evolved positive and negative qualities Understanding how humanists believe that we have one life, and we should make the most of it Believe that human beings have the potential to make the world a better place	• On balance, do you think human beings have been a good thing or a bad thing? • Is there anything we can celebrate about being human?	Understanding what humanists believe about humans How can we make the best of our human nature? How can we make the world a better place? Think about what human beings have created and achieved and progress that you think human beings have made.	Think about some of the positive and negative things human beings have done. In one colour write some of the negative things human beings have done in the past and some of the negative things human beings are doing today. In a different colour write some of the positive things human beings have done.	

Scheme of learning

Year 5 - Summer Term
What do Humanists believe?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
How are Humanists different to people of faith?	Humanism is different from many religions in that it does not have a founding figure. It has existed in various forms throughout human history. Humanists believe the world is a natural place and so don't believe in gods. Humanists generally don't undertake worship or prayer However, like religious beliefs it offers a philosophical framework to help find meaning in the world.	• Humanists are non-religious. They do not believe in a god or in an afterlife. What are the consequences of these beliefs on their lives? • If you are non-religious, is it possible to still lead a good, happy, and meaningful life?	Understanding how humanism is different to religious beliefs	Discuss some moral dilemmas. How would you resolve them? Look at them from the point of view of someone with a religious faith and someone who is a Humanist. What are the consequences of these beliefs on their lives? Some moral dilemmas to discuss from the Resources section Also, Moral dilemmas: https://understandinghumanism.org.uk/wp-content/uploads/2021/10/Moral-dilemmas-5-7.pdf	Dilemma

Scheme of learning

Year 5 - Summer Term
What do Humanists believe?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is important about the Golden Rule **for all Humans?**	Recap the Golden Rule from Year 3 Resources.	• Is there a difference between these two rules • Treat others as you would like to be treated yourself OR • Do not treat others in a way you would not like to be treated yourself?	Discuss whether any school rules have connections with the Golden Rule. Look at the list from Year 3 how many religions have a similar Golden Rule? Are there any more?	Discuss and write a reason why living together in large groups throughout history might explain why the Golden Rule is so common.	

Scheme of learning

Year 5 - Summer Term
What do Humanists believe?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What kind of world do Humanists want?	Humanists believe that human beings share many needs and feelings Take responsibility for building a better world Promote freedom, fairness, and kindness	• Can you see some similarities between the faiths we have studied and the group that are Humanists?	Humanists believe that it is important to focus on what we all share rather than how we differ.	Make a list of ways in which human beings are different from each other m (e.g. physical differences, place of birth, talents, personalities, beliefs) Then, make a list of ways in which all human beings are similar to each other. (e.g. the things we need, the things we want, the things we value)	

Glossary

Year 5 - Summer Term
What do Humanists believe?

Humanist	an advocate or follower of the principles of humanism See information about Humanism in the Introduction section
Dilemma	a situation in which a difficult choice has to be made between two or more alternatives, especially ones that are equally undesirable:

Assessment Opportunity

- Children can say what Humanists believe about the world
- Children can describe what is similar about the beliefs of Humanists and religious communities



Resources appendix

Year 5 - Autumn Term

Chief Seattle's Testimony

Year 5 - Spring Term

British Values and RE

The People of the Garlands

The Two Donkeys Cooperation makes life

Year 5 - Summer Term

Moral Dilemmas

Year 5 - Autumn Term

Year 5 Autumn Term Chief Seattle's Testimony

Chief Seattle, leader of the Sioux tribe is attributed with the following, which is extracted from a speech made in response to an offer to buy land from the Indians.

The great, and I presume also good, white chief sends us word that he wants to buy our lands but is willing to allow us to reserve enough to live on comfortably.

There was a time when our people covered the whole land, as the waves of a wind-ruffled sea cover its shell-paved floor. That time has long since passed away with the greatness of tribes now almost forgotten.

Our religion is the traditions of our ancestors, the dream of our old men, given them by the Great Spirit and is written in the hearts of our people. We will ponder your proposition, and when we have decided we will tell you. But should we accept it, I here and now make this the first condition: that we will not be denied the privilege, without molestation, of visiting at will the graves of our ancestors and friends. Every part of this country is sacred to my people. Every hillside, every valley, every plain and grove has been hallowed by some fond memory or some sad experience of my tribe.

How can you sell the sky or the warmth of the land? The idea is strange to us. Yet we do not own the freshness of the air or the sparkle of the water. When the buffaloes are all slaughtered, the wild horses all tamed, the secret corners of the forest heavy with the scent of many men and the views of the ripe hills blotted by talking wires, where is the thicket? Where is the eagle? Gone.

Only when the last tree has died, and the last river has been poisoned and the last fish been caught will we realise that we cannot eat money

Year 5 - Spring Term

British Values and RE

Tolerance of those with different faiths and beliefs:

British law protects freedom to choose and hold other faiths and beliefs and this should never be the cause of prejudice or intolerance from others. RE lessons can embody this attitude. Learning about different ways of life requires openness. Rather than just aiming for tolerance, RE can help pupils to value and celebrate diversity.

Mutual respect

RE can help to engender positive attitudes towards diversity. It can allow pupils to explore what happens when people are not treated respectfully due to their faith or beliefs. RE is not a subject where everyone needs to agree at all times, but disagreement should take place in a respectful environment.

Democracy

RE is a subject where pupils are often encouraged to state and justify opinions, carefully thinking through issues for themselves – all pupils have an equal right to be heard. Primary pupils may well be thinking about the importance of fairness in RE.

The rule of law

Rules and laws from different communities are often a focus of RE lessons (e.g. The Ten Commandments). Pupils may focus on how these rules would affect their own lives and lives of believers. Comparisons can be made between religious and moral rules and state ones, with pupils thinking about what happens when the two collide.

Individual liberty

RE is a time for pupils to consider questions about identity and belonging. They may think about the way they are themselves and free, but also think about constraints and responsibilities placed on all of us by our cultures, faiths and beliefs. Pupils may look at how people may choose to practise faiths in different ways, focusing on diversity within each religion.

Year 5 - Autumn Term

The People of the Garlands

Chief Seattle, leader of the Sioux tribe is attributed with the following, which is extracted from a speech made in response to an offer to buy land from the Indians.

In the beginning the world was very still. Everything was silent and petrified and grey. The earth at that time appeared to be covered with small mounds of grey sand. When you examined the mounds very carefully you could see that they were not mounds of sand but the shapes of people who were so still that they did not move even to take a breath. When touched they felt cold and hard and unfriendly.

One day the sun appeared in the sky and shone on the world. Gradually the earth, the air, the stars, the oceans, the soil, the mountains, the trees, and the sky took some warmth from the sun. The last to take the warmth the sun offered were the people.

As the people became warm the blood began to flow through their bodies and brought them to life. They stretched, looked at each other, reached out and touched each other, spoke to each other and embraced each other in friendship.

They went off in groups and explored the world. They found that the earth was covered with beautifully coloured flowers. Some of the people collected daffodils, others collected shamrocks, some collected wild roses and others collected the beautiful flowers of the heather, which they found growing on the hills at the foot of the mountains. They were delighted with the beautiful colours and the delightful smells that came from the flowers. They became engrossed in collecting as many of their favourite flowers as they could. They delighted in giving garlands of the flowers to other people to wear. The earth was filled with the sound of their laughter and merriment.

Suddenly the sun disappeared, and they felt cold and hungry and afraid. They stopped what they were doing, saw that each of the groups looked different and they felt threatened and afraid of each other. The people with the daffodils clustered together and ran to one part of the earth. The people with the roses raced to another part, the people with the shamrocks raced to another and the people with the heather ran to another.

They soon forgot that they had once raced and laughed together and spoken with each other and been friends. Instead of seeing the things about them, which were the same, they saw only what was different. They hewed huge valleys out of the earth and surrounded them with ravines and canyons to keep people from the other groups out. Eventually they found that the daffodil people had rivers within their valley but no earth to plant their seed in, the shamrock people had earth but no rivers, the heather people had fire, but no animals and the rose people had animals but no fire. One day a person whom they didn't know appeared on a high hill between their valleys. She looked at the people huddled together in their separate valleys and called to them.

"What are you all afraid of? Come over and talk with each other."

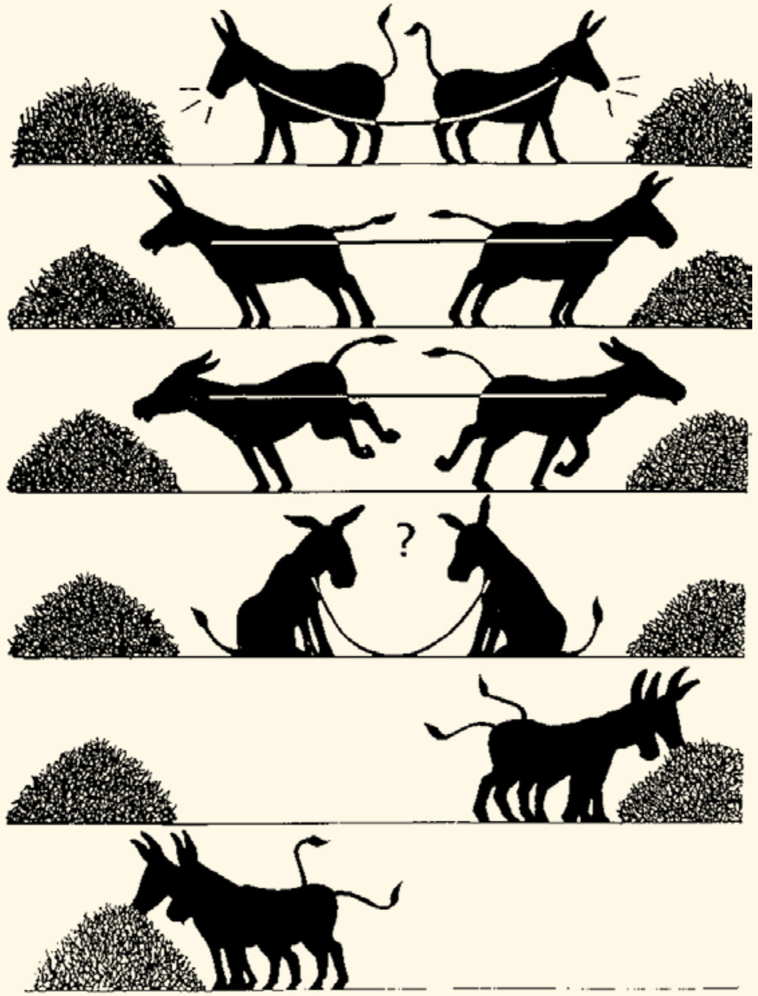
Some of the people very hesitantly came towards the visitor. She asked them what it was that they were afraid of and why they were so quiet and sad. They told her that they were afraid of the people in the other groups because they looked different from them and because they feared that they might be attacked and robbed of what their valleys possessed. They lamented about what they were short of and that they believed they would probably eventually die because of what they lacked.

The visitor said "Why don't you treat all your valleys as one place and share with each other what each valley has given you. Then everyone would have what she or he needs, and you would have no need to be afraid of each other."

The people gathered, fell silent and thought about what the visitor had said to them. They began to remember that they had once all played together, had shared the garlands of flowers they had picked and had been happy in each other's company. Slowly they began to embrace each other and to celebrate the return of their friendship. The brightness of the sun returned to the valleys, and they felt the warmth of its rays growing through their bodies again. The took the garlands back and made new ones. The new ones were even more beautiful than the first. Because they were each made up of daffodils, roses, heather and shamrocks and the brilliance of their bright colours once again filled the earth.

Year 5 - Spring Term

Cooperation makes life better!



Year 5 - Summer Term

Moral Dilemmas

- Your friends want you to go to Pizza Hut, but it is Ramadan, and you are fasting.
- You are picked for the netball team, but the away match is being played outside on a pitch adjacent to a main road and your parents would not be happy.
- The school will not allow mehndi patterns to be worn.
- You have been given permission to leave school to go to Friday prayers at the Mosque, but your friend wants you to go to town instead.
- Two non-Muslim/Hindu friends want to meet you in town and suggest McDonalds as the meeting place, but you are a vegetarian.
- MP's Discuss Foxhunting in Parliament
- Greenhouse effect discussed at European summit and Scientists Predict Global Warming Will Get Worse – what can we do about global warming?
- RSPCA officer claims this is the worst case of mistreatment he has ever seen - should you intervene if you see someone hurting an animal?
- Fridges and televisions left outside Council dump... it's a disgrace say local residents- should we say something if we see items dumped?
- Disabled resident stranded in her flat at night because of vandalised lifts.
- Teenage thieves steal mobile phone off two 14-year-olds – if you saw this happening, what would you do?

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Year 6

What do we need on Life's Journey?

Topic Overview →

KS2 Adaptive Teaching ideas →

Roadmap - What do we need on Life's Journey? →

Autumn - How do we change through life's journey? →

Spring - How does a community work? →

Summer - Why do people go on pilgrimages? →

Resources Year 6 →

Overview of the Questions for each Year

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 What does it mean to belong?	Why are we thankful?	What places make you feel you belong?	Who is important to you?	Which stories are important to you?	Why do people celebrate?	How do you know you belong?
Year 2 What is Important to People?	What do some people believe about God?	How do people celebrate good over evil?	Who do you talk to if you need some help?	Why are some books special?	How do you show someone is important?	What is special?
Year 3 What do different people believe about God?	How do different people describe God?		What does it mean to be an inspiring leader?		How do people communicate with God?	
Year 4 How is my community special to me?	How do I show I'm part of a community?		How do communities celebrate?		Why are places of worship important to communities?	
Year 5 Why Should we care for our World?	What are the ways communities care?		In what ways are people judged?		What do Humanists believe?	
Year 6 What do we need on Life's journey?	How do we change through life's journey?		How does a community work?		Why do people go on pilgrimages?	
Year 7 How do I see myself in the world?	How do people gain their identity?		What do Hindus believe and practise?		Why is community cohesion important?	
Year 8 What role does belief play in our world?	Jesus Christ - Man or Miracle?		How do people respond to environmental issues?		Who has made a difference in the world?	
Year 9 Are Humans equally Special?	Why do we remember?		Is it wrong to be rich?		What are the 5 pillars of Islam?	

KS2 Adaptive Teaching ideas

Sensitivities

- Some concepts may still be abstract and new ones may add to the cognitive overload. · Children may be more familiar with their own 'self' and ideas related to themselves and family.
- Recording / writing may still be difficult - consider this at the outset for success.
- For some SEND children, learning questions may still be able to be answered but how this is achieved may look different.
- Some children may have expert knowledge if learning relates to them. Plan for this to enable them success
- Consider any sensory issues
- Some children will require parallel activities not within these adaptations
- When assessing, give children a chance to show what they know using alternative materials/ means or provision where necessary.

Adaptations for including children in discussions

- Pair children according to need.
- Use 'think, pair share' to allow children time to think, discuss their ideas.
- Plan questions in advance. Consider using blanks level questions (select type depending on need)
- Consider allocating roles in a discussion to keep children focused.
- Plan carefully for transition times between discussions. Prepare children for this using visual prompts or warnings.
- Where needed, adults to have visual prompts with child/ children they are working with as well as class teacher.

Strategies

- Use videos and real-life experiences (photos of children in your class). Use other children as experts.
- Use real objects allowing children to handle (where possible).
- Use simplified language when discussing ideas/concepts · Begin to reflect on prior learning to make links and connections.
- Consider how writing may be a barrier to success and plan independent tasks carefully. Identify the 'RE learning' you want to take place and plan activities for success.
- Make use of workshops/ visits/ visitors where possible. · Use pictures and symbols to make Learning Questions clear and visual.
- Try and ensure tasks are interesting and engaging and incorporate a wide range of leaners needs (visual, kinaesthetic, multisensory for example).
- Teach in small chunks. All learning questions may not be achieved in each lesson.

Adapted outcomes

- Use some key vocabulary functionally.
- May be able to discuss things that they have experience of related to themselves.
- Identify objects and artefacts using pictures/ continual visual aids as a prompt.
- Take part in some activities which support learning.
- Unable to relate to abstract concepts such as faith, friendship, belief.
- Unable to transcribe at a level which reflects their understanding.
- Learning should remaining challenging but adaptions should be made (where needed) to make outcomes achievable.
- Verbal feedback should be considered where understanding might be a challenge.
- Take into account children's variety of responses (verbal, group work) when assessing against any learning criteria.

Teaching Vocabulary

- Select essential vocabulary for children to learn.
  Where possible, pre teach vocabulary and revisit where possible.
- Have vocabulary accompanied by an image, displayed around the class. Consider using real images as opposed to cartoons.
- Teach new words in context. · Play games to reinforce learning of a new word in a fun way.
- Use word trees to build vocabulary and reinforce over time.
- Use mind maps to revisit prior learning and connect ideas and concepts.
- Use word mats which show key vocabulary with pictures.
- Try and keep the pictures used consistent with those used in any teaching or resource.
- Label resources to support

• Adaptive Teaching

- Consider ICT, for children to create presentations etc as an alternative to writing.
- Adapt how children show understanding– discussion/ drawing/ annotations etc.
- Avoid using lots of different types of questions during discussions.
- Use pictures/images on resources as a prompt. · Incorporate drama/ roleplay/art where appropriate.
- Use a range of mixed peers/ near peers and group tasks as well as individual tasks.
- Where possible, use local references and photos of things they may be familiar with.
- Pupil made videos to show learning for some children where writing is a barrier

Further help

Including children with SEN in RE Including pupils with SEN and/or disabilities in primary RE (ioe.ac.uk) For a range of games/ clips LGfL Home | LGFL BBC Bitesize for clips Blanks level s of questioning BBC teach.

Year 6 Roadmap - Big Question

What do we need on Life's journey?



Year 6 - Autumn Term

How do we change through life's journey?

What a child needs to know and remember by the end of the unit:

- That there are many rituals practised to mark the changes in a person's lifetime

What a child should be able to do: (Assessment)

- Understand the term Rites of Passage
- Talk about the different rituals that mark progress through life
- Understand that the different religious and nonreligious groups have different ceremonies

Background knowledge for teachers:

Resource sheets for Year 6.

Specific Vocabulary:

- Christening, Baptism, Rumula, Guru Granth Sahib, Adhan, Aqiqah, Naam karan, Confirmation, Bar/Bat Mitzvah

Key words:

- Change, Cycle, Ceremony, Birth, Bystander, Cooperation

Prior knowledge

- Information on religions and world views learned through KS1 and KS2

Sensitivities

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

Questions to consider

- What are the circumstances that change things in people's lives?
- Why are some people admired because of their qualities?
- Why are special moments in some people's lives marked by religious ceremonies?
- How do non-religious people mark special times?
- What ceremonies do we have at the beginning of our life?
- Why is marking a change from childhood to adulthood important for many people?
- What promises do people make at their weddings?
- What are the emotions connected with loss and leaving?
- What have we found out about Rites of Passage?

British Values Addressed

Respect

School Values Addressed

Acceptance

Curiosity

AT2

What ceremonies do people have to mark the changes through their lifetime?

Core Concept

Belonging

Celebration

Identity

Scheme of learning

Year 6 - Autumn Term
How do we change through life's journey?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What are the circumstances that change things in people's lives?	Everything changes with age. People have different ceremonies to mark the changes in their lives and religious groups have specific ceremonies during a persons life	• 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?	• **Discuss** the different rites of passage that pupils can think of or have experienced so far. • Experience might be a naming ceremony or christening. Getting ready for a bar or Bat mitzvah. Going to someone's wedding etc. Think about the ceremonies that people have which mark changes in their lives	• 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 - Home - RE:quest (request.org.uk) Rites of passage	Change Cycle Ceremony Rites
Why are some people admired because of their qualities?	Try to find admirable people in the children's experience	• 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?	• Identify what qualities we admire in people. Bravery, courage, excellent behaviour etc. • Are there people in school we admire?	In groups research a person who is admired because of their qualities. Identify the qualities of the person Explain how you will try to develop those qualities in yourself.	

Scheme of learning

Year 6 - Autumn Term
How do we change through life's journey?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Why are special moments in people's lives marked by religious Ceremonies? **How do non-religious people mark special times in their lives?**	A resource at the end of Year 6 has information on ways that people mark birth, puberty, marriage and death.	• What are the special moments in a person's life?e.g. naming ceremonies, childhood to adulthood, confirmation, weddings, 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?	• Discuss the questions given • Reflect on key memories the class have from birth to the present day using a timeline with highs and lows. • Pupils to talk about the ceremonies in their own faith or life experience.	• Look at photographs, posters, artefacts and items associated with Christian Baptism and naming ceremonies from other faiths and non-religious groups, confirmation, Bar and Bat Mitzvah, maturing to adulthood, marriage and funerals. • Create a souvenir table or class display of personal milestones • Make a 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. • Resources-Artefacts and Posters • Range of Fiction e.g • Badger's Party –H Oram & S Varley ISBN 0006645542 • You Are Very Special – Su Box and Susie Poole ISBN 0745933483 • Annie's Gift –Angela Shelf Medearis. ISBN 737243104980	

Scheme of learning

Year 6 - Autumn Term
How do we change through life's journey?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What ceremonies do we have at the beginning of our life?	Sikh parents choose the name using the first letter of the first word in the Guru Granth sahib at a special ceremony Use the resource sheet for information on different birth rituals.	• 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 a person's name?	• 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. • Look at the order of the baptism service and prayers and promises spoken. • Talk about 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?	• Write your name vertically and use the first letter to start a word or phrase that describes you. • Listen to a recording of the call to Prayer. • What would you want to whisper into a newborn baby's ear? • Design a special Rumula (Sikhism) • Pupils open a book at random and choose a name with the first letter of that page. • Resources • BBC Two - Pathways of Belief, Places of Worship - Christianity, A Christian baptism (pt 1/3) - what is a baptism? • My Christian Faith. • My Muslim Life. • My Sikh Life. • My Jewish Life. • Resources - RE:quest (request.org.uk)	Birth Christening Baptism Rumala Guru Granth Sahib Adhan Aqiqah Naam Karan

Scheme of learning

Year 6 - Autumn Term
How do we change through life's journey?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Why is marking a change from childhood to adulthood **important for many people?**	• Research some of the rituals and promises associated particularly with confirmation in Christianity and • Bar/Bat Mitzvah in Judaism and Dastar Bhandi in Sikhism. • See resource sheet –Into adulthood	• In your family, is there a ceremony to show that you have reached adulthood?	• Reflect on "maturing" ceremonies as a key ritual in life. Think about what they believe to be the main differences between childhood and adulthood.	• 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 box (St James the Great Thornton Heath) • Religious Studies KS2: What is a Bat Mitzvah? - BBC Teach • Confirmation Service book from the Southwark Diocese website	Confirmation Bar and Bat Mitzvah Dastar Bandhi
What promises do people make at their weddings?	• Use the resource sheet for information on weddings. • Find out about and describe the events of a Christian or Hindu wedding. • What is the meaning of the symbols used?.	• Where do people get married? • Do you know anyone who is married? • Has anyone ever been a bridesmaid or page boy? • Explain to the class what they did and how they felt. • What is the meaning of the wedding vows?	• Explore the reasons why people get married. • Ask a leader of a faith community or a humanist celebrant to come and talk about the wedding ceremony.	• Find out about the symbolism of weddings. What is the meaning of the symbols used. • Find out about the different promises made at weddings from different faith groups. Make up a set of wedding vows. • resource sheet for information on weddings. • Religious Studies KS2: A Hindu wedding ceremony - BBC Teach	

Scheme of learning

Year 6 - Autumn Term
How do we change through life's journey?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What are the emotions connected with loss and leaving?	Some religions have special teachings concerning death and the after-life, research into some of these. Use the resource sheet. 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.	• What have you lost? • How did you feel? to develop pupils understanding of beliefs about life after death consider the power of feelings associated with loss. • 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?	• Pupils could explain what they think will happen when they die. Discuss ideas as a class. • Make a montage of words connected with loss • Read Water Bugs and Dragonflies. • Read the story of Kisa Gotami or watch the BBC story of the mustard seed. • Talk about and make a list of all the people who have special days e.g. Anne Frank Day, Martin Luther King Day, St. George's Day.	• Visit a local cemetery. Look on the gravestones for messages showing what people believe about death. • Draw a chart of emotions to reflect a time when you have lost/found something. • Use the resource sheet for information on funerals. BBC Two - Belief File, Issues, The story of the mustard seedGood Grief – B Ward ISBN 1853023248. • Sing to the Stars – M BarrettISBN 0316082244. • Badger's Parting Gifts –S Varley ISBN 0006643175 • The Leaving Morning – A Johnson ISBN 0531059928. • The Kite and Caitlin – R McGough. • Waterbugs and Dragonflies – Doris Stickney – • ISBN 0264669045.	Birth Christening Baptism Rumala Guru Granth Sahib Adhan Aqiqah Naam Karan

Scheme of learning

Year 6 - Autumn Term
How do we change through life's journey?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What have we found out about Rites of passage? **Are they important?**		• Does everyone go through rites of passage? • What are the feelings engendered by these rituals?	• Recap the learning for the term. • Discuss any questions the pupils have about the learning	• Make a mind map of what they have learned	

Assessment Opportunity

- Understand the term Rites of Passage
- Talk about the different rituals that mark progress through life
- Understand that the different religious and nonreligious groups have ceremonies to mark progress through their lives



Year 6 - Spring Term

How does a community work?

What a child needs to know and remember by the end of the unit:

- What a child needs to know and remember by the end of the unit:
- That people usually live together in groups and there are various customs, laws and activities that keep society working together

What a child should be able to do: (Assessment)

- Understand what makes a society
- Understand that customs and laws help society to work together
- Understand the concept of community cohesion

Background knowledge for teachers:

Teachers will need to recap on various learning that pupils have done in the key stage

Specific Vocabulary:

- Capital punishment

Key words:

- Authority, Respect, Belief, Custom, artefacts

Prior knowledge

- Teachers will need to recap on various learning that pupils have done in the key stage

Questions to consider

This unit can take several weeks and be revisited during the spring term.

What is a Tribe?

What do people mean by belief?

Why is it important for society to have laws?

Why do religious people have special ceremonies and festivals? (2 lessons)

Do non- religious people have these also?

What is community cohesion?

Why is it important to Society?

British Values Addressed

Respect

School Values Addressed

Acceptance

Curiosity

AT2

What makes society work?

Core Concept

Living Together

Community cohesion

Scheme of learning

Year 6 - Spring Term
How does a community work?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is a tribe?	Pupils to examine how a community is constructed and reflect on the implications of community cohesion. They are encouraged to examine the different puzzle pieces of a successful community. Pupils will evaluate the importance of tolerance and understanding compare and contrast theist, atheist and agnostic views about God/God's existence.	• Why do people feel the need to live in a group or tribe? • What is your stereotypical idea of a tribe? • Does a tribe need a figure head or a God to worship?	• Recap ideas about Why people believe in God? • What beliefs about God are personal to people? • How do some peopleexperience God in the world around them? • Start by discussion comparing and contrasting theist, atheist and agnostic views about God/God's existence. • Discuss symbols, their importance and examples. At the end of the lesson share the flags and the explanations	• In groups create a tribe name and symbol. • Create a tribal flag, explaining what it stands for and how it creates a sense of identity. • Home - RE:ONLINE (reonline.org.uk) for many resources	Religion • Theism • Atheism • Pantheism • Agnosticism • Truth • God • Faith • Proof • Evidence • Experience • Justification • Probability • Belief • Tribe Community and identity
What do people mean by belief?	Recap the ideas of beliefs and world views that pupils have learnt up to now	• What is a 'conscience? • What does it mean? • Is its theory better than practise?	• Discuss the questions. Talk about different belief systems and world views. Recap previous learning. • At the end of the lesson groups to share their thoughts	• Together chart all the things they can remember from previous learning about beliefs • In the same groups (Tribes) create a belief system for the tribe. • It does not have to be religious	Conscience Belief Monotheism Polytheism

Scheme of learning

Year 6 - Spring Term
How does a community work?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Why is it important for society to have laws?	Reflect on the concept of authority. Recap the Golden Rule from different worldviews. Recap the Ten Commandments, the 5 pillars, the eightfold path and other sets of rules you have encountered	• What is the difference between identity and symbols? • Why is it important to have rules and to carry out punishments? • What punishments do we use for people who break the rules? • Is there a difference between religious rules and secular rules?	• Discussion on the implications of laws on the individual and society. • What sort of punishments do we use on a local scale (I.e., school or at home), and what sort of punishment do we use on a national/ international scale. At the end of the lesson groups to tell the laws they have made	• In the usual groups Create laws and punishments for your tribe being able to give reasons for your choices • Publish a scroll laying out laws and punishments of the Tribe.	Law. Rule. Secular Punishment
Why do religious people have special ceremonies and festivals? **Do non-religious people have these too?** **2 Lessons**	There are many religious festivals celebrated around the world and gatherings for non-religious reasons where people celebrate birthdays, the love of music, solstices etc.	• Does an artefact have the same meaning to everyone who views it? • What are the various customs that people carry out? • What makes an artefact 'religious?'	Discuss celebrations that pupils have taken part in. Are there special clothes or activities connected to these? Share the ceremonies	• In groups make up and write an explanation of a custom and a ceremony for the tribe. • Make an artefact to illustrate or to be used during the custom or ceremony that you have invented. • In the second lesson celebrate all the work and look at the different Tribes and their laws and celebrations	Artefact customs

Scheme of learning

Year 6 - Spring Term
How does a community work?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is community cohesion? **Why is it important to Society?**	Explain community cohesion using Croydon as an illustration. Croydon is one of the most religiously diverse boroughs in London.	• Why is it important to live together in harmony? • Is it important to allow different cultures to keep their own practises? • What does the phrase 'live and let live' mean?	Discuss how all the tribes are set up and then discuss how to amalgamate them all into one community. Should there be a new flag/motto/ laws? Who would be in charge? Discuss the difficulties faced by the new tribe – issues of identity, loyalty etc. How do these reflect society?	• After amalgamating the tribes create a new tribe name, flag and symbol to create a new tribe.	Community. Cohesion. Interfaith

Assessment Opportunity

- Understand what makes a society
- Understand that customs and laws help society to work together
- Understand the concept of community cohesion



Year 6 - Summer Term

Why do people go on pilgrimages?

What a child needs to know and remember by the end of the unit:

- Children consider what is important to them, what do they believe in?
- Learn about what each of the four featured religions believes about a deity.
- Reflect on why people believe in God

What a child should be able to do: (Assessment)

- Pupils can say what many people think about God
- Pupils can describe what is similar about the belief in God from the religions studied.
- Pupils can discuss similarities and differences from the different religious and nonreligious point of view.

Background knowledge for teachers:

Prior learning on Christianity/Hinduism/Sikhism and Islam particularly the 5 Pillars.

Specific Vocabulary:

- Makkah, Kaaba, Hajj, Ummah, Medina, Kumbh mela, Ganges

Key words:

- Pilgrimage, Sacred, Artefacts, Purification

Prior knowledge

- Prior learning on Christianity/ Hinduism /Sikhism and Islam

Sensitivities

comparing personal beliefs

Questions to consider

What is a pilgrimage and what is its significance?

What happens when people go on a pilgrimage?

What is the importance of the Hajj for Muslims throughout the world?

What is the main place of pilgrimage for the Hindu community?

Do Sikhs have a place of pilgrimage?

What is the most important part of a pilgrimage for a faithful person?

British Values Addressed

Respect

School Values Addressed

AT2

What is the importance of a pilgrimage for a person of faith?

Core Concept

Belonging

Duty

Joy

Scheme of learning

Year 6 - Summer Term
Why do people go on pilgrimages?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is a pilgrimage and what is it's significance?	A pilgrimage is a religious journey, often very difficult to make, to a special religious place. People do it to help them come closer to God, to get to know God better and to be better Christians/Muslims/Hindus etc. Canterbury is the chief cathedral in the country (the Archbishop of Canterbury is the leading churchman of the Church of England) Religious people may see life itself as a pilgrimage i.e. a religious journey whose purpose is to help them come closer to God. They will try to live their lives according to the guidance of their religion: at important times in their lives, when they have important choices to make, they will pray for God's guidance in making the right decision: and they will see death possibly, depending on the religion, as the possibility of a fuller life with God.	• Have pupils got a special place they have been to? • What made the journey special, how did they prepare for it? • Was the journey special because of where they went, or was it (also) special in itself? • What did they see and do on the journey? • Have parents or grandparents been on a Pilgrimage? Where to?	Introduce the idea of pilgrimage. Discuss the key facts and also ask whether following your football team abroad might be a sort of pilgrimage.	Pupils to think about their own 'pilgrimage' through life so far and in the future. How will they make decisions about their lives? In groups make up a set of values to live life by (previous work on the laws of various religions and worldviews) e.g I want to be rich/ happy/healthy/ wealthy/charitable etc. Put the values in order of priority and discuss as a class. Pupils then either make a display of these values or write about their own aspirations for their lives ahead with reasons. Resources: Make a List of values to help pupils Pictures of people of different faiths on pilgrimage	pilgrimage

Scheme of learning

Year 6 - Summer Term
Why do people go on pilgrimages?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What happens when people go on a pilgrimage?	Different religious groups have different sacred places of pilgrimage. Christians have many sites in this country as well as making pilgrimage to Jerusalem, Lourdes in France and Santiago de Compostela in Spain. Muslims make a Pilgrimage to Makkah at least once in their life Hindus go to bathe in the Ganges.	• What do you think it feels like to go on a pilgrimage? • What do you think people want to see when they arrive?	Ask pupils the questions and discuss. Explain the activity	• In groups find out about some different Christian places of Pilgrimage in the UK i.e Canterbury, Walsingham, Glastonbury, Holywell (Wales) St Albans, Lindisfarne, Iona and the Saints that are connected with these sites. Each group to make a presentation about their findings. • Resources: Websites for each of the shrines. Rochester and Southwark Cathedrals both have Pilgrimage trails for schools • http://www.york.ac.uk/projects/pilgrimage/explore.html general information	Sacred
What is the importance of the Hajj for Muslims throughout the world?	The Kaaba, built by the Prophet Ibrahim. The importance of Makkah for worship Umrah and Hajj Ummrah meaning pilgrimage Fulfilling the Hajj to Makkah is one of the duties of Muslims, known as the Five Pillars. Muslims who are fit and able to afford it should perform the Hajj at least once in their lifetime.	• Why do you think this is one of the five pillars of Islam? • What are the actions that a Muslim has to carry out of the Hajj? • Why is it important to gather together to do a pilgrimage?	Look at the different things that a Muslim does during their Hajj Use packing the suitcase or look at a video and discuss Resources: Sheet: Packing the suitcase Artefacts from St James the Great Windsor Rd Thornton Heath Religious Studies KS2: The Muslim pilgrimage, Hajj - BBC Teach https://www.alislam.org/articles/hajj-pilgrimage/	• Investigate artefacts which have a special significance for Hajj, e.g compass, dates, ZamZam water, Ihram. • Watch a video on the Hajj and use five senses to retell what it was like • Write a postcard from Makkah or one of the other places ie Medina	Umrah Medina

Scheme of learning

Year 6 - Summer Term
Why do people go on pilgrimages?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is the main place of pilgrimage for the Hindu community?	Pilgrimage is an important aspect of Hinduism. It's an undertaking to see and be seen by the deity. The River Ganges is a sacred river which many Hindus visit on pilgrimage. In Varnasi (one of the most holy cities in India) visitors may bring the bodies of their dead relatives to be cremated by the Ganges. The visitors also bathe in the river for purification – washing away of sins.	• what happens at the Kumbh Mela?	Discuss the Hindu pilgrimage site of the Ganges Kumbh Mela: What is the Hindu festival? - BBC Newsround Look at the video	• Look at pictures of Hindu pilgrimage and find out what a Hindu pilgrim to the Ganges might do. • Write a postcard to a friend describing the Kumbah Mela and your feelings	Kumbh mela Ganges purification
Do Sikhs have a place of Pilgrimage?	**Pilgrimage is not compulsory for Sikhs, and some Sikhs choose not to visit religious sites.** some of the cities or places Sikhs might try and visit are: Amritsar – to visit Golden Temple (Siri Harminder Sahib) Himachal Pradesh – Poanta Saib – related to Guru Gobind Singh 10th Guru Manikarana Sahib Gurdwara – Guru Nanak (hot springs where langar is cooked on top of it). Anandpur Sahib near Chandigarh – this site is where the Khalsa was initiated. Nanded – where Guru Gobind Singh's ashes were kept. Patna Sahib, the birthplace of Guru Gobind Singh ji.	• Some Sikhs believe that the money spent on pilgrimage could be used as part of Vand Chhakna or Sewa to help others. • Although Pilgrimage is not compulsory for Sikhs why would a Sikh go on a pilgrimage?	What is Sewa? What do Sikhs do to help others in the community? Recap previous learning. Look at pictures of the Golden Temple what is special about it?	• Find out about the Golden Temple and write a postcard home from your 'visit' explaining why you went there.	

Scheme of learning

Year 6 - Summer Term
Why do people go on pilgrimages?

Key question for the lesson	Success criteria / Key Facts	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is the most important part of a pilgrimage for a faithful person?	Religious pilgrimages have several things in common. Pilgrims see the actual arrival at the holy place as an integral part of the pilgrimage whilst deciding to go, making the plans and undertaking the trip are all important aspects of the pilgrimage	• Having looked into pilgrimage from the perspective of different world views what have pupils learned about the need for pilgrimage in these faiths? • What have pupils discovered about the meanings of different forms of religious expression? • Are there secular places of pilgrimage?	Recap the learning and presentations that the pupils have done about pilgrimage What are the comparisons between the faith groups activities can they find. Suggest some places of secular 'pilgrimage' e.g. Wembley football stadium, Disneyland. Could a trip to such a place have the same meaning as that experienced by a religious person on a pilgrimage?	Draw up a chart to illustrate the similarities and differences in pilgrimage between the faiths and seculr groups looked at.	

Assessment Opportunity

- Pupils can say what many people think about God
- Pupils can describe what is similar about the belief in God from the religions studied.
- Pupils can discuss similarities and differences from the different religious and nonreligious point of view



Resources appendix

Autumn Term

Birth Rites →

Into Adulthood →

Wedding Rituals →

Funeral and Death Rituals →

Summer Term

Packing The Suitcase →

Actions on the Hajj →

Year 6 - Autumn Term

Birth Rites

Christianity

Recap on Baptism and Christening within the Christian Church

Islam

When a baby is born, the Muslim call to prayer, known as the Adhan, (“God is great, there is no God but Allah. Muhammed 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 some- thing sweet, it was a practise carried out by the Prophet Muhammed PBUH (Peace be upon Him) and is believed to help the digestive systems get started. After seven days the Aqiqah 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 naming sons Muhammed and daughters after his wife/daughter.

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 Nama- karana 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.

Sikhism

When a Sikh baby is born the Mool mantra 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 worshippers. The parents might also present a new Rumala 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 babies name. The parents bring a number of choices for the name and the congregation is often asked to help choose.

Humanism

Humanist naming ceremonies provide a good way to illustrate the importance of freedom to humanists and the value they place on the support we receive from, and the connections we make, with other people in our lives. A humanist naming ceremony is a non-religious ceremony at which there are no set words or actions. The parents are free to decide where to hold it, what happens, and what they want to say. Freedom is very important to humanists. The focus at a humanist ceremony is often on the child’s freedom to decide for themselves what they believe and how they want to live, and the responsibility of other people to support them to find happiness. Typically, family and friends will make promises or offer advice to the new child. Humanists don’t believe in a god or gods. The connections we make with other people, and the love and support they can offer us, is therefore very important to them.

Year 6 - Autumn Term

Into Adulthood

Christianity

Confirmation is a sacrament or ritual that strengthens or deepens a baptized person's relationship with God. It serves as a way for individuals to confirm the promises made on their behalf during infant baptism. Through confirmation, a person becomes a full member of the Christian community. During the ceremony, a bishop (or other clergy) usually lays hands on the confirmands, symbolizing the gift of the Holy Spirit. Confirmands publicly declare their faith and commitment to Christ, having been to a series of classes on what it means. In the Bible Acts 8:14-17 describes how Peter and John laid hands on the newly baptized in Samaria, and they received the Holy Spirit.

Sikhism

Dastar Bhandi Usually, when a Sikh boy reaches a certain age, usually 11 to 16, a turban ceremony is performed for the child. The Sikhs tie turban for the first time on the head of a child in presence of Sri Guru Granth Sahib. This ceremony can be held at the Gurdwara or at any place where the Guru Granth Sahib is installed. At this ceremony, Ardas is recited and then the child's first turban is ceremonially tied on by the Granthi, or a Sikh elderly person

Judaism

Bar/Bat Mitzvah bar (male) bat (female) mitzvah is a coming-of-age ritual mentioned in the Talmud. According to Jewish law, before children reach a certain age, the parents are responsible for their child's actions. Once Jewish children reach that age, they are said to "become" b'nai mitzvah, at which point they begin to be held accountable for their own actions. Traditionally, the father of a bar or bat mitzvah offers thanks to God that he is no longer punished for his child's sins. In Orthodox communities, boys become bar mitzvah at 13 and girls become bat mitzvah at 12. After this point, children are also held responsible for knowing Jewish ritual law, tradition, and ethics, and can participate in all areas of Jewish community life to the same extent as adults.

In some Jewish communities, men's and women's roles differ in certain respects. For example, in Orthodox Judaism, once a boy turns 13, it is permitted to count him for the purpose of determining whether there is a prayer quorum, and he may lead prayer and other religious services in the family and the community. At the ceremony in the Synagogue the candidate reads from the Torah in front of the congregation in Hebrew.

Humanism

At around the age of 7-9 years old children enter a period of childhood, which is commonly known as 'The Age of Reason'. This is a very special time in the lives of these young people and we gather to celebrate and give thanks for their presence in our lives and to mark their stepping into another phase in their development. Coming of Age Ceremonies Humanist 'Coming of Age' ceremonies are a non-religious alternative to rites of passage for young persons as they prepare to enter adulthood. These ceremonies mark the person's transition into adulthood where Humanist values-social justice, human rights, equality and compassion - are emphasised.

Hinduism

Ritu Kala Samskara is a ceremony for girls at puberty where they are given their first saree to wear and celebrated as a woman. For boys it is known as the Sacred Thread ceremony (the Upanayanam in Sanskrit), and can take place during any odd-numbered year in a boy's life, usually when he is seven, nine, or 11 years old. There is a solemn religious rite that inducts the little boy into youth, where the father tells him secretly the Gayathri Mantra--the supreme and most sacred of all Hindu mantras, which is the basis of all other mantras and the essence of the Vedas (a Hindu scripture).

Year 6 - Autumn Term

Wedding Rituals

Christanity

Christian Marriage - YouTube

Sikhism

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 sootra- 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.

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.

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.

Humanism

A humanist wedding is a non-religious ceremony that often focuses on the value of our connections with other people and celebrate the diversity of loving relationships.
https://understandinghumanism.org.uk/res_films/what-is-a-humanist-ceremony/

Sikhism

Marriage is an important aspect of Sikhism, as it is seen as a sacred bond of mutual help and spiritual bliss. According to Sikh teachings, marriage is not just a social contract, but a way to attain union with God through love and devotion. Here are some key points about the Sikh view of marriage: Marriage is a unity of mind and soul between two people who become one in the eyes of God. Marriage is a means to attain spirituality and not an end in itself. The real goal of marriage in Sikhism is to merge both souls with Waheguru, the Supreme Soul. Marriage is a partnership of equals, as the husband and wife have equal rights and responsibilities in their relationship. They are expected to support each other in worldly and spiritual matters. Marriage is a commitment of fidelity and mutual respect. The couple vows to remain faithful to each other in the presence of the Guru Granth Sahib, the Sikh scripture, and the holy congregation. Marriage is a blessing of sexual union and procreation. Sikhs believe that sex is a gift from God and a way to express love and intimacy. Children are seen as a great blessing and a continuation of the family lineage.

Year 6 - Autumn Term

Funerals and Death Rites

Christanity

Get an order of service for a funeral from the local church

Sikhism

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. In- cense 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 spe- cial prayer. When people visit a Jewish grave they place a small stone on the gravestone as a sign of respect.

Sikhism

Sikhs Death –Antim Sanskar is considered a natural process: an absolute certainty - an event that will happen sooner or later - an event that is guaranteed to take place: and only happens when the Almighty commands and never otherwise - as a direct result of God’s Will or Hukam. To a Sikh, birth and death are closely associated, because they are both part of the cycle of human life of “coming and going” which is seen as transient stage towards Liberation. When a person dies the next of kin will visit the gurdwara to arrange a Sehaj Paath (10-day full reading ensuring the 10th day falls on the day of the funeral cremation). After the cremation the family and friends will return to the Gurdwara, for the final reading and hymns being sung from the Guru Granth Sahib. Langar is served and congregation will pay respects and leave.

Kiratpur Sahib is the place where Sikh people immerse the ashes of their departed ones into Sutlej River. This city as founded by Guru Hargobind Sahib ji. The ashes of Sikh’s three gurus were immersed here, so it has become a sacred place to Sikh community.

Humanism

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.

For many humanists, the main purpose of a funeral is to provide an opportunity for the family and friends of the deceased to grieve, to share memories, and to celebrate the life of the person who has died. Humanists do not believe in an afterlife. Many therefore feel that the words and sentiment at a religious funeral would be inappropriate for them. A humanist ceremony is conducted by a humanist celebrant and there will often be music and readings chosen by the deceased or by family and friends. Sharing stories about the deceased can support the grieving process and help people to remember them. Rather than prayers, there will often be time for reflection.

Humanist_Onelife_deathfear_11.indd (understandinghumanism.org.uk)

Year 6 - Summer Term

Muslim Pilgrimage

Packing the suitcase: A way to investigate the artefacts associated with Hajj. Pupils read one of the sections below and select correctly from a range of artefacts to place in a 'suitcase'.

1) As a Muslim I believe that there is only one God, and that Muhammed is the messenger of God. This is the Shahadah that I have in my house and in my car. I will want to place these in my case.

2) My sisters and cousins all wear the Hijab to cover their head and neck. They wear it when they are outside. My sister started wearing hers at puberty, but my cousins want to wear it at seven. I will pack an extra one for the journey in case it is needed.

3) At last the time is drawing near for my pilgrimage and I have to think very carefully about what I will take with me. I know that at Gatwick Airport there is a prayer room so I will be able to offer my prayers. I will need to keep my special prayer mat in my hand luggage. In Islam you can pray anywhere as long as you are facing Makkah, have the right intention and have washed. I like my prayer mat as it helps me to concentrate, and I know the ground is clean.

4) I must not forget my Hajj belt. Many people say this is where the idea of money belts originated.

5) On the way back from my pilgrimage I will make up some fast days I missed due to ill health. I will break my fast at sundown with these and bring these for my friend who is a Turkish Muslim.

6) Throughout my journey I will use my Subhah. This will help me to focus my thoughts on Allah and his many glorious attributes. I shall use my Subhah to help me pray.

7) I will need to take my Ihram with me. This indicates brotherhood, equality and purity. Just imagine ... the richest person in the world may stand next to me wearing exactly the same Ihram as me! I would like to be buried in the ones I have worn for Hajj in the way my grandfather was buried.

8) I have requested Halal food on the plane. This is because Muslims do not eat pork or substances such as gelatine and all animals must be killed in a special way. Just in case, I have brought some of my own Halal food. This will need to go in my hand luggage.

9) I know how special the Qur'an is to my daily life and I will soon be able to see the cave at Hira where the Qur'an was revealed to the Prophet. I will take it to read on my journey.

10) Before I go it is essential that I see all my family are provided for. I usually take my grandmother to the Mosque for prayers, but she will be able to pray at home while I am away. As she is partially sighted I will provide her with a Muzzein Alarm. I know that when I get back home it will bring back memories for me too.

11) I am afraid my geography is not very good so when I am on the plane, I will have difficulties finding which way to pray as I must face Makkah the city where the Prophet was born, and the Kaaba is located. I am sure I will find this very useful, so I will pack it in my hand luggage.

12) Islam places great emphasis on the value of drinking water. Past pilgrims have told me how thirsty they get. I will get a container from the ZamZam well. This is where the water first sprang from in answer to Hagar's prayer

13) It is hard to believe that this time next week I will have seen the Kaaba. This is the cube shaped structure in the centre of the grand Mosque in Makkah, believed to be the first house built for worship of Allah. I think I will keep these postcards in my luggage so that I can look at them and the plaques from my wall during the long flight.

Year 6 - Summer Term

Actions on 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. There is a set route to take to fulfill the Hajj. Hajj is the last month of the Islamic calendar (the month is known as Dhu-al-Hajj) and that is when Hajj is performed. 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'aba 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 Ishmail 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

Day 5

Having stayed again at Mina the pilgrims return to Makkah and again go seven times round the Ka'aba. They then drink at the zamzam well where Hagar found water for Ishmail in the desert.

Questions and activity

- 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
- Devise 5 beliefs that affect the way you live
- Read The cobblers story
- Packing the suitcase activity







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YEAR 7





How do I see myself in the world?

Topic Overview →

KS3 Adaptive Teaching Ideas →

Roadmap - How do I see myself in the world? →

Autumn - How do people gain their identity? →

Spring - What do Hindus believe and practice? →

Summer - Why is community cohesion important? →

Overview of the Questions for each Year

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 What does it mean to belong?	Why are we thankful?	What places make you feel you belong?	Who is important to you?	Which stories are important to you?	Why do people celebrate?	How do you know you belong?
Year 2 What is Important to People?	What do some people believe about God?	How do people celebrate good over evil?	Who do you talk to if you need some help?	Why are some books special?	How do you show someone is important?	What is special?
Year 3 What do different people believe about God?	How do different people describe God?		What does it mean to be an inspiring leader?		How do people communicate with God?	
Year 4 How is my community special to me?	How do I show I'm part of a community?		How do communities celebrate?		Why are places of worship important to communities?	
Year 5 Why Should we care for our World?	What are the ways communities care?		In what ways are people judged?		What do Humanists believe?	
Year 6 What do we need on Life's journey?	How do we change through life's journey?		How does a community work?		Why do people go on pilgrimages?	
Year 7 How do I see myself in the world?	How do people gain their identity?		What do Hindus believe and practise?		Why is community cohesion important?	
Year 8 What role does belief play in our world?	Jesus Christ - Man or Miracle?		How do people respond to environmental issues?		Who has made a difference in the world?	
Year 9 Are Humans equally Special?	Why do we remember?		Is it wrong to be rich?		What are the 5 pillars of Islam?	

KS3 Adaptive Teaching ideas

Sensitivities

- Encouraging inclusive language in the classroom and avoid essentialist teaching that reinforces stereotypes.
- Some students may be sensitive to topics around suffering, death and injustice – ensure they have a point of reference and support if needed.

Strategies

- Letting the students handle artefacts respectfully
- Using a variety of multi media
- Challenging ways to assess progress through a number of different tasks – written, spoken, interview, a diagram, or a table.
- Use children's own experiences.
- Students to talk to the class about special days and holidays and questions can be asked.
- Getting involved in a celebration, for example creating a baptismal certificate or a advent wreath
- Word processing written responses or asking AI to interview a historical character.
- Using Mnemonics to remember.

Teaching Vocabulary

- Regular retrieval
- Support vocabulary with a relevant image (dual coding).
- Using the word confidently in a sentence. Students can identify when the word is being used correctly.
- Learning mats used for every lesson.
- Consider strategies to help memorize words such as clapping out the syllables
- Regular points to pause
- Using Etymology to understand the word's history and development

Adaptations for including children in discussions

- Use of Adults to facilitate learning or individualized support
- Providing scaffolds for extended writing
- Understand the child's need by referring to EHCP if applicable
- Focus on command words
- Accessible resources. Consider colour of text and background, size of font, stimuli and space to responses
- Provide word mats with literacy sentence starters, vocabulary and structure

Adapted outcomes

- A response to "Tell me" or "show me"
- Participating in independent practice by providing a scaffold or sentence starters
- Identify using pictures/ continual visual aids as a prompt with more than one possible outcome.

Adaptive teaching

- Use curricular links for reinforce learning – through literature, Art, Drama and Music
- Interleave learning opportunities and make clear links for previous and past topics
- Use simple drawings, mottos and icons to sum up what has been learned
- Metacognitive approach to learning where relevant
- Refer to the resource pack or artefacts to illustrate examples
- Thin pair, share responses
- Teach in small chunks if needed and show steps using a visual timetable
- Consideration of format and presentation of lessons and slides
- Provide a stimulating environment by visiting a local place of worship

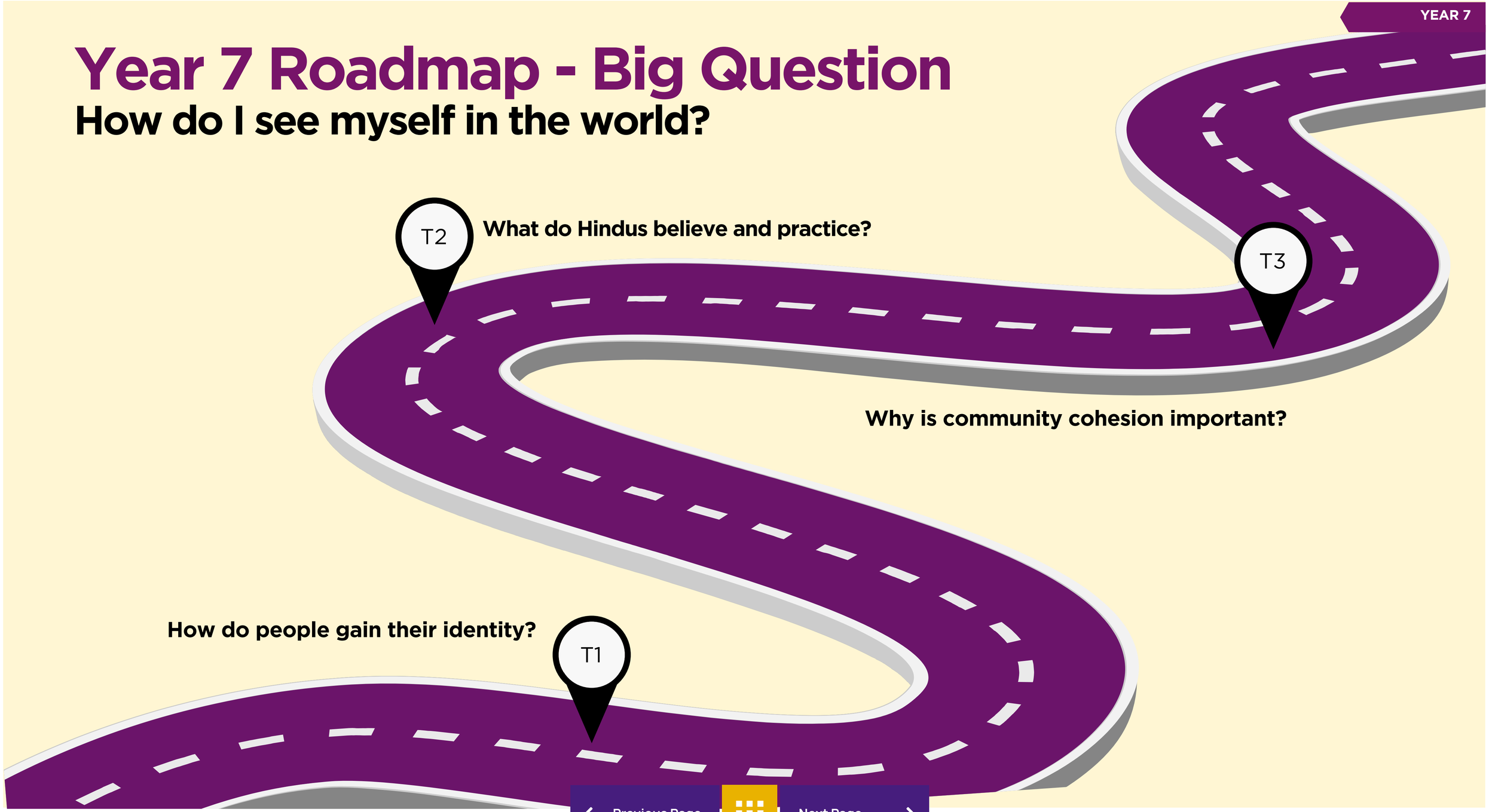
Further help

- https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/
- https://www.natre.org.uk/uploads/Member%20Resources/NATRE%20Resources/Primary%201000/SEND%20RE.pdf

Written for primary but contains excellent transferrable examples

Year 7 Roadmap - Big Question

How do I see myself in the world?



Year 7 - Autumn Term

How do people gain their identity?

What a child needs to know and remember by the end of the unit:

- To understand that all humans are unique.
- To know how groups celebrate new life.
- How do humans show their identity?

What a child should be able to do: (Assessment)

- I can recognise the value of a child in society.
- I can describe the similarities and difference between groups.
- I can recall the rites of passage from one group in my community.

Specific Vocabulary:

- Baptism
- Aqiqah
- Genesis
- Imago dei

Key words:

- Identity
- Samskaras
- Belonging

Prior knowledge

- Creation in KS1.
- Journey of Life Year 6

Questions to consider

Why do we celebrate birth?

What do religious texts tell us about the origins of humanity?

How do we develop our identity?

How is birth celebrated in Christianity?

How is birth celebrated in Islam?

How can we express our identity through food?

Sensitivities

Different faiths and within a faith have different ways of celebrating

Celebrations don't need to be religious

British Values Addressed

individual liberty.

mutual respect.

tolerance of those of different faiths and beliefs

School Values Addressed

AT1 & AT2

AT1 How does a child gain their identity?

AT2 To understand the symbolism that underlies our identity.

Core Concept

Suggest meanings for actions and symbols (including holy books)

Scheme of learning

Year 7 - Autumn Term
How do people gain their identity?

Topic Question	Resources	Outline of teaching	Activities and resources	Vocabulary
Why do we celebrate birth?	https://www.newscientist.com/question/what-is-the-body-made-of/ https://www.bbc.co.uk/religion/religions/islam/ritesrituals/birth.shtml https://humanists.uk/ceremonies/namings/blog/what-is-a-humanist-naming-ceremony/	• Why do we celebrate new life? • Samskaras in Hinduism – What would you wish for a new baby and why? • Mundan and Upanaya • A naming ceremony in Humanism – what are your hopes for a new born?	Create a timeline and sketch of these samskaras. Outline the first 16 years of your life with your milestones and ambitions in seven steps	Samskaras Horoscope Identity

Scheme of learning

Year 7 - Autumn Term
How do people gain their identity?

Key question for the lesson	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What do religious texts tell us about the origins of humanity?	According to Christianity, what are the major responsibilities of the human race? What is our purpose in life? How can we live as a harmonious community?	• Imago dei – reference to the soul. • Genesis 1:27 • Scientific interpretations on the existence of humanity	*Humans are merely bodies.* Do you agree with this statement, give evidence of your opinion showing you have thought about more than one point of view. Outline Christian views on the role of Humans. Around an outline of the human add what chemical elements the body is composed of. What does this say about the nature of Humans?	Imago Dei Roles Duties Responsibility stewardship Soul Greatest Happiness Principle
How do we develop our identity?	What are the influences on our identity? Can your identity change or stay the same? How does my identity differ from my neighbour?	• Make a list of influences on our character. • Nationality • Education • Friends • Hobbies • Family • Media • How do these make an impression on our character – what ones are the most influential?	Create an identity card showing your unique characteristics. Compare your identity to someone in your class, what are the similarities and differences? What duties do we have to others?	Character Duty Responsibility Family Peer group Friendships Influence Identity Diversity

Scheme of learning

Year 7 - Autumn Term
How do people gain their identity?

Topic Question	Resources	Outline of teaching	Activities and resources	Vocabulary
How is birth celebrated in Christianity?	https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-baptism/zm32nrd	• Infants and believer's baptism. Why do some Christians only baptise adults? • Outline the main features of an infant baptism. • What is symbolism behind the • Candle? • Font? • Godparents? • Church?	Create a baptismal candle or certificate from your local church. Investigate how or if your local Croydon Church celebrates Baptism. Find out about the arrangements of 2 different local churches. Invite a faith leader to talk about Baptism.	Baptism Believer's Baptism Baptismal pool Testimony Font Candle God Parents Vicar Church Holy Water Original Sin Vows

Scheme of learning

Year 7 - Autumn Term
How do people gain their identity?

Topic Question	Resources	Outline of teaching	Activities and resources	Vocabulary
How is birth celebrated in Islam?	https://www.bbc.co.uk/religion/religions/islam/ritesrituals/birth.shtml https://www.bbc.co.uk/religion/religions/islam/ritesrituals/birth.shtml#:~:text=The%20Muslim%20call%20to%20prayer,by%20his%20or%20her%20father	• What is the role of the family in welcoming the child into the Muslim ummah? • Iqamah • Adhan • Aqiqah • Taneek	Assessment question Outline how a baby is welcomed into the Islamic community. Compare and contrast the rites of passage for Christian and Islamic practises	Iqamah Adhan Aqiqah Taneek
How can we express our identity and beliefs through food?	https://www.truetube.co.uk/resource/shambo-the-cow/ https://www.youtube.com/watch?v=I3gSqWiGqrY	• Choose one from the following • Halal and Haram food laws. Why are these rules important for Muslims and how difficult is it to keep to these rules in the UK • Kosher and trefah why do religious believers observe these rules? (Deuteronomy and Leviticus) • Why is the cow sacred in Hinduism? • Why do people choose not to eat meat or animal products?	Create a three-course kosher or Halal menu. Use the internet to find the breadth of kosher or Halal food at a local supermarket. Shambo the cow in the Skanda Vale Temple in Wales – who was right? Outline the ethical issues associated with factory farming.	Kosher Halal Terefah Haram Sacred

Resources for Learning

Year 7 - Autumn Term
How do people gain their identity?

https://www.newscientist.com/question/what-is-the-body-made-of/

https://www.bbc.co.uk/religion/religions/islam/ritesrituals/birth.shtml

https://humanists.uk/ceremonies/namings/blog/what-is-a-humanist-naming-ceremony/
https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-baptism/zm32nrd

https://www.bbc.co.uk/religion/religions/islam/ritesrituals/birth.shtml

https://www.bbc.co.uk/religion/religions/islam/ritesrituals/birth.shtml#:~:text=The%20Muslim%20call%20to%20prayer,by%20his%20or%20her%20father

https://www.truetube.co.uk/resource/shambo-the-cow/

Glossary

Year 7 - Autumn Term
How do people gain their identity?

Samskaras	Mental impressions, recollections or psychological imprints of past experiences
Imago Dei	The image of God - likeness or similarity to God
Baptism	A Christian sacrament of initiation
Iqamah **Adhan** **Aqiqah** **Tahneek**	Second call to Prayer The call to prayer for Muslims Sacrifice of an animal when a child is born to a Muslim family Putting something sweet in the child's mouth after birth to represent a sweet life
Kosher **Treifah**	of food, or premises in which food is sold, cooked, or eaten) satisfying the requirements of Jewish law any food, food product, or utensil that, according to the Jewish dietary laws is not ritually clean or prepared according to law and is thus prohibited as unfit for Jewish use.
Halal	Food that is permissible according to Islamic law

Assessment Opportunity



- I can recognise the value of a child in society.
- I can describe the similarities and difference between groups.
- I can recall the rites of passage from one group in my community
- Humans are merely bodies. Do you agree with this statement? Give evidence of your opinion showing you have thought about more than one point of view.

Assessment question

- Outline how a baby is welcomed into the Islamic community

Or

- Outline how a baby is welcomed into the Christian community
- Create a three-course kosher or Halal menu.

Year 7 - Spring Term

What do Hindus believe and practice?

What a child needs to know and remember by the end of the unit:

- To understand the impact on Hinduism on our local and global communities
- To describe elements of Hindu worship personally and communally
- To know how Hindu ideals such as ahimsa can be used to triumph evil.

What a child should be able to do: (Assessment)

- I can contrast differing ways Hindus may practise their faith.
- I can understand places and space that are important to Hindus.
- I can understand the nature of God in Hinduism.

Background Knowledge for teachers:

Hindu places of worship who offer school trips in Croydon are the Lohana Community Complex, P V Raichura Centre, Church Road, Corner of Lower Coombe Street, Croydon CR0 1SH. Email info@LohanaComplex.org.uk and the Sakthy Ghanapathy Temple 21 Brigstock Road, Thornton Heath CR7 7JJ.

Specific Vocabulary:

- Brahma
- Vishnu
- Shiva
- Ganesh
- Trimurti
- Atman

Key words:

- Prashad
- Puja

Prior knowledge

- Ramayana, Good, Evil, Diwali, Pilgrimage

Questions to consider

Where did Hinduism begin?

What is the Hindu belief of reincarnation?

Can we evaluate the Hindu concept of karma?

What are the different types of worship that Hindus practise?

What places are special to Hindus for pilgrimage?

What does the Hindu festival of Diwali celebrate?

How did Mohandas Gandhi achieve the title "Great Soul"?

Sensitivities

Understand that not all Hindus practise their faith in exactly the same way.

British Values Addressed

democracy.
the rule of law.
individual liberty.
mutual respect.
tolerance of those of different faiths and beliefs.

School Values Addressed

AT1 & AT2

AT1 Understand what Hindus belief and how they practise their faith.

AT2 How Hindus put their beliefs into practise.

Core Concept

Make personal links with Hindu belief and practise in the world.

Scheme of learning

Year 7 - Spring Term
What do Hindus believe and practice?

Key question for the Topic	Possible ideas to consider	Outline of teaching	Activities	Vocabulary
Where did Hinduism begin?	To explain where Hinduism originated. To know some of the key facts about Hinduism. Is Hinduism a monotheist or polytheist faith?	• Where did Hinduism begin? • Identify the symbols of Hinduism. • What do Hindus believe? • The concept of the Trimurti	Outline the features of Shiva or Ganesh. What does this symbolism mean in Hinduism? Understand the Hindu swastika is an ancient symbol. Create a character that possesses multiple strengths. What are the most important qualities?	Brahma, Vishnu, Shiva Ganesh Trimurti
What is the Hindu belief of reincarnation? **Can we evaluate the Hindu concept of karma?**	What is karma? Does everyone think of it in the same way? How can Hindus break from Moksha? What spiritual gifts last eternally?	• Describe the difference between body and soul (atman) • Explain the Hindu belief in moksha and reincarnation. • Consider examples of good and bad karma.	What is the difference between physicalism and dualism. How would you describe yourself and why? Why do many non-Hindus believe in the concept of Karma? “Good works, self-control and Love and devotion”- Illustrate ways these are put into action today by Hindus and non-Hindus.	Karma Moksha Dharma Samsara Nirvana

Scheme of learning

Year 7 - Spring Term
What do Hindus believe and practice?

Key question for the Topic	Possible ideas to consider	Outline of teaching	Activities	Vocabulary
What are the different types of worship that Hindus practise?	To analyse why these types of worship represent the beliefs of the Hindu community. How do Hindus around the world perform arti?	• The significance of the home shrine and Puja. • Importance of preparation and prayers • Describe an arti ceremony • What is tilak? • What is prashad? • How do we behave in sacred spaces?	Create a poster letting visitors know what the expectations are when visiting the local Mandir. Why do places of worship and special places have these rules? Create your ideal home space for relaxation – think about all the senses. Create a personal mantra.	Tilak Prashad Arti (The Home Shrine and Puja ceremony were studied in KS2)
What places are special to Hindus for pilgrimage?	What practises take place during a pilgrimage? How do pilgrimages change believers?	• Where is Varanasi? • Why is it sacred? • What rituals take place at the sacred river? • How are believers changed after visiting the Ganges?	Create a list for what is important to you when packing for a holiday, contrast this with a pilgrim would pack when visiting a holy temple or the River Ganges. Find the city of Varanasi on a map of India, what other temples are important to Hindus and why? How would this journey be difficult for British Hindus?	Himalayas Puri Ghats Snaan (ritual bathing) pilgrimage

Scheme of learning

Year 7 - Spring Term
What do Hindus believe and practice?

Key question for the Topic	Possible ideas to consider	Outline of teaching	Activities	Vocabulary
What does the Hindu festival of Diwali celebrate?	How can good triumph evil? In what other faiths and cultures do we celebrate light overcoming darkness?	• The lunar calendar – why isn't the date for Diwali fixed every year? • The Ramayana and the triumphant return of Rama and Sita, why is this event celebrated annually?	How is Diwali celebrated in Croydon? Why is it important to celebrate good overcoming evil? Create a display for Diwali using Rangoli patterns.	Ramayana Rama Ravanna Sita Rangoli Dassehra
Mohandas Gandhi **How did Mohandas achieve the title "Great Soul"?**	Can nonviolence bring about purposeful change? Who did Gandhi inspire with his nonviolent approach? Is violence always wrong?	• Life for Gandhi under the apartheid regime? • ahimsa and Satyagraha • The massacre at Amritsar – what effect did this have on Gandhi and what was the result of this?	What was the life of the Harijans like, and what did Gandhi do to improve this? Why did Gandhi adopt the principle of ahimsa? How did Gandhi's stance influence future civil rights activists such as Martin Luther King? Write a report on Gandhi's first protest- (burning the ID cards) Who was in the right?	ahimsa Apartheid Agnostic Ashram Kadi Harijan caste 'Untouchability' Satyagraha

Resources for Learning

Year 7 - Spring Term
What do Hindus believe and practice?

https://www.bbc.co.uk/bitesize/topics/zt42tfr/articles/zkkvt39#:~:text=Diwali%20is%20known%20as%20the,Sita%20and%20Lakshmi%2C%20are%20told

https://www.youtube.com/watch?v=HrrW3rO51ak

https://londonmandir.baps.org/visit-us/school-visits/

https://www.educationquizzes.com/ks3/religious-education/hinduism-01/?q=rat
https://ghanapathy.co.uk/for-schools/

https://www.bbc.co.uk/religion/religions/hinduism/people/gandhi_1.shtml

https://www.youtube.com/watch?v=j4lSnFCnGmg

Glossary

Year 7 - Spring Term
What do Hindus believe and practice?

1 Brahma **2 Vishnu** **3 Shiva**	1 The creator God 2 The second God –of maintenance of the world. Vishnu is considered by Hindus to have had nine earthly incarnations or avatars, including Rama, Krishna, and the historical Buddha: the tenth avatar will herald the end of the world. 3 Destroyer of the universe in order to recreate it
Trimurti	It refers to the three main Hindu gods: Brahma, Vishnu, and Shiva These gods are in charge of the cosmic functions of creation, preservation, and destruction, respectively.
Atman	the spiritual life principle of the universe, especially when regarded as immanent in the individual's real self.
Prashad	Religious offering of food
Ganesh	Elephant headed God- Lord of the people
Tilak	a mark worn by a Hindu on the forehead to indicate caste, status, or sect, or as an ornament
Ahmisa	respect for all living things and avoidance of violence towards others.

Assessment Opportunity

- I can contrast differing ways Hindus may practise their faith.
- I can understand places and space that are important to Hindus.
- I can understand the nature of God in Hinduism.
- I can contrast differing ways Hindus may practise their faith.
- I can understand places and space that are important to Hindus.
- I can understand the nature of God in Hinduism.



Year 7 - Summer Term

Why is community cohesion important?

What a child needs to know and remember by the end of the unit:

- To understand that the United Kingdom can be described as diverse.
- To understand statistical information and make reasoned conclusions.
- To understand the roles of groups working towards community cohesion

What a child should be able to do: (Assessment)

- I can explain the diverse nature of the UK.
- I can use official statistics to make reasoned conclusions.
- I can understand how different groups in my local area and nationally work towards community cohesion.

Background Knowledge for teachers:

Schools wishing to arrange a visit to the Gurdwara please email generalsecretary@croydongurdwara.co.uk

Please note: School visits are arranged Monday – Friday, between 10am to 12pm.

Specific Vocabulary:

- Christian
- Community
- diverse

Key words:

- Secular
- cultural
- theocracy
- service
- mission

Questions to consider

Is the UK a secular society?

What is the makeup of beliefs in Croydon?

Is it important to spread your personal beliefs?

How do different groups in the UK serve their communities?

How does the Salvation Army help those in need?

What is the role of FTI Croydon and how do they promote community cohesion?

Sensitivities

Understand the diverse nature of Croydon, London and the UK without making sweeping generalisations

British Values Addressed

Co-operation

Respect

School Values Addressed

AT1 & AT2

AT1 Understand what different groups make up the local and national community.

AT2 How can these communities work together to promote cohesion.

Core Concept

Understand how groups can work together in their diverse communities.

Scheme of learning

Year 7 - Summer Term
Why is community cohesion important?

Key question for the Topic	Possible questions to consider	Outline of teaching	Activities	Vocabulary
Is the UK a secular society?	• What evidence exists to show that the UK is now a secular society? • What evidence exists to show that the UK is a religiously diverse society? • Are service attendance statistics showing a marked decline in the extent of participation in religious services an accurate way of measuring secularization? • What are some challenges involved in measuring secularization?	• https://www.theguardian.com/uk-news/video/2015/nov/22/church-england-prayer-advert-banned-uk-cinemas-star-wars-video • This advert was produced by the Church of England to be shown before Star Wars VII. However, cinemas found that the advert breached guidelines on religious advertising so would not show it. • Discuss the validity of keeping or not showing the advert. • Does the decision to withdraw a Church of England advert reflect the decreasing influence of Christianity in the UK?	Write a response to the news article Does the decision to withdraw a Church of England advert reflect the decreasing influence of Christianity in the UK? Or does the outcry against its banning show that there is still significant support for Christianity?	Theocracy Secular Diverse Mutifaith
What is the makeup of beliefs in Croydon?	How does this compare to a decade earlier and the National picture? Christmas and Easter – have they become secular festivals? ONS Census data 2021 on religious belief (introduction pages)	• How can we use statistics to add value to an explanation? • What words can you describe the beliefs of England? • Are we no longer a Christian country? • In what ways is the United Kingdom still a Christian country? • e.g. 1994 Sunday Trading Act	ICT task - Using the link to the Census 2021 results Compile a table outlining belief – how different is Croydon to the rest of the UK – what future trends do you predict? Religion - Census Maps, ONS Information also found in the introduction to the syllabus	Secular Religious Multi faith census

Scheme of learning

Year 7 - Summer Term
Why is community cohesion important?

Key question for the Topic	Possible ideas to consider	Outline of teaching	Activities	Vocabulary
Is it important to spread your personal beliefs?	Can we be a truly tolerant society? How can we improve understanding between different communities?	• "No matter how good and true any other religion might seem, it is false, useless – because the light of Christ has not fallen on it." Karl Barth (Evangelical Protestant Theologian) • ...the Church has the obligation to... evangelise (convert) all men.' (Catechism of the Catholic Church) • (Da'wa)-Call to the way of your Lord with wisdom and good preaching. • Quran, Surah 16 ayah 125 • Richard Dawkins – Atheist bus adverts • Outline the main approaches to evangelism	Extended writing task "You should keep your beliefs private." Outline reasons that someone may agree or disagree with this statement.	Evangelise Mission Da'wa Duty Conversion The Great Commission
How do different groups in the UK serve their communities? **Example of the Croydon Gurdwara**	What are the Sikhi teachings on equality and service? What is Sewa? What is Langar?	• In what way is Langar an example of putting faith into action? • How does the Langar demonstrate equality? • (The langar is a way to not just talk about equality but demonstrate it e.g. Sewa (selfless service) is performed by all for all regardless of income or class, everyone sits on the floor, it is a vegetarian meal so that everyone can enjoy it.)	For Sikhs, the langar is the best way to perform Sewa. Do you agree with this statement? Find the activities of the Croydon Gurdwara – what activities serve the community. Visit the Croydon Gurdwara	Sewa Langar Khalsa equality

Scheme of learning

Year 7 - Summer Term
Why is community cohesion important?

Key question for the Topic	Possible ideas to consider	Outline of teaching	Activities	Vocabulary
How does the Salvation Army help those in need?	What responsibilities do we have to others? How do non religious believers show altruism in action?	• What was lifelike for the poor and needy in Victorian England? • Soup, Soap and Salvation! Outline the roles of the Salvation Army. Matthew 25:26 • God shall have all there is of William Booth – Why did William Booth become a Christian and how did this inspire his selfless service towards others? • Is it easy to empathise with those in need? • The Salvation Army's Christmas campaign. What does a £19 donation do?	Create a drama piece to show the impact of the Salvation Army had on someone in need. Create a poster showing the facilities offered by the Salvation Army this can include- A lunch club for the elderly, Christmas Day meals, finding a lost relative, a homeless shelter or a befriender for the lonely.	Salvation Corps Altruism Donation Golden Rule
A local case study Faiths Together in Croydon. **What is the role of FTI Croydon and how do they promote community cohesion?**	What different faiths exist in Croydon? Where do the different faiths worship in Croydon? How can working together be a success?	• Faiths Together in Croydon – an example of interfaith community involvement. • Show some examples in the calendar year of the events that FTIC have organised – The Big Lunch, Interfaith walk, praying for Peace, crime reduction. • What are the strengths of interfaith dialogue? • Give an example of where interfaith dialogue has been a global success.	Put together a pledge from four faith leaders in Croydon, what are the most pressing points to cover? Suggest ways people of all different faiths can work together – what things do they have in common? How would you organise a Peace Symposium? Consider what the Golden Rule is and how it can unite believers.	Interfaith dialogue Duty Empathy Community cohesion

Resources for Learning

Year 7 - Summer Term
Why is community cohesion important?

https://www.theguardian.com/uk-news/video/2015/nov/22/church-england-prayer-advert-banned-uk-cinemas-star-wars-video

https://humanists.uk/campaigns/successful-campaigns/atheist-bus-campaign/bus-launch/

https://faithstogetherincroydon.org.uk/

https://www.youtube.com/watch?v=lP-kt7nFSL0 – The Salvation Army Christmas Appeal video

https://www.salvationarmy.org.uk/

https://www.ahmadiyya-islam.org/topics/peace-symposium/

https://www.ons.gov.uk/census/maps/choropleth/identity/religion/religion-tb/no-religion?lad=E09000008

Glossary

Year 7 - Summer Term
Why is community cohesion important?

Trimurti	a system of government in which priests rule in the name of God or a god
secular	not connected with religious or spiritual matters: Contrasted with sacred
Evangelise	Convert or seek to convert someone to a faith
Sewa **Langar**	Selfless service (among Sikhs) a communal free kitchen
Community cohesion	The social relationships within a community that works together

Assessment Opportunity



- I can explain the diverse nature of the UK.
- In use official statistics to make reasoned conclusions.
- I can understand how different groups in my local area and nationally work towards community cohesion.
- Make a table of the census results
- Extended writing task “You should keep your beliefs private.”
- Make a drama piece or poster about the work of the Salvation Army.

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Year 8

What role does belief play in our world?

Guidance Year 8 →

KS3 Adaptive Teaching Ideas →

Topic Overview →

Roadmap - What role does belief play in our world? →

Autumn - Jesus Christ Man or Miracle? →

Spring - How do people respond to environmental issues? →

Summer - Who has made a difference to the world? →

Guidance Year 8

The Big Question for Year 8 is What role does belief play in our world?

There are 3 main topics for the year one for each term - the topics are:

Autumn - Jesus Christ man or Miracle?

Spring - How do people respond to environmental issues?

Summer – Prejudice and discrimination - Who has made a significant impact on our world?

There are 6 Topic learning Objectives for each Term so that teachers can spread the learning out over the whole term.
Assessment questions are bult in and found at the end of each term's unit along with a glossary.
The Resources suggested for each term are at the beginning after the knowledge organiser.
At the end of the year pupils can discuss whether they have answered the Big Question for the Year.

KS3 Adaptive Teaching ideas

Sensitivities

- Encouraging inclusive language in the classroom and avoid essentialist teaching that reinforces stereotypes.
- Some students may be sensitive to topics around suffering, death and injustice – ensure they have a point of reference and support if needed.

Strategies

- Letting the students handle artefacts respectfully
- Using a variety of multi media
- Challenging ways to assess progress through a number of different tasks – written, spoken, interview, a diagram, or a table.
- Use children's own experiences.
- Students to talk to the class about special days and holidays and questions can be asked.
- Getting involved in a celebration, for example creating a baptismal certificate or a advent wreath
- Word processing written responses or asking AI to interview a historical character.
- Using Mnemonics to remember.

Teaching Vocabulary

- Regular retrieval
- Support vocabulary with a relevant image (dual coding).
- Using the word confidently in a sentence. Students can identify when the word is being used correctly.
- Learning mats used for every lesson.
- Consider strategies to help memorize words such as clapping out the syllables
- Regular points to pause
- Using Etymology to understand the word's history and development

Adaptations for including children in discussions

- Use of Adults to facilitate learning or individualized support
- Providing scaffolds for extended writing
- Understand the child's need by referring to EHCP if applicable
- Focus on command words
- Accessible resources. Consider colour of text and background, size of font, stimuli and space to responses
- Provide word mats with literacy sentence starters, vocabulary and structure

Adapted outcomes

- A response to "Tell me" or "show me"
- Participating in independent practice by providing a scaffold or sentence starters
- Identify using pictures/ continual visual aids as a prompt with more than one possible outcome.

Adaptive teaching

- Use curricular links for reinforce learning – through literature, Art, Drama and Music
- Interleave learning opportunities and make clear links for previous and past topics
- Use simple drawings, mottos and icons to sum up what has been learned
- Metacognitive approach to learning where relevant
- Refer to the resource pack or artefacts to illustrate examples
- Thin pair, share responses
- Teach in small chunks if needed and show steps using a visual timetable
- Consideration of format and presentation of lessons and slides
- Provide a stimulating environment by visiting a local place of worship

Further help

- https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/
- https://www.natre.org.uk/uploads/Member%20Resources/NATRE%20Resources/Primary%201000/SEND%20RE.pdf

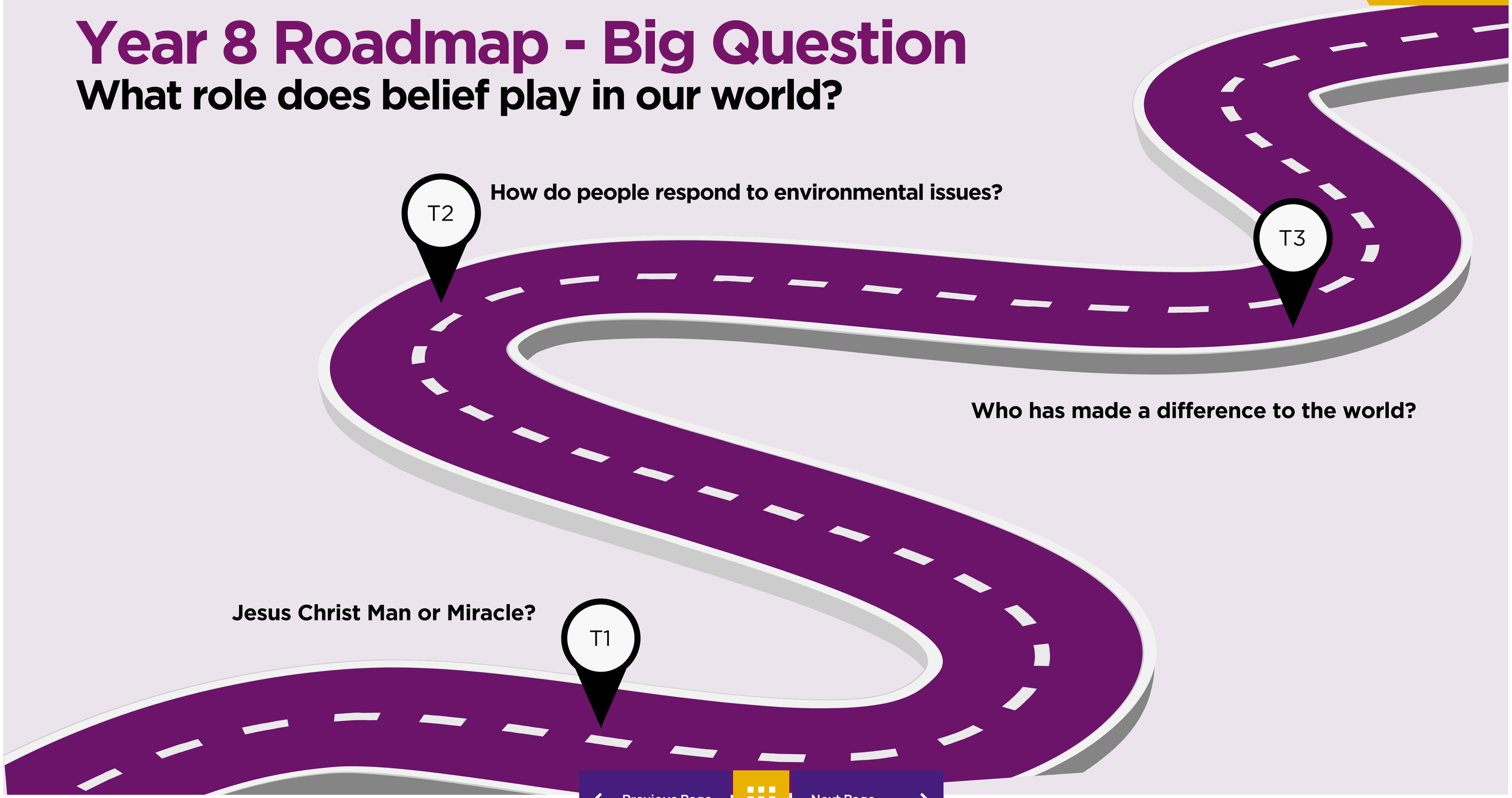
Written for primary but contains excellent transferrable examples

Overview of the Questions for each Year

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 What does it mean to belong?	Why are we thankful?	What places make you feel you belong?	Who is important to you?	Which stories are important to you?	Why do people celebrate?	How do you know you belong?
Year 2 What is Important to People?	What do some people believe about God?	How do people celebrate good over evil?	Who do you talk to if you need some help?	Why are some books special?	How do you show someone is important?	What is special?
Year 3 What do different people believe about God?	How do different people describe God?		What does it mean to be an inspiring leader?		How do people communicate with God?	
Year 4 How is my community special to me?	How do I show I'm part of a community?		How do communities celebrate?		Why are places of worship important to communities?	
Year 5 Why Should we care for our World?	What are the ways communities care?		In what ways are people judged?		What do Humanists believe?	
Year 6 What do we need on Life's journey?	How do we change through life's journey?		How does a community work?		Why do people go on pilgrimages?	
Year 7 How do I see myself in the world?	How do people gain their identity?		What do Hindus believe and practise?		Why is community cohesion important?	
Year 8 What role does belief play in our world?	Jesus Christ - Man or Miracle?		How do people respond to environmental issues?		Who has made a difference in the world?	
Year 9 Are Humans equally Special?	Why do we remember?		Is it wrong to be rich?		What are the 5 pillars of Islam?	

Year 8 Roadmap - Big Question

What role does belief play in our world?



Year 8 - Autumn Term

Jesus Christ Man or Miracle?

What a child needs to know and remember by the end of the unit:

- Understand that Jesus is fully God and Fully divine for Christians. Understand the role of Jesus as a prophet. Understand why some see Jesus as a Historical figure.

What a child should be able to do: (Assessment)

- I can recognise the variety of ideas about the existence of Jesus.
- I can describe contrasting evidence about the existence of Jesus.
- I can make basic statement about a religious figure.

Specific Vocabulary:

- Incarnate
- Trinity
- Shroud

Key words:

- Persecution
- Miracle
- Rational

Prior knowledge

- The Nativity
- The events of Holy week

Sensitivities

Understanding the different views people hold toward Jesus Christ. Not all students accept Jesus as the Son of God. Don't expect all students to draw images of Jesus.

Questions to consider

Who was Jesus Christ?

What evidence exists for Jesus Christ?

Non-Biblical evidence for Jesus Christ - the early scholars.

Non-Biblical evidence for Jesus Christ – The Turin Shroud

Islamic views on Jesus.

Artist's impressions of Jesus.

Can a scientist believe in miracles?

British Values Addressed

Individual liberty

Mutual respect

Tolerance of those of different faiths and beliefs.

School Values Addressed

Acceptance

Curiosity

AT1 & AT2

AT1: Understand how different groups accept Jesus Christ as a Historical figure or a divine being

AT2: Asses the evidence of Jesus' existence

Core Concept

Make a reasoned conclusion on the existence of Jesus Christ.

Scheme of learning

Year 8 - Autumn Term
Jesus Christ Man or Miracle?

Key question for the lesson	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Who was Jesus Christ?	• What evidence exists for Jesus Christ? • How many people follow Christianity worldwide? • What is written about Christ in the New Testament? • What was the message of Christ?	Old and New Testament teachings about Jesus Christ Old Testament Genesis 3:15 Isaiah 7:14 Psalms 35:11 New Testament Matthew 7:12 John 2:1 John 11:25 Trinity, salvation and atonement “Fully man and Fully God”	**Assessment question** • Outline Christian teachings about Jesus Christ. • How is Jesus Christ seen by other faiths? • The Parable of the Good Samaritan – how did Parables teach meaning to fellow men?	Trinity salvation atonement Messiah Prophet Redeemer Teacher Lord
Non-Biblical evidence for Jesus Christ - the early scholars.	• Why did the Romans persecute early Christians? • What was different about Christ’s message?	Tacitus and Pliny the Younger – what do their writings suggests about the existence of “Christ” and his followers? The Great Fire of Rome. What did this mean for the early Christians? How were early Christians persecuted?	Find out the fate of the apostles of Jesus. Particularly Peter and Andrew. How many died through persecution? Investigate on a world map the setting up of the early church, where did the Apostles take the message?	Apostles Persecution Martyr Blasphemy

Scheme of learning

Year 8 - Autumn Term
Jesus Christ Man or Miracle?

Key question for the lesson	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Non-Biblical evidence for Jesus Christ – The Turin Shroud **Biblical reference – Luke 23:53**	• Where is Turin and the Cathedral that houses the Shroud? • Is the Shroud believed by all Christians?	Pope Pious XII and Pope Francis – compare the two views on the Turn Shroud. Why do some Christians believe that the image is of Jesus Christ and not an ordinary man that was crucified?	Create a timeline of major events of the Shroud. What have scientists concluded about its authenticity? What are the wounds present on the shroud and how do they correlate to Biblical evidence.	Shroud Authenticity Carbon dating

Scheme of learning

Year 8 - Autumn Term
Jesus Christ Man or Miracle?

Key question for the lesson	Key facts	Possible questions to consider	Outline of teaching	Activities	Vocabulary
What are Islamic views on Jesus?	• The Quran states Jesus (Isa) is the penultimate messenger of Allah, son of Maryam sent to guide the Children of Israel with the Injil	What are Islamic teachings on Christ for Christians? The Christians say: Messiah is the son of Allah. That is a saying from their mouths. They imitate the saying of the disbelievers of old. Allah's Curse be on them, how they are deluded away from the truth." (Quran 9:30).	Six miracles of Isa A well-built man of medium/ moderate/average height and stature with a broad chest. Straight, lank, and long hair that fell between his shoulders. It seems as though water is dribbling from his head, though it is not wet.	Create a Venn diagram mapping out the beliefs about Jesus from a Christian, Muslim and an Atheist. Assessment question – "Outline Islamic beliefs about Isa".	Injil Prophet

Scheme of learning

Year 8 - Autumn Term
Jesus Christ Man or Miracle?

Key question for the lesson	Possible questions to consider	Outline of teaching	Activities	Vocabulary
Where did he come from and what did he look like? **(Artist's impressions of Jesus)**	• Use a map of the Holy Land to find the place where Jesus taught and performed his miracles.	Show several artists impression of Jesus Christ during adulthood, performing miracles, during his ministry, his arrest and crucifixion from around the world. New Testament reference to the pictures	Students in groups are to select an image and analyse what the artist was trying to depict. Compare a gallery of the "faces" of Jesus, which ones are genuine to his life story?	Forgiveness Compassion Agape Pain Resurrection Ministry
Would a scientist believe in miracles?	• What are some modern miracles? • Is there a viable explanation of a miracle? • Who was David Hume and what did he believe about miracles?	What miracles did Jesus perform? Find miracles of nature and healing miracles. Look at modern miracles such as NDE (Near death experiences) Lourdes Stigmata – Padre Pio case study Use the internet to find some examples of modern miracles.	**Assessment question** Can science be used to explain modern miracles? Discuss this statement showing that you have thought about another point of view.	Miracle Coincidence Judgement Reason Evidence Superlative quality

Glossary

Year 8 - Autumn Term
Jesus Christ Man or Miracle?

Trinity, salvation and atonement	Trinity one God who is Father, Son and Holy Spirit Salvation saving human beings from sin and its consequences Atonement - the belief that Jesus dying on the cross resolved the problems between humans and God.
Apostles	Followers of Jesus
Shroud	A sheet which was wrapped round a dead person
Injil	Arabic name for the gospel of Jesus
Forgiveness Compassion Agape	Letting go of a grudge sympathetic pity and concern for the sufferings or misfortunes of others Selfless Love
Miracle	A phenomenon not explained by the known laws of nature

Assessment Opportunity

- Understand that Jesus is fully God and Fully divine for Christians.
- Understand the role of Jesus as a prophet.
- Understand why some see Jesus as a Historical figure.
- I can recognise the variety of ideas about the existence of Jesus.
- I can describe contrasting evidence about the existence of Jesus.
- I can make basic statement about a religious figure.
- Outline Christian teachings about Jesus Christ
- Outline Islamic beliefs about Isa.
- Can science be used to explain modern miracles? Discuss...



Resources for Learning

Year 8 - Autumn Term
Jesus Christ Man or Miracle?

Christian Atheism
https://www.bbc.co.uk/religion/religions/atheism/types/christianatheism.shtml

ABC News
https://www.youtube.com/watch?v=Pt_92yHPSug

Brittanica
https://www.britannica.com/topic/Shroud-of-Turin

Non Biblical evidence
https://www.history.com/news/was-jesus-real-historical-evidence

What did Jesus look like?
https://www.bbc.co.uk/news/magazine-35120965

Nero's treatment of Christians
https://www.youtube.com/watch?v=uHFxNlgOprs

Padre Pio
https://www.bbc.co.uk/religion/religions/christianity/saints/pio.shtml

Year 8 - Spring Term

How do people respond to environmental issues?

What a child needs to know and remember by the end of the unit:

- Understand that there are many world views on keeping our planet safe
- Understand the environmental issues facing our planet.

What a child should be able to do: (Assessment)

- Describe attitudes to environmental responsibility.
- Demonstrate an understanding for the need for recycling.

Specific Vocabulary:

- Halal
- Speciesism
- Atman

Key words:

- Stewardship
- Dominion
- Sustainability

Prior knowledge

- Recap work from Year 5 Primary The environment
- Responsibilities, Duty, Creation, Compassion

Questions to consider

What are the environmental concerns in today's world?

What does stewardship mean to the Christian Community?

What is speciesism?

How do Hindus view the environment?

What are the environmental issues that are important to Muslims?

What are the environmental issues facing our planet and what can be done?

British Values Addressed

Individual liberty

Mutual respect

Tolerance of those of different faiths and beliefs.

School Values Addressed

Acceptance

Curiosity

AT1 & AT2

AT1Understand the environmental issues that have arisen.

AT2 Assess the impact of religious and non-religious teachings

Core Concept

Commitment

Duty

Scheme of learning

Year 8 - Spring Term
How do people respond to environmental issues?

Key question for the lesson	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What are the environmental concerns in today's world? **Need and greed.**	• What are the roles and duties of humankind? • How do we show care for our planet?	Genesis 1:28 Dominion Genesis 2:15 Stewardship Literal and non-literal stories of creation – why there may be differences. Why do Pope Francis and Pope John Paul II have non literal views of creation?	'The World provides enough for everyone's need, but not enough for everyone's greed.' (Mahatma Gandhi) "The world was created for humans to benefit from." Do you agree with this statement? Show that you have considered another point of view.	Stewardship Dominion Guardian Sustainable Literal Non literal
What does stewardship mean to the Christian Community?	• What does the Book of Genesis teach about stewardship and dominion – how does a Christian put faith into action?	"Before you've finished your breakfast this morning, you'll have relied on half the world" - Martin Luther King. How do Christians act as good global stewards today? Fair trade LOAF (Locally Produced, Organically Grown, Animal-friendly and Fairly Traded) principles Carbon neutral	'Then God said, 'Let us make man in our image, after our likeness: and let them have dominion over the fish of the sea, over the birds of the air, and over all the earth…' (Genesis 1:26) Explain two ways in which humans show compassion for the world. How does fair trade show compassion for the environment?	Stewardship Compassion Fair trade Interdependence

Scheme of learning

Year 8 - Spring Term
How do people respond to environmental issues?

Key question for the lesson	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is speciesism? **What does the sentientism group say?**	• Who is Pete Singer? What does he say about speciesism? • What is sentientism?	Are animals sentient beings? Animals in captivity – What is the Humanist view about keeping animals in captivity? Jain monks and ahimsa – Why are brooms and facemasks used? What does this tell us about the status of animals?	Which of these items do you consider to be acceptable/unacceptable uses of animals? Use the source from the CWF Teachers pack - “where do you draw the line?” “Animals should have the same rights as humans.” Do you agree? Create a phylogenetic Tree – How are all species related to each other?	Speciesism Sentientism Ahmisa
How do Hindus view the environment?	• Why are Trees and Cows sacred to Hindus? • What is the Chipko movement?	In your heads picture a single tree in full bloom. Consider what does that tree provide us with? Why do Hindus think of forests as special places? Why is the cow sacred in Hinduism? Recap from last term - The case of Shambo the cow.	Design a poster that could be displayed in a Hindu temple to encourage Hindus to join the Chipko Movement as a way of caring for the environment. Some Hindus in Carmarthenshire tried to protect a cow from being put down for Tuberculosis. Summarise the arguments on the video - What should happen to Shambo and why?	Chipko Karma Moksha ahimsa Sacred

Scheme of learning

Year 8 - Spring Term
How do people respond to environmental issues?

Key question for the lesson	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What are the environmental issues that are important to Muslims?	• Where do Muslims get their ideas on environmental issues from? • What are the key terms Hadith, Sunnah and Halal.	Halal and haram Organic farming and slaughter What are examples of being a good Khalifa? Sunnah- Ants and the fire Hadith – Crying Camel Use of water	Create a Halal food menu. Create a poster outlining the Halal methods of rearing animals in factory farming. Outline why it is important for Muslims to respect the environment.	Halal Khalifa Hadith Sunnah
What are the environmental issues facing our planet and what can be done?	• What is Environmental Sustainability? • Why is it important?	Sustainable solutions facing our planet. Sustainable schools Recycling in a local area Reducing electricity Reducing water use	Assessment question Describe attitudes to environmental responsibility. Mini Project on recycling. Writing a persuasive letter to a teacher or an MP outlining your concerns and what should be done.	Carbon neutral Sustainability Organic Responsibility Duty

Assessment Opportunity



- Understand that there are many world views on keeping our planet safe
- Understand the environmental issues facing our planet :
- Describe attitudes to environmental responsibility.
- Demonstrate an understanding for the need for recycling

"The world was created for humans to benefit from."

Do you agree with this statement? Show that you have considered another point of view.

Explain two ways in which humans show compassion for the world.

Writing a persuasive letter to a teacher or an MP outlining your concerns and what should be done.

Glossary

Year 8 - Spring Term
How do people respond to environmental issues?

stewardship	Religious belief that humans are responsible for the world and should take care of it
compassion	To empathise with someone who is suffering and to feel compelled to reduce the suffering
Speciesism	Speciesism refers to prejudice or discrimination based on species, particularly the practise of treating members of one species as morally more important than members of other species
Sentientism	Evidence, reason and compassion for all sentient beings
Ahmisa	Indian principle of nonviolence which applies to actions towards all living beings.
Chipko	'Hugging' The Chipko Movement, was a nonviolent social and ecological movement that emerged in India during the 1970s. Its primary objective was to protect trees and forests from government-backed logging activities.
Khalifa	Steward - Allah has declared humans as the Stewards of the Earth.

Resources for Learning

Year 8 - Spring Term
How do people respond to environmental issues?

Peter Singer
https://www.bbc.co.uk/bitesize/guides/zwstxfr/revision/6

Humanism and animal welfare
https://understandinghumanism.org.uk/wp-content/uploads/2016/09/Animal-welfare-humanist-perspective.pdf

Does it matter how we treat animals? An overview
https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/zns2kmn

The Bible Society
https://www.biblesociety.org.uk/content/education/pdfs/ks3/NRSV/Environment%20and%20Stewardship/Environment%20and%20Stewardship%20main%20resource%20-%20NRSV%20pdf%20version.pdf

Shambo the Cow
https://www.truetube.co.uk/resource/shambo-the-cow/

Peter Singer's interview
https://www.theguardian.com/world/2023/may/21/philosopher-peter-singer-theres-no-reason-to-say-humans-have-more-worth-or-moral-status-than-animals

Hinduism and trees
https://www.earthday.org/the-sacred-connection-between-trees-and-hinduism/

LOAF Principles
https://greenchristian.org.uk/loaf-principles/

CWF Teacher's pac
https://www.ciwf.org.uk/media/3953082/farm-animals-and-us-teachers-pack.pdf

Sunnah and Hadith
https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the%20islamic-story-of%20the-prophets-and-the-ants-and-the-crying-camel/z4vprj6

Year 8 - Summer Term

Who has made a difference to the world?

What a child needs to know and remember by the end of the unit:

- Humans are born equal.
- For some religious believers, humans are made in the image of God.
- Humans have a duty to fight discrimination.

What a child should be able to do: (Assessment)

- I can evaluate how some people have made positive contributions in beating discrimination
- I can describe the teachings against prejudice.
- I can recognise that discrimination is wrong.

Background knowledge for teachers:

The case studies given can be adapted and changed if there are relevant people in cross curricular links in your school for example looking at local heroes or commemorating events such as Holocaust Memorial Day or Black History Month.

Prior knowledge

- Martin Luther King, Imago Dei, Gender equality.

Specific Vocabulary:

- Prejudice
- Discrimination
- Racism

Key words:

- Sexism
- Apartheid
- Segregation

Questions to consider

How does prejudice and discrimination work?

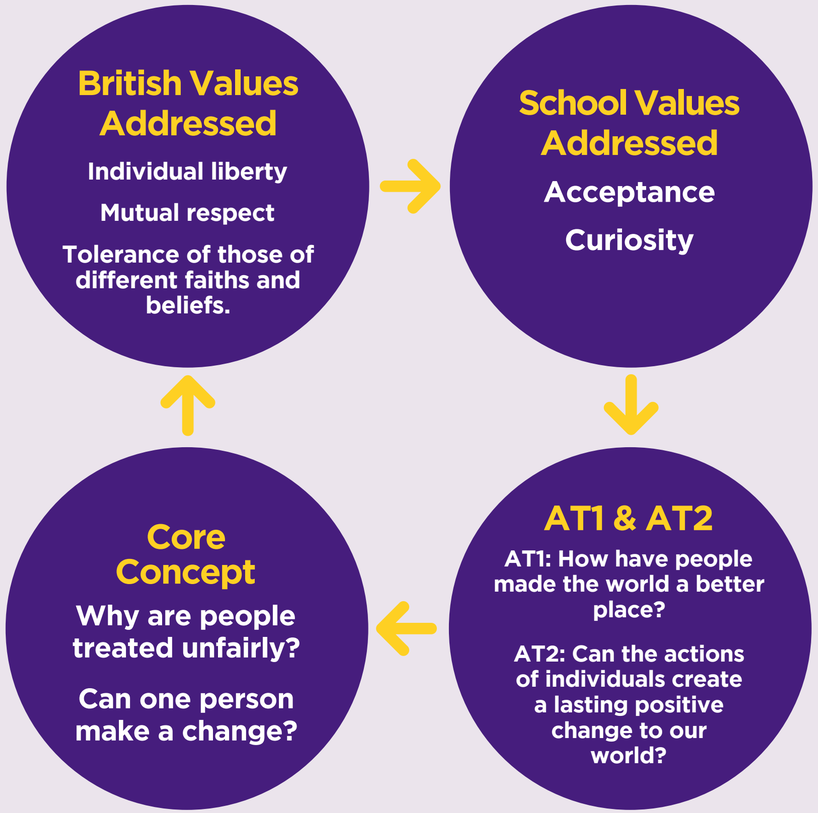
What is apartheid? How did apartheid operate?

How did Nelson Mandela fight apartheid? What was his punishment?

How and why did Malala Yousufzai fight for gender equality under Taliban Rule?

Muhammad Ali – Fighting the greater jihad.

Inspirational people. Presentations – who has made a significant impact?



Scheme of learning

Year 8 - Summer Term
Who has made a difference to the world?

Key question for the lesson	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
How does prejudice and discrimination work? **What is the Golden Rule?**	• What are the main causes of prejudice and discrimination? • The Golden rule from each faith. (resource sheet in Primary) • Prophet Muhammed's last sermon • Hadith – teeth on a comb • Christian parables on equality. • One in Christ Jesus – St Paul	The Golden rule from each faith. (resource sheet in Primary) Prophet Muhammed's last sermon Hadith – teeth on a comb Christian parables on equality. One in Christ Jesus	Outline different forms of inequality today (online research task) Extended writing opportunity – "The law is ineffective in changing prejudice and discrimination. Discuss this statement showing that you have considered more than on point of view."	Prejudice Discrimination Equality Respect
What is apartheid? **How did apartheid operate?**	• Who was Nelson Mandela and how did he fight the apartheid system? • What methods of protest did Mandela use and how effect were they?	Outline some rules passed by the National Party to enforce apartheid. The formation of the ANC and its beliefs and values. The Sharpeville Massacre- how did this influence Mandela's tactics?	'Should all protests be peaceful? Create a table comparing ideas and opinions for and against this view. Draw a pyramid showing how apartheid categorised people	Apartheid Discrimination Protest Boycott Hierarchy

Scheme of learning

Year 8 - Summer Term
Who has made a difference to the world?

Key question for the lesson	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
How did Nelson Mandela fight apartheid? **What was his punishment?**	• How did the international community contribute to fighting the apartheid system? • Why was it necessary to build a new South Africa after the fall or apartheid?	What is truth and reconciliation – why was this an important part of the healing process for a post-apartheid South Africa. Mandela's meeting with Percy Yutar – the judge that sentenced him whom he forgave. Why did Nelson Mandela win the Nobel Peace Prize?	Create a tourist pamphlet about a visit to Robben Island. Why should visitors book the tour and what would they find when they get there? What did Nelson Mandela say about the conditions at Robben Island – create a diary of a day in the jail Extended writing – Is forgiveness a sign of weakness?	Truth Reconciliation Restorative justice Rainbow Nation
How and why did Malala Yousufzai fight for gender equality under Taliban Rule?	• What does the Quran teach about education? • Was Malala right to break the rules?	Outline Islamic teachings on education to dispel any preconceptions. Hadith – The quest for education is a duty for every Muslim. Relate this to Malala's activism from the age of 11. What life was like for Malala growing up under Taliban rule – this could be presented as a poster.	Malala's Nobel Peace prize winning speech…. What is Malala's legacy? How does she champion for the rights for girls to be educated worldwide? Where else in the world are there issues where children do not get access to education? Create a fact file	Equality Hadith Extremism Tolerance Resilience Right
Muhammad Ali – Fighting the greater jihad.	• What is a conscientious objector? • Can only religious people be conscientious objectors? • Why did Ali refuse to fight in Vietnam? • Was Ali right to refuse to fight in Vietnam?	What is segregation – link to apartheid. How did Ali react to discrimination after he won his Olympic gold medal in 1960. Conscription – why was Ali labelled a "draft dodger" and what was his response? Ali's efforts post 9/11 to engage in interfaith dialogue in the USA	Research the experiences of African American soldiers serving in the USA military during segregation Watch the trailer "Hackshaw Ridge" compare the reasons Desmond Doss became a Conscientious objector	Segregation Racism Lesser jihad Pacifism War Violence Just War

Scheme of learning

Year 8 - Summer Term
Who has made a difference to the world?

Key question for the lesson	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Inspirational people. Presentations – who has made a significant impact?	• Who has made a significant impact on our world?	Based on the case studies given, students are to engage in an independent project on someone who has personally inspired them. The following framework questions can be used. 1. A short history and what led them to their activism? 2. The greatest impact they have made and how they have changed the world.	Working on Presentations either individually or in groups, booklets and PowerPoints and showing to the class What was their legacy?	Activism Inspiration Legacy Change

Assessment Opportunity



- I can evaluate how some people have made positive contributions in beating discrimination
- I can describe the teachings against prejudice.
- I can recognise that discrimination is wrong.
- Humans are born equal.
- For some religious believers, humans are made in the image of God.
- Humans have a duty to fight discrimination.
- Extended writing opportunity – “The law is ineffective in changing prejudice and discrimination. Discuss this statement showing that you have considered more than on point of view.”
- Extended writing – Is forgiveness a sign of weakness?
- What life was like for Malala growing up under Taliban rule – this could be presented as a poster.

Glossary

Year 8 - Summer Term
Who has made a difference to the world?

prejudice	preconceived opinion that is not based on reason or actual experience
discrimination	the unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability
racism	prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people based on their membership of a particular racial or ethnic group, typically one that is a minority or marginalized
sexism	prejudice, stereotyping, or discrimination, typically against women, based on their sex
apartheid	a policy or system of segregation or discrimination on grounds of race
segregation	the enforced separation of different racial groups in a country, community, or establishment

Resources for Learning

Year 8 - Summer Term
Who has made a difference to the world?

- A long walk to freedom – Nelson Mandela
- Trevor Noah – Born a crime.
- I am Malala. (Malala Yousafzai, who received the Nobel Peace prize in 2014, is the youngest recipient to date)
- Information on the Nobel Peace Prize which is awarded annually to individuals and organizations who have made significant contributions to promoting peace, fraternity between nations, and the reduction of standing armies. Here are some notable laureates:
- Frédéric Passy: A peace activist.
- Bertha von Suttner: A peace writer and the first woman to receive the Nobel Peace Prize in 1905.
- Theodore Roosevelt: Former US president.
- Ernesto Teodoro Moneta: An Italian journalist.
- Louis Renault: A French jurist.
- Elihu Root: A US statesman.
- Henri La Fontaine: A Belgian senator.
- Woodrow Wilson: Another US president.
- Léon Bourgeois: A French politician.
- Fridtjof Nansen: A Norwegian explorer.
- Additionally, organizations like the International Committee of the Red Cross have received the Nobel Peace Prize.

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Year 9 Curriculum

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Year 9

Are humans equally special?

Topic Overview →

KS3 Adaptive Teaching Ideas →

Guidance Year 9 →

Roadmap - Are Humans Equally Special? →

Autumn - Why do we remember? →

Spring - Is it wrong to be rich? →

Summer - What are the 5 pillars of Islam? →

Overview of the Questions for each Year

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 What does it mean to belong?	Why are we thankful?	What places make you feel you belong?	Who is important to you?	Which stories are important to you?	Why do people celebrate?	How do you know you belong?
Year 2 What is Important to People?	What do some people believe about God?	How do people celebrate good over evil?	Who do you talk to if you need some help?	Why are some books special?	How do you show someone is important?	What is special?
Year 3 What do different people believe about God?	How do different people describe God?		What does it mean to be an inspiring leader?		How do people communicate with God?	
Year 4 How is my community special to me?	How do I show I'm part of a community?		How do communities celebrate?		Why are places of worship important to communities?	
Year 5 Why Should we care for our World?	What are the ways communities care?		In what ways are people judged?		What do Humanists believe?	
Year 6 What do we need on Life's journey?	How do we change through life's journey?		How does a community work?		Why do people go on pilgrimages?	
Year 7 How do I see myself in the world?	How do people gain their identity?		What do Hindus believe and practise?		Why is community cohesion important?	
Year 8 What role does belief play in our world?	Jesus Christ - Man or Miracle?		How do people respond to environmental issues?		Who has made a difference in the world?	
Year 9 Are Humans equally Special?	Why do we remember?		Is it wrong to be rich?		What are the 5 pillars of Islam?	

KS3 Adaptive Teaching ideas

Sensitivities

- Encouraging inclusive language in the classroom and avoid essentialist teaching that reinforces stereotypes.
- Some students may be sensitive to topics around suffering, death and injustice – ensure they have a point of reference and support if needed.

Strategies

- Letting the students handle artefacts respectfully
- Using a variety of multi media
- Challenging ways to assess progress through a number of different tasks – written, spoken, interview, a diagram, or a table.
- Use children's own experiences.
- Students to talk to the class about special days and holidays and questions can be asked.
- Getting involved in a celebration, for example creating a baptismal certificate or a advent wreath
- Word processing written responses or asking AI to interview a historical character.
- Using Mnemonics to remember.

Teaching Vocabulary

- Regular retrieval
- Support vocabulary with a relevant image (dual coding).
- Using the word confidently in a sentence. Students can identify when the word is being used correctly.
- Learning mats used for every lesson.
- Consider strategies to help memorize words such as clapping out the syllables
- Regular points to pause
- Using Etymology to understand the word's history and development

Adaptations for including children in discussions

- Use of Adults to facilitate learning or individualized support
- Providing scaffolds for extended writing
- Understand the child's need by referring to EHCP if applicable
- Focus on command words
- Accessible resources. Consider colour of text and background, size of font, stimuli and space to responses
- Provide word mats with literacy sentence starters, vocabulary and structure

Adapted outcomes

- A response to "Tell me" or "show me"
- Participating in independent practice by providing a scaffold or sentence starters
- Identify using pictures/ continual visual aids as a prompt with more than one possible outcome.

Adaptive teaching

- Use curricular links for reinforce learning – through literature, Art, Drama and Music
- Interleave learning opportunities and make clear links for previous and past topics
- Use simple drawings, mottos and icons to sum up what has been learned
- Metacognitive approach to learning where relevant
- Refer to the resource pack or artefacts to illustrate examples
- Thin pair, share responses
- Teach in small chunks if needed and show steps using a visual timetable
- Consideration of format and presentation of lessons and slides
- Provide a stimulating environment by visiting a local place of worship

Further help

- https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/
- https://www.natre.org.uk/uploads/Member%20Resources/NATRE%20Resources/Primary%201000/SEND%20RE.pdf

Written for primary but contains excellent transferrable examples

Year 9 Guidance

The Big Question for Year 9 is Are humans equally Special?

The three termly Topics are **‘Why Do we Remember?’**, **‘Is it Wrong to be Rich?’** And **‘What are the Five Pillars of Islam?’**

At the end of the year pupils can consider whether they have answered the Big question.

Each topic is to take a term and teachers can spread the lessons out as suitable.

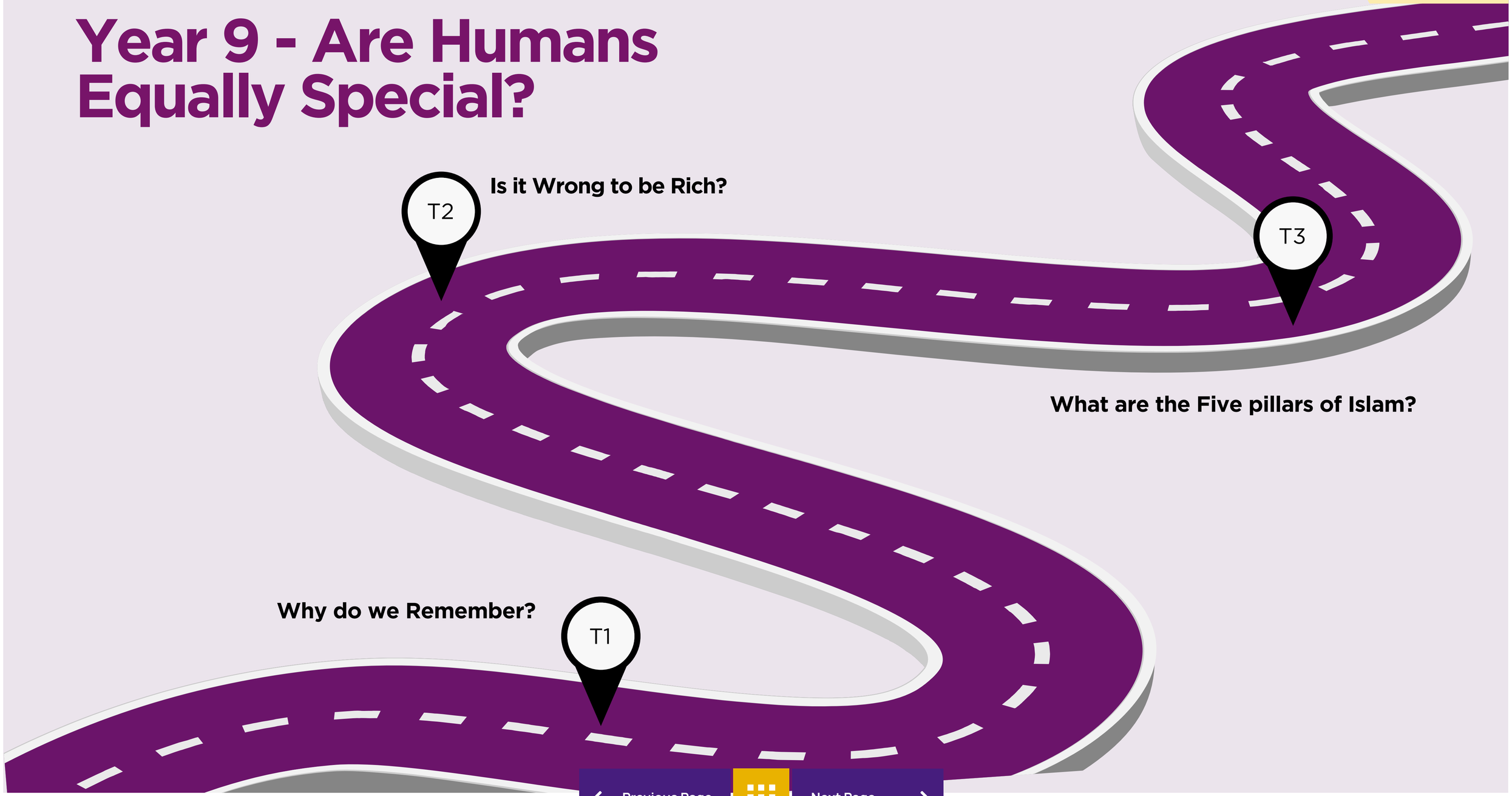
The suggested resources for each unit are at the end of the unit there is also a glossary at the end of each unit.

It is advised to look at previous learning as indicated.

Assessment opportunities are also at the end of each unit as well as in the Knowledge Organiser and under ‘Activities’.

Under ‘Resources’ you will find general information and photographs of places of worship in Croydon

Year 9 - Are Humans Equally Special?



Year 9 - Autumn Term

Why do we remember?

What a child needs to know and remember by the end of the unit:

- To understand how we prepare and care for the dead.
- To describe what emotions people may feel during grief.
- To know how we can remember the positive impact of those who have died..

What a child should be able to do: (Assessment)

- I can contrast differing ways people remember the dead.
- I can understand the impact of legacy.
- I can understand how legacies can shape action and opinions.

Background knowledge for teachers:

This unit can be taught as a lead up to Holocaust Memorial Day which is commemorated on January 27. The Royal British Legion offer the resources for Topic 5 “please write soon”. Croydon SACRE run a Holocaust competition each year on the national theme.

Specific Vocabulary:

- Death
- Afterlife
- Legacy

Key words:

- Memorial
- Judgement

Prior knowledge

- Unit on Life and Death in Year 6

Sensitivities

Understand that many students you are be teaching may be grieving.

Questions to consider

- Why are Memorials Important?
- What are the ways that people cope with loss and change in their lives?
- What helps people when someone has died. Why do some people find it helpful to have set rituals?
- What are the rituals before and at the funeral?
- How do Muslims prepare a body for burial?
- Why do we Remember?

British Values Addressed

Respect

Tolerance

School Values Addressed

Respect

Acceptance

AT1 & AT2

AT1 How do we celebrate and commemorate death?

AT2 What is a legacy?

Core Concept

Suggest why legacy is a positive way that people can pass on to today’s world.

Scheme of learning

Year 9 - Autumn Term
Why Do we remember?

Key question for the lesson	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Why are memorials important? – a local case study.	• Look for memorials near home /school analyse the construction and story and report to the class. (Queen's Road and Mitcham Road Cemeteries are some good examples) • https://www.cwgc.org/visit-us/find-cemeteries-memorials/cemetery-details/44512/croydon-mitcham-road-cemetery/#:~:text=Croydon%20(Mitcham%20Road)%20Cemetery%20contains,found%20in%20the%20plots%20opposite.	Create a collage of different types of memorials. Explore a range of memorials to the Shoah and decide which reflects the message 'Never Again'. https://www.cwgc.org/find-records/ Use this link to find veterans near you and retell their stories.	Write a diary extract for Yom Ha Shoah. Explore the meaning of some war time poetry – "In Flanders Field" and "For the Fallen". Why is it important to keep remembering?	Shoah Memorial Holocaust Legacy

Scheme of learning

Year 9 - Autumn Term
Why Do we remember?

Key question for the lesson	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What are the ways that people cope with loss and change in their lives?	• What is grief and loss? • How do we manage grief and loss?	Explore a range of pictures to investigate the range of practises 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.	Do we live an eternal existence? Give ideas and evidence for your response showing you have considered another point of view.	Memorial Grief Loss Eternal afterlife

Scheme of learning

Year 9 - Autumn Term
Why Do we remember?

Key question for the lesson	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What helps people when someone has died? **Why do some people find it helpful to have set rituals?**	• Why is legacy important? • What words can bring comfort to someone experiencing loss?	Discuss rituals that pupils have experienced or know about Psalms 23:4 Revelations 21:4 Do Not Stand at My Grave and Weep by Mary Elizabeth Frye in the 1930s https://en.wikipedia.org/wiki/Do_Not_Stand_at_My_Grave_and_Weep	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 ...	Legacy ritual

Scheme of learning

Year 9 - Autumn Term
Why Do we remember?

Key question for the lesson	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What are the rituals before and at the funeral? **Is there life after death?**	• How do the customs at the funeral reflect the chosen religion's belief in an after-life?	Compare and contrast a Humanist and Hindu funeral ceremony. Explore a range of mourning cards and make a literacy web of the key terms used. Investigate a range of textual references from sacred and special pictures.	Pupils write how they would explain their own beliefs about the after-life to their friend and to their five-year-old sister. 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.	Interment Cremation Afterlife Atman Reincarnation prayers

Scheme of learning

Year 9 - Autumn Term
Why Do we remember?

Key question for the lesson	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Islamic Funeral rites **How do Muslims prepare a body for burial** **What do Muslims believe about life after death?**	• How are Muslims cared for at the end of their lives? • What is the role of the family during the funeral? • What do Islamic preparations for the body teach us about the afterlife? • https://www.croydonmosque.com/?section=services&page=janazah	Muhammed's stated that a good Muslim's legacy should be: • Possessions • Knowledge • How to live What would be your legacy?	Explain why cremation is not allowed in Islam. How does an Islamic funeral reflect beliefs about the afterlife? Surah 2:156	Janazah Ghusl Iihram Jannah Jahanam Azrail Izrafil Raqib Atid

Scheme of learning

Year 9 - Autumn Term
Why Do we remember?

Key question for the lesson	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Why do we remember?	• "Please write soon" – by Michael Rosen. Free to download from the Royal British Legion website below under "resources".	The downloadable book club pack includes a selection of activities for the pupils to complete after reading the letters between Solly and Bernie. The activities are designed for pupils to explore events through each boy's perspective, whilst encompassing the wider theme of Remembrance	Teachers are free to choose a few elements from the Book Club including creating poppies of gratitude, newspaper article and a letter from the farm.	Memorial Legacy

Resources for Learning

Year 9 - Autumn Term
Why Do we remember?

- www.yad-vashem.org.il
- Eternal Gardens A Muslim Burial Ground
- https://www.iwm.org.uk/memorials
- https://www.thenma.org.uk/
- https://www.cwgc.org/our-work/blog/what-s-the-biggest-war-memorial-in-the-uk/
- https://www.nationaltrust.org.uk/discover/history/architecture/war-memorials-in-our-care
- https://humanists.uk/ceremonies/non-religious-funerals/
- https://www.britishlegion.org.uk/get-involved/remembrance/teaching-remembrance
- https://museumofcroydon.com/local-history-material

Assessment Opportunity

- I can contrast differing ways people remember the dead.
- I can understand the impact of legacy.
- I can understand how legacies can shape action and opinions.
- Draw an emotion graph for the loss of an object (could be used for the loss of a pet).



Glossary

Year 8 - Summer Term
Who has made a difference to the world?

Shoah	the mass murder of Jewish people under the German Nazi regime during the period 1941–5: the Holocaust.
Memorial	Intended to commemorate someone or something
Legacy	something left or handed down by a predecessor
Ritual	a religious or solemn ceremony consisting of a series of actions performed according to a prescribed order
Cremation	something remembered from the past.
Memory	the enforced separation of different racial groups in a country, community, or establishment
Celebration	A joyful event planned to commemorate a special event.

Year 9 - Spring Term

Is it Wrong to be Rich?

What a child needs to know and remember by the end of the unit:

- To understand contrasting religious teaching about wealth
- To describe what impact people have made to redistribute wealth
- To understand ethical ways of using mone

What a child should be able to do: (Assessment)

- I can contrast differing reasons why people have a duty to help the poor and reduce poverty
- I can understand the impact that action has had to alleviating poverty and want
- I can understand how poverty is measured.

Background knowledge for teachers:

Internet searches on payday loans and gambling websites and may be blocked by your server so please provide examples of these beforehand

Specific Vocabulary:

- Wealth
- Absolute Poverty
- Relative Poverty
- Greed

Key words:

- Needs
- Wants altruism

Prior knowledge

- Zakah – a pillar of Islam
- Charity
- Examples of Philanthropy
- Altruism

Sensitivities

Understand that many students you may be teaching may be in extreme need.

Questions to consider

- How do we measure wealth?
- What are needs and wants?
- What are the causes of poverty and how do we encourage economic development?
- How do Christian Aid help those in need?
- What are attitudes to wealth and earning money by gambling?
- What is a credit union?
- Comparing religious and non-religious beliefs on wealth

British Values Addressed

Respect

Tolerance

School Values Addressed

Respect

Acceptance

AT1 & AT2

AT1 How do we define rich and poor?

AT2 Do the rich have a duty to eradicate poverty?

Core Concept

Suggest ways wealth can be distributed.

Scheme of learning

Year 9 - Spring Term
Is it Wrong to be Rich?

Key question for the lesson	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
How do we measure wealth? **What are needs and wants?**	• What does it mean to live on the breadline? • How do we measure poverty? • What does the UN measure absolute poverty?	Joseph and Seebohm Rowntree's studies on wealth – What did a typical basket of goods look like over 100 years ago? How can we compare this today? Does this mean we are living better lives? What is relative poverty?	Challenge. - Using one internet supermarket site – set a "breadline" weekly figure of £15. Students are to prepare a shopping list of nutritious food for 5 days of a variety of meals Question for reflection- Is it possible to live on the breadline?	Wealth Breadline Needs Wants

Scheme of learning

Year 9 - Spring Term
Is it Wrong to be Rich?

Key question for the lesson	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What are the causes of poverty and how do we encourage economic development?	• Absolute Poverty- what does this mean? • How do we measure poverty apart from wealth?	Draw the “cycle of deprivation” diagram and suggest reasons why poor countries stay poor. What responsibilities do richer countries have towards them? What is the current spend of the UK on foreign aid? Do you think this should be decreased or increases and why? The role of the international community (United Nations)	Extended writing task Why do people have a duty to help the poor? Outline the role of the local Salvation Army in Booth Road Croydon. How are they actively engaged in alleviating the suffering of those in need?	Absolute poverty Relative Poverty Breadline Sustainable development

Scheme of learning

Year 9 - Spring Term
Is it Wrong to be Rich?

Key question for the lesson	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
How do Christian Aid help those in need?	• What schemes and programmes do Christian Aid have to discourage Aid dependency and encourage sustainable development?	Give a Cow and Wonderful Worms– via the Christian Aid website. Fair Trade How is this a positive way for communities to acquire wealth? How does it promote sustainable development and trade justice?	Challenge – Give the students a fictional sum of £200 to spend on sustainable projects via the Christian Aid website. What should be prioritised?	Sustainable development Poverty Development Fair Trade Wealth

Scheme of learning

Year 9 - Spring Term
Is it Wrong to be Rich?

Key question for the lesson	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Gambling and Gambling and Wealth. What are attitudes to wealth and earning money by gambling?	• What is the Protestant work ethic? How does this reflect attitudes towards wealth?	Professor Steven Hawking's quote on the National Lottery and why he was opposed to it. Gambling encourages coveting – show examples. Lottery adverts and stories What are the Islamic views on gambling?.	Extended writing task. Is gambling a form of theft or just a harmless pastime? Discuss. Analyse how lottery adverts encourages coveting.	Riba Interest Covet Addiction Theft

Scheme of learning

Year 9 - Spring Term
Is it Wrong to be Rich?

Key question for the lesson	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is a credit union?	• Help in the community- Food Banks and credit unions. • APR and Loans. • Where are local places that help those in need?	How do food banks and credit unions help alleviate the needy in the UK? Christians Against Poverty – how do they help with debt and money management? What's wrong with a pay day loan? Your local Food Bank A case study – see example of the Purley Food Hub Trussell Trust	Challenge - Why are some adverts for loans seen as unethical? APR rates and unaffordability. Use a calculator to find out the real cost of a payday loan over one year. Compare this to a credit union. Compare high APR interest adverts.	Unethical Ethical Interest

Scheme of learning

Year 9 - Spring Term
Is it Wrong to be Rich?

Key question for the lesson	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Comparing religious and non-religious beliefs on wealth	• Is money a positive thing? • Does money change people? • How should be use our money? • Does it matter how we gain and use wealth? • What pressures are there to be wealthy in today's society?	The Rich Fool Parable The Widow's Mite John the Baptist Issues around Muslim footballers and sponsorship. Ethical ways of earning money. Shariah compliant accounts	Extended writing task Choose one title. "The rich should sell their treasures and give to the poor". To what extent do you agree with this statement? Is it wrong to be rich?	Shariah Covet Debt Charity Donations Philanthropy Altruism Greed

Resources for Learning

Year 9 - Spring Term
Is it Wrong to be Rich?

- https://www.purleyfoodhub.net/
- https://cvalive.org.uk/empowering-the-community/networks/test-page/
- https://www.jrf.org.uk/
- https://charity-gifts.christianaid.org.uk/
- https://capuk.org/
- https://www.gamblingcommission.gov.uk/
- https://www.trusselltrust.org/
- https://theirworld.org/resources/sustainable-development-goals/?gclid=EAIaIQobChMI17X3zfvZgQMVSAGLCh0c0gf3EAAYASAAEgKA0PD_BwE
- https://humanists.uk/humanism/the-humanist-tradition/humanists-working-for-a-better-world/
- Ahmadiyya Muslim Community and Service to Mankind (https://lightofislam.in/service/)

Assessment Opportunity

- I can contrast differing reasons why people have a duty to help the poor and reduce poverty
- I can understand the impact that action has had to alleviating poverty and want
- I can understand how poverty is measured.
- Extended writing task Why do people have a duty to help the poor?
- Is gambling a form of theft or just a harmless pastime? Discuss.
- The rich should sell their treasures and give to the poor". To what extent do you agree with this statement? Is it wrong to be rich?



Glossary

Year 9 - Spring Term
Is it Wrong to be Rich?

Wealth	an abundance of valuable possessions or money
Breadline	the poorest condition in which it is acceptable to live
Absolute poverty	measures how many people this year cannot afford a set standard of living.
Unethical	Not morally correct
Shariah	The Holy laws of Islam that cover all parts of a Muslim's life
Altruism	unselfish regard for or devotion to the welfare of others charitable acts motivated purely by altruism
Philanthropy	The desire to promote the welfare of others, expressed especially by the generous donation of money to good causes

Year 9 - Summer Term

What are the Five pillars of Islam?

What a child needs to know and remember by the end of the unit:

- To know what the five pillars of Islam are
- To describe the ways Muslims put their beliefs into practise.
- To know that some Muslims may practise their faith differently.

What a child should be able to do: (Assessment)

- I can understand the difficulties some Muslims may face practicing their faith in the UK
- I can make links between belief and practise
- I can identify the five pillars of Islam.

Background knowledge for teachers:

Recommendation for each topic is a minimum of 2 lessons.

A visit to a place of worship in KS3 is highly recommended. Artefacts can be obtained from St James the great Primary school, Windsor road Thornton Heath

A list of places of worship who welcome school parties is in the Resources tab.

Specific Vocabulary:

- Shahadah
- Salah
- Zakah
- Sawm
- Hajj

Key words:

- Obligatory
- Adhan
- sunnah

Prior knowledge

- Monotheism, Fasting, Multiculturalism, Mosque, Prayer

Sensitivities

Virtual /actual visit to a mosque. Listening to the adhan - prepare children to be sensitive and respectful of a place of Worship In Croydon there are Sunni, Shia and Ahmadiyya Mosques

Questions to consider

What is the shahadah and why is it a cornerstone of Islamic belief?

How do Muslims pray? Do Muslims need a mosque to pray? How should valid prayers be conducted?

What is Zakah? How is Zakah spent?

What is sawm? Why do Muslims fast? What are the requirements of sawm?

What is Hajj? What preparations do pilgrims need to make? What are the duties of Hajj pilgrims?

Islam in Modern Britain. What are the main challenges facing Muslims today? Assessment opportunity

British Values Addressed

Rule of law

Mutual Respect

School Values Addressed

Respect

Acceptance

AT1 & AT2

AT1 What are the five pillars and how do these underpin Islamic belief and practise?

AT2 To understand the challenges that British Muslims may face practicing their faith in the UK.

Core Concept

Suggest meanings for religious actions and symbols (including holy books)

Scheme of learning

Year 9 - Summer Term
What are the Five pillars of Islam?

Key question for the lesson	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is the shahadah and why is it a fundamental cornerstone of Islamic belief?	• Understanding the concept of Tawhid	Find a recording of the shahadah or ask a willing Muslim student if they would like to recite the shahadah. Explain the importance of Arabic language in the Islamic faith. Students must understand that the shahadah consists of two important statements. Explain the concept of monotheism and Tawhid	Explain the importance of Tawhid to Muslims	Tawid Monotheism Shahadah Shirk

Scheme of learning

Year 9 - Summer Term
What are the Five pillars of Islam?

Key question for the lesson	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
How do Muslims pray? **Do Muslims need a mosque to pray?** **How should valid prayers be conducted?**	• What issues are there for Muslims in modern Britain? • Why aren't all mosques in Croydon built with a traditional minaret?	Items needed for the lesson – a prayer mat, hijab and tasbih. Ask a willing student if they are willing to perform the steps during wudu and salah. Stress the importance of the preparation for prayer before teaching about salah itself such as intention, suitable space and modesty, these will vary between prayer at home and prayer in the mosque. Play the adhan – what does this mean for Muslims? – link to Shahadah lesson. Outline the importance of the Kaba'a during prayer. Examples of local mosques in Croydon where congregational prayer is conducted. See photographs in Resources tab	Muslims should only pray in a mosque - Discuss this statement showing that you have considered at least two different views.	Adhan Kaba Mosque Imam Dome Minaret Ummah Wudu Adhan

Scheme of learning

Year 9 - Summer Term
What are the Five pillars of Islam?

Key question for the lesson	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is Zakah? **How is Zakah spent?**	• Why is the acquisition of wealth important? • What is a silent collection?	Outline enterprises and industries that Muslims should not participate in, give reasons for this. Zakah is a purification of wealth. Calculate 2.5% of earning. Who is exempt from paying and why is this? Give groups that can receive Zakah and show examples in the community for example Croydon Mosque.	Outline how zakah is collected. Research enterprises and industries that Muslims should not participate in, give reasons for this. Research banking industries that offer “Shariah compliant accounts”.	Ibadah Zakah Mosque sudaqah

Scheme of learning

Year 9 - Summer Term
What are the Five pillars of Islam?

Key question for the lesson	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is sawm? **Why do Muslims fast?** **What are the requirements of sawm?**	• What issues do Muslims face in modern Britain? • Do Muslims just give up food during Ramadan?	Sawm occurs during the ninth month (Ramadan) of the Islamic calendar. Show an Islamic calendar, explain that this is a lunar calendar and therefore the dates will move approximately 3 weeks each year. What issues can this pose for British Muslims during the winter and summer months? Who is exempt from fasting and why? Research online to see how local supermarkets cater for sehri and iftar.	Conduct an interview with a Muslim in your class. How do they prepare for the daily fast at home? What are the hardest subjects at school to participate in? What do they do if they are experiencing hardship or temptation?	Sawm sehri Iftar Prayer Fasting Night of Power

Scheme of learning

Year 9 - Summer Term
What are the Five pillars of Islam?

Key question for the lesson	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
What is Hajj? **What preparations do pilgrims need to make? What are the duties of Hajj pilgrims?**	• What issues are faced by British Muslims wishing to complete the Hajj?	Where is Mecca? – Students should be confident to locate the Holy city on a map and understand the time it would take a pilgrim to travel there from the United Kingdom. How do pilgrims prepare for Hajj? What are the different duties that a hajj pilgrim should undertake and what do these represent? Investigate how the Hajj transformed the outlook of Malcolm X	Create a list of items a pilgrim should travel with. Outline the list of duties Muslims should perform during the Hajj.	Hajj Tawaf Mina Hajj Hajji Ihram

Scheme of learning

Year 9 - Summer Term
What are the Five pillars of Islam?

Key question for the lesson	Possible questions to consider	Outline of teaching	Activities and resources	Vocabulary
Islam in Modern Britain. What are the main challenges facing Muslims today? **Assessment opportunity**	• What issues do Muslims have practicing their faith in Britain? • What are the challenges of a multicultural Britain?	Is it easy for a Muslim to practise their faith in Britain today? Aspects that disagree: • Anti-discrimination legislation • Multiculturalism • Religious Education • Positive Media coverage Aspects that agree: • Islamophobia • Stereotypical depictions • Negative media coverage	Extended writing task. “Is it easy for a Muslim to practise their faith in Britain today?” Give reasons and evidence for your point of view. Research some case studies that agree with this statement.	Islamophobia Extremism Hate crime Persecution Cultural Multifaith integration

Resources for Learning

Year 9 - Summer Term
What are the Five pillars of Islam?

- The Five pillars of Islam – True Tube
- BBC Teach – The Five Pillars
- Croydon Mosque London Road Thornton Heath
- What are the five pillars of Islam? (alislam.org)
  the official website of the Ahmadiyya community
- Consult Year 6 unit Why do people go on pilgrimage?

Assessment Opportunity

- I can understand the difficulties some Muslims may face practicing their faith in the UK
- I can make links between belief and practise
- I can identify the five pillars of Islam.
- Muslims should only pray in a mosque - Discuss this statement showing that you have considered at least two different views
- Extended writing task. “Is it easy for a Muslim to practise their faith in Britain today?” Give reasons and evidence for your point of view.



Glossary

Year 9 - Summer Term
What are the Five pillars of Islam?

Shahadah **Salah** **Zakah** **Sawm** **Hajj**	The five Pillars of Islam
Tawid **adhan**	The oneness of God The call to prayer
Sadaqah	Righteousness, a voluntary charitable giving to please God
Kabaa	The Kabaa, is a holy cube-shaped building located in the city of Mecca in modern-day Saudi Arabia. Muslims face Mecca when praying
Ibadah	all acts of worship/any permissible action performed to obey Allah
Khalifah	Custodian or steward of the world for Allah
Hadith	sayings and actions of the Prophet Muhammed as recorded by his family and friends
Sunnah	The way of the Prophet

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Glossary

Entire glossary for Croydon Agreed Syllabus Religious Education 2024 - 2029

Enter →

SACRE Glossary

This glossary contains words and terms which appear in the syllabus. The letter in brackets denotes the religions referred to (Also displayed at the bottom of each page):

(B)Buddhism (C) Christianity (H) Hinduism (I) Islam (J) Judaism (S) Sikhism

ABSOLUTE	The perfect self-existent ultimate reality.
ADHERENTS	Followers of a particular religion.
ADVENT (C)	The beginning of the Christian year. The four weeks preceding Christmas Day used as a period of penance and preparation for 'The Coming' (Advent).
ADVENT CALENDAR/ ADVENT CANDLE (C)	Popular aids to counting the days or weeks till Christmas.
AGNOSTICISM	Neither affirming nor denying the existence of God by declaring that the evidence for belief is inconclusive.
AHIMSA (H)	A law of reverence for and non violence to every form of life.
AKHAND PATH (S)	Continuous reading of the Guru Granth Sahib.
ALLAH (I)	Islamic name for God (see supreme being)
ALMIGHTY (C)	See supreme being.
ALTAR (C)	A wooden or stone table in Anglican, Roman Catholic and Orthodox churches, the focal point during the celebration of the Eucharist. In some churches this is known as the Communion Table.
AMRIT (S)	A mixture of sugar and water used at the naming of an infant and at initiation into the Khalsa or Sikh community. Amrit sanskar is the name of the initiation ceremony.

AMRITSAR (S)	Place of the Golden Temple
ANNUNCIATION (C)	The announcement of the Incarnation of God given to the Virgin Mary by the Angel Gabriel.
ARK (J)	Chest containing the Tablet of the Law in the Holy of Holies in the Temple in Jerusalem. A cabinet in a synagogue that houses the Scrolls of the Law.
ARTEFACTS	Objects associated with a particular religious practice, religion or denomination.
ARTI (H)	A small lamp used during puja. The arti flames are symbolic of purity.
ASCETISM	The behaviour of a person who practices self denial and abstains from worldly comforts for religious reasons.
ATHEISM	A denial that there is any supreme being or deity.
ATMAN (H)	Soul or inner self.
ATTITUDE	A way of thinking, opinion or feeling held by an individual. The development of positive attitudes is an important aspect of education.
AUM/OM (B) (H)	A sacred syllable in sanskrit used for meditation, a symbol. The most sacred mantra.
AVATAR (H)	Incarnations of a god who descends in times of crisis.
BAISAKHI (S)	Festival to celebrate the founding of the Khalsa.
BAPTISM (C)	Rite of initiation into the Christian faith, either by sprinkling with water or by immersion into water, symbolising the washing away of sins and rebirth. Infant baptism is also known as Christening. Adult baptism with total immersion is sometimes referred to as Believer's Baptism.
BAR MITZVAH (J)	Attainment of religious maturity of a Jewish boy at the age of 13. Usually accompanied by a ceremony in the synagogue.
BAT MITZVAH (J)	Attainment of religious maturity of a Jewish girl at the age of 12. Very often accompanied by a ceremony in the synagogue.
BCE	Before common era.
BET HA KHESSET (J)	Synagogue the Jewish place of meeting. Literally 'House of Assembly'.

BHAGAVAD GITA (H)	One of the sacred writings of Hinduism, a section of the Mahabharata epic.
BIBLE (C)	The sacred books of the Christian, comprising the Old Testament (The Law, the Prophets and writings shared with the Jewish faith) and the New Testament (the scriptures of the Christian Church containing the Gospels, Acts of the Apostles, Epistles and Revelation).
BISMILLAH (I)	'In the name of Allah' prayer invoking the name of Allah.
BRAHMA (H)	Creator God, one of the Trimurti.
BRAHMAN (H)	See supreme being.
BREAD AND WINE (C)	The chief elements of the Eucharist, Mass or Holy Communion, re- enacting the Last Supper, the meal Jesus took with his disciples before his betrayal and crucifixion. Jesus commanded this to be continued an likened the bread and wine to his body and blood. Different denominations interpret the significance of the bread and wine to different degrees, either as a commemoration or as a sacrifice.
BUDDHA (B)	The term 'The Enlightened One' assumed by Siddhatha Gotama c 531 BCE, the Founder of Buddhism.
CANTOR (J)	The prayer leader and chief singer who leads public worship in the synagogue. CE Common era.
CHAURI (S)	Yak hair set in a wooden or metal handle, waved over the Guru Granth Sahib as a mark of respect to its authority.
CHRIST (C)	A title given to Jesus. It comes from the Greek 'Christos' which means 'anointed one'. The Hebrew equivalent for this gives us the word 'Messiah'.
CHRISTENING (C)	See Baptism.
CHRISTINGLE (C)	An orange, tied round the middle with ribbon, with a candle and sweets or dried fruit, symbolising the world, God's love, Jesus and God's gifts.
CLERGY	Ordained people in a religion set aside from ordinary people to perform ritual duties ie minister, priest, vicar.
COMMANDMENTS	A divine instruction, see Ten Commandments.
COMMUNION (C)	See Bread and wine.
CONFIRMATION (C)	Rite of admission to full communion in the Church in Anglican, Roman Catholic and some Orthodox traditions.

CONVICTION	A fixed or firmly held belief or opinion.
COVENANT	God's promise to the Israelites and their commitment to worship him alone.
CREED (C)	Formal statement of the essential articles of Christian belief, from the Latin credos 'I believe'.
CRUCIFIX (C)	A cross with an image of the crucified Christ.
DECALOGUE	See Ten Commandments.
DEDICATION	A ceremony of initiation or acceptance into a faith community.
DEITY	From the Latin deus meaning God.
DENOMINATIONS	A group within, or branch of, a religion.
DHARMA (H)	Duty; moral or religious duty of an individual.
DHAMMA/DHARMA (B)	The teachings of the Buddha. Universal law. Ultimate truth.
DIVALI (H) (S)	Festival of Light, marks the end and beginning of the Hindu year. Associated with Lakshmi, goddess of wealth and Rama's return as the rightful king. Rows of lights are lit to welcome the deity, fireworks are set off, houses decorated and presents exchanged. Sikhs also celebrate Divali to mark the release of Guru Hargobind Singh.
DIVAS (H)	Oil lamps usually clay with cotton wicks used at Divali.
EARLY CHURCH FATHERS (C)	Theologians of the Early Christian Church who attempted to define Christian doctrine eg Athanasius.
EASTER (C)	The most important festival celebrating the resurrection of Jesus on Easter Sunday. The preceding week (Holy Week) including Palm Sunday, Maundy Thursday and Good Friday commemorates the events leading up to the resurrection and is a time of penance and prayer.
EID UL FITR (I)	Festival marking the end of Ramadan, the month of fasting which marks the revelation to Muhammad of the Qur'an.
EIGHT FOLD PATH (B)	Eight steps which the Buddha taught would lead to Enlightenment. They are: 1. right understanding 2. right thought 3. right speech 4. right action 5. right livelihood 6. right effort 7. right mindfulness 8. right contemplation

ELDERS (C)	Officials in some Non-Conformist churches who take part in decision making, administration, teaching and preaching.
ENLIGHTENMENT (B)	The awakening to ultimate truth by which man is freed from the endless cycle of personal reincarnation to which all men are otherwise subject.
ETHICS	The study of morals or moral standards, religious or secular.
EXODUS	See Moses.
EXPLICIT RELIGIOUS EDUCATION	A term used in RE meaning that the religious element is clearly stated.
FAITH	A word often used as a synonym for 'religion'. Also a set of beliefs regarded as authoritative by members of a religious group; also trust and confidence in a deity.
FAITH COMMUNITY	Those people within the local community who belong to a specific religion.
FESTIVALS/ CELEBRATIONS	A special day or season celebrating religious or national events.
FIVE K'S (S)	Symbols worn by Sikhs who are initiated into the Khalsa.
KACHERA	Under shorts.
KANGHA	Comb.
KARA	Steel band worn on the right wrist.
KESH	Uncut hair.
KIRPAN	Sword.
FIVE PILLARS (I)	The five duties required by Islam: SHAHADAH (Profession of Faith) SALAH (prayer)
ZAKAT	(Alms)
SAWM	(Fasting)

HAJJ	(Pilgrimage to Makkah).
FIVE PRECEPTS (B)	A set of training principles taken on voluntarily; each has two aspects, behaviour to move away from and behaviour to move towards.
FONT (C)	A container of water for Baptism.
FOUR NOBLE TRUTHS (B)	The principles through which Buddha gained enlightenment. 1. The Truth concerning the nature of suffering. 2. The Truth concerning the cause of suffering. 3. The Truth concerning the cessation of suffering. 4. The Truth concerning the eight fold path which leads to the cessation of suffering.
FOUR SIGHTS (B)	Seen by Siddatha Gotama which caused him to seek answers to the problem of suffering: an old man, a sick person, a dead body and a holy man.
GOD	see supreme being.
GOLDEN RULE	A maxim which appears in most religions – summed up by Jesus "Whatsoever you wish men would do to you, do so to them" (Matthew 7:12).
GOSPELS (C)	'Good News' Applies particularly to the four gospels of the Apostles Matthew, Mark, Luke and John. Gospel: The absolute truth.
GRANTHI (S)	Reader of the Guru Granth Sahib who officiates at ceremonies.
GURMUKHI (S)	'From the Guru's Mouth'. Name of script in which the scriptures are written.
GURU GOBIND SINGH (S)	Founder of the Khalsa, the community of the pure.
GURU GRANTH SAHIB (S)	The Holy Book of the Sikhs, the last and final Guru recognised by Sikhs. It provides a focal point for worship in the Gurdwara.
GURU NANAK (S)	The founder of Sikhism 1469 – 1539 CE. Guru means teacher.
HADITH (I)	Sayings and stories about Muhammad; second in importance to the Qur'an.
HAFIZ (I)	Someone who knows the whole Qur'an by heart.

HAJJ (I)	Pilgrimage to Makkah.
HALAL (I)	Any action or thing which is permitted or lawful.
HANNUKAH (J)	The commemoration of the victory of Judah Maccabaeus and the rededication of the Temple in 165 BCE.
HANNUKIAH (J)	The nine branched candlestick used at Hannukah. Lighting the candles on the eight days of the Festival recalls the miraculous provision of oil for the Temple on the occasion of the first celebration.
HARAM (I)	Anything unlawful or not permitted.
HARIJANS (H)	'Man of God'. Members of certain castes formerly considered inferior or untouchable, honoured by Ghandi.
HAVDALAH (J)	Meaning separation. The name of a ceremony to mark the end of Shabbat.
HEAVEN	A state of joy in the eternal presence of God.
HELL	A state of eternal punishment for sin. Absence of God.
HIJAB (I)	Head covering worn to respect Allah.
HOLY SPIRIT (C)	The third person of the Trinity (Three in One and One in Three), bestowed on the disciples at Pentecost in the physical sign of wind and tongues of fire.
ICONOGRAPHY/ICON	Representation of ideas, events and legends by symbols and pictures, used as aids to worship.
ID [EID] (I)	Recurring happiness, a religious holiday, eg Id-ul-Adha and Id-ul-Fitr.
IK ONKAR (S)	The first phrase of the Mool Mantra. A symbol of faith.
IMAM (I)	The person who leads public worship. The Imam does not have authority in the Sunni sect, nor is a priest.
IMPLICIT RELIGIOUS EDUCTION	Areas of shared experience, self awareness, relationships, raising issues on fundamental questions, moral stance and feelings of awe, wonder and joy.
INCARNATION (C)	The assuming of a human body by the Son of God.
INCENSE	Various aromatic substances burnt for their fragrant odour during religious ceremonies.

JAGANNATH (H)	Festival celebrating the Lord Krishna.
JANMASHTAMI (H)	Birthday of the Lord Krishna.
JATAKA (B)	Stories which are accounts of the previous lives of the Buddha.
JIBRAIL (I)	Islamic word for the Angel Gabriel. Jibrail revealed the Qur'an to Muhammad.
JUMAH (I)	Friday prayers at the mosque which are compulsory for males.
KA'BAH (I)	A cube shaped structure in the centre of the grand mosque in Makkah. The first house built for the worship of Allah.
KARMA (B)	Intentional actions that affect one's circumstances in this and future lives.
KARMA (H)	The fruits of one's actions, a cumulative influence on the cycle of life and death.
KAUR (S)	Princess - name given to all Sikh females.
KEY STAGE	The National Curriculum sets out Key Stages in a pupil's education from 3-16. They are: Foundation = age 3- 5 Key Stage 1 = age 5- 7 Key Stage 2 = age 7-11 Key Stage 3 = age 11-14 Key Stage 4 = age 14-16 Post 16
KHALSA (S)	Community of pure Sikhs.
KHANDA (S)	Double edge sword. Sikh emblem on the Nishan Sahib.
KIPPAH (J)	The skull cap worn by orthodox male Jews at all times and by other male Jews when praying.
KOSHER (J)	Food prepared according to dietary laws.
KRISHNA (H)	Widely worshipped avatar of the God Vishnu.
LAKSHMI (H)	Goddess of wealth whose special time is Divali.

LANGAR (S)	Kitchen, community eating place in The Gurdwara.
LAYLAT UL QADR (I)	The night of power – celebrated during Ramadan, the first time Jibrail appeared to Muhammad.
LECTERN (C)	A stand which supports the Bible in Church, often wood or brass and in the shape of an eagle.
LENT (C)	The forty days before Easter Sunday which start on Ash Wednesday. A time of penance and prayer leading to the most important Christian festival, Easter.
LIBERAL JUDAISM (J)	A movement in Judaism which believes that religion should adapt to changing circumstances and needs. Goes further than the Reform Jews in an attempt to adapt to modern life.
LIFE STYLE	The rule of life, behaviour, morals etc expected of adherents by each religion.
LORD'S PRAYER (C)	The prayer taught by Jesus to his disciples, also called Our Father. Matthew 6:9-13 Luke 11:2-4.
MADDRASSAH (I)	Islamic school.
MALA (H)	See prayer beads.
MANTRA	Psalms of praise from the Veddas. Any sacred word or syllable used as an object of concentration.
MASS (C)	The celebration of the Eucharist. See Bread and Wine.
MEDITATION (B)	To reflect and contemplate spiritual matters as a religious practise.
MESSIAH	An exceptional or hoped for liberator of a country or people. For Jews – the awaited King to be sent by God to free them. For Christians – Jesus Christ.
MEZUZAH (J)	A case with a parchment scroll inside, written on the scroll is the Shema. Fastened to the right hand doorposts of every door and gatepost which has a lintel.
MIDDLE PATH (B)	See The Eightfold Path.
MINBAR (I)	The pulpit from which the Friday sermon is preached.
MISSION	A specific task or duty. A person's vocation. Missionary, a religious person who spreads the message of their religion.

MITE (C)	A very small contribution or sum of money. “The Widow’s Mite”.
MITZVOT (J)	Commandments, found in the Tenakh, giving rules for living. There are 613 positive mitzvot.
MOKSHA (H)	The state of liberation from the cycle of rebirth, attained by knowledge, work and devotion (Yoga).
MOOL MANTRA (S)	Basic statement of belief, ‘There is only one God…’ at the beginning of the Guru Granth Sahib.
MONOTHEISM	The belief or doctrine that there is only one God.
MORALS	Religious and secular commitments concerning good and bad, right or wrong, duties, obligations, rights and responsibilities.
MOSES (C) (J)	Hebrew prophet who led the Israelites out of Egypt into the promised land and received the Ten Commandments and other laws from God.
MUDRA (B)	Ritual hand gestures as illustrated by the hands of Buddha images.
MUHAMMAD (I)	Prophet of Allah and founder of Islam. Born 570CE in Makkah.
MULTIFAITH	A term covering the variety of religious commitments found in our society.
MURTI (H)	An image of a God or Goddess.
NAM JAPNA (S)	Meditation on God’s name.
NATIVITY (C)	The birth of Jesus Christ.
NAVARATI (H)	Nine day festival which celebrates good triumphing over evil.
NISHAN SAHIB (S)	Sikh flag flown at Gurdwaras.
NON THEISTIC	A commitment to a philosophy which does not include a belief in a deity e.g Humanism and certain Buddhists.
OMNIPOTENT (C)	Very great or unlimited power, an epithet for God.
OMNISCIENT (C)	Having infinite knowledge or understanding.
ORDAINED (C)	To be consecrated as a priest.

ORTHODOX CHRISTIANITY (C)	The Eastern Orthodox Churches split from the Roman Catholic Church in 1054. They follow the Byzantine tradition and are self governing churches e.g Greek Orthodox.
ORTHODOX JUDAISM (J)	The traditional wing of Judaism. Strictly interpreting the Law in letter and spirit.
PALKI (S)	Canopy over the Guru Granth Sahib in the Gurdwara.
PARABLE (C)	Stories that Jesus told in order to answer questions or explain his teachings.
PASSOVER/PESACH (J)	A major festival commemorating the escape from slavery in Egypt, led by Moses. It is celebrated for 8 days by the eating of Matzah – the food of faith, and with a service called 'seder' for the first two nights, in the home or under synagogue auspices.
PATKHA CLOTH (S)	To keep boys hair tidy before they start to wear a turban.
PHARISEE	A member of an ancient Jewish sect which taught strict observance of Jewish traditions.
PLACES OF WORSHIP	Church Chapel - Christian Citadel Salvation - Army Meeting House - Quaker Synagogue - Jewish Mosque - Islam Mandir - Hindu Gurdwara - Sikh
PRACTICES	The customs, ceremonies and lifestyle of each religious group.
PRASHAD (H) (S)	Food and other offerings presented to the deity and therefore consecrated, then distributed to those present as part of worship.
PRAYER BEADS	Beads on a thread used as aids for devotional purposes. Buddhist (Mala) have 108 in 2 parts, each representing the 54 stages of becoming a Bodhisattva (ie reaching Enlightenment). Hindu (Mala) have 108 beads for reciting 108 names of a deity or for repeating a Mantra 108 times. Muslims have 99, one for each of the names of Allah. Christian (Rosary) have 165 in 15 groups of 10, with 10 separating beads and 5 between the string and the crucifix. The 15 groups are the 15 Mysteries of Christ – The Joyful, the Sorrowful and the Glorious Mysteries.

PRIEST	An individual who has the right to offer sacrifices or perform rituals for members of a religion. Often acts as mediator between members and God.
PRODIGAL (C)	Someone who is recklessly wasteful or extravagant with goods and money. ‘The Prodigal Son’.
PSALMS (C)	Sacred song or hymn. The 150 sacred songs, lyric poems and prayers in the Book of Psalms in the Old Testament.
PUJA (H)	Daily act of worship and adoration of a deity practised at home or in the Mandir.
DURGA PUJA	Special puja in honour of the Goddess Durga. See Navarati.
PULPIT (C)	An elevated stand from which the sermon is delivered. To the left or right of the altar or behind the Lord’s Table in denominations which emphasise the Word of God.
PURIM (J)	The festival connected with the story of Esther and her bravery against Haman.
QUR’AN (I)	Sacred book of Islam revealed to Muhammad.
RABBI (J)	Title given to an authorised teacher. In Orthodox Judaism only men can be Rabbis, in Reform and Liberal Judaism women can also become Rabbis.
RAK’AS (I)	The positions adopted by Muslims at prayer.
RAMADAN (I)	The 9th month of the Muslim calendar, observed by fasting.
RAMAYANA (H)	The epic poem of Rama of his marriage to Sita, her abduction, rescue and their restoration to their kingdom. Celebrated at Divali.
REFORM JUDAISM (J)	19th century movement to modernise the services, using the vernacular, uniting men and women in family pews, interpreting the dietary laws liberally.
RELIGION	The spiritual aspect of human experience – the expression of people’s belief. A way of life based on a set of beliefs and practices.
REPENTANCE (C)	Deeply felt remorse for one’s past actions or sins and a resolve to make amends by loving God.
RESURRECTION (C)	One of the central doctrines of the Christian Church, that Jesus was raised from the dead on the third day. The rising again from the dead of all men at the Last Judgement.

RITES OF PASSAGE	Practices that mark important changes in the life of an individual from birth to death.
RITUAL	Meaningful acts performed in strictly prescribed patterns which are understood by the worshippers to communicate a religious truth. (symbolic action).
ROSH HASHANAH (J)	A time for remembering sins, repenting and seeking forgiveness.
RUMALA (S)	Cloth which covers the Guru Granth Sahib.
SACRED	Exclusively devoted to a deity or religious ceremony, worthy of, or regarded with, reverence and awe or respect.
SACRED BOOKS/WRITINGS	The inspired words which are held in high degrees of reverence by a religion.
SACRED THREAD (H)	Symbol of initiation which hangs from left shoulder diagonally across the chest to the right hip. Presented to a boy when he reaches 9 years old, only the top three classes of society are eligible. The ceremony is considered a second birth.
SADAQAH (I)	Caring through deeds and actions; Charity.
SALVATION (C)	Deliverance by redemption from the power of sin and its penalties.
SAMSARA (H)	Endless cycle of re-birth.
SANATAN DHARMA (H)	A way of life for a Hindu.
SANGHA (B)	Assembly or community of Buddhists. The Sangha can include lay people.
SANSKRIT (H) (B)	Ancient language of India now used only for religious purposes.
SECULAR	Non religious.
SEDER (J)	(see Passover/Pesach) The form of service used at the Passover Meal.
SEFER TORAH (J)	The scroll or actual parchment on which the Torah is written.
SERMON ON THE MOUNT (C)	The title given to the teaching of Jesus which includes the Beatitudes (The 9 sayings which begin 'Blessed are the...' Matthew 5: 3-12).

SEWA (S)	Service to humanity and the Gurdwara.
SHABBAT (J)	A day of rest and renewal, devoted to worship and rest from work. Orthodox Jews observe this from sunset on Friday to sunset on Saturday.
SHALOM (J)	A greeting or farewell meaning ‘Peace be to you’.
SHALWAR KAMEEZ (I)	The tunic and trousers normally associated with Muslim women and girls but worn by women from many religions (including Christians in Pakistan).
SHEMA (J)	The central statement of Jewish belief found, written on parchment, inside the Mezuzah. Deuteronomy 6: 4-9 and 11: 13-21.
SH’ITE (I)	An Islamic sect which broke from the main group in the 7th Century CE which regards Ali, the nephew of Muhammad as the first Caliph, and venerates Ali’s successors.
SHIVA (H)	Shiva the destroyer, one of the Trimurti.
SHOAH (J)	Hebrew word for holocaust; literally meaning destruction.
SHRINE	Places of particular sacred association, large or small, in national locations e.g Lourdes, in towns, countryside or worshipper’s homes.
SHRUTI/SMRITI (H)	Stories and teachings from sacred writings and literature that have been heard and remembered.
SIDDATHA GOTAMA (B)	See Buddha.
SIMCHAT TORAH (J)	Festival celebrating the end of the annual cycle of readings from the Torah.
SINGH (S)	Lion – name given to all Sikh males.
SPIRITUAL	Concerned with awareness and experience of inner feelings, to do with the intangible forces at the centre of existence, relating to God or gods, to Ultimate Reality and Truth.
STAR OF DAVID (J)	‘The Magen David’, the Shield, or Star of David, a Jewish symbol also found on the flag of the State of Israel.
STUPA (B)	A domed edifice containing Buddhist (or Jain) relics.

SUKKOT (J)	An eight day harvest festival celebrating the period when the Israelites lived in the wilderness, also called ‘Tabernacles’.
SUNNAH (I)	Stories and teachings from the Qur’an.
SUNNI (I)	The name given to the main group within Islam. They maintain Sunnis (Tradition), keep to the true faith laid down by Muhammad and recorded in the Hadith.
SUPREME BEING	A term for God or the most important God in a pantheon.
SURAH (I)	The name given for each of the 114 divisions of the Qur’an.
SUSTAINABILITY	To establish and to uphold the truth and justice of a thing.
SYMBOL	A sign, object or words that means more than its immediate form.
TAKHT (S)	A platform on which the Guru Granth Sahib is rested.
TALMUD (J)	The primary source of Jewish religious law consisting of the Mishnah and the Gemara.
TAWHID (I)	Belief in the oneness of Allah. Absolute monotheism.
TENAKH (J)	The written Torah. See Torah
TESTAMENT (C)	A covenant instituted between God and man. Either of the two main parts of the Bible.
THANKAS (B)	Wall hangings to help meditation.
THE TEN COMMANDMENTS	The law given to Moses by God on Mt.Sinai.
THEISM	The belief in an omnipresent, eternal creator and the preserver of the universe.
TIKKUN OLAM (J)	Charity. Literally ‘setting the world to rights’.
TORAH (J)	Literally teaching, instruction or law, consists of the five books of Moses, which make up the Pentateuch: Genesis, Exodus, Leviticus, Numbers and Deuteronomy. see Tenakh
TRADITION	Customs, beliefs and practices handed down through generations, that shape particular societies and religions.

TRIMURTI (H)	Three major aspects of Brahman; Shiva, Vishnu and Brahma.
TRINITY (C)	Also called the Holy Trinity, the union of God the Father, God the Son and the Holy Spirit in one Godhead.
TRIPITAKA (B)	Three baskets: The collection of writings of Buddhism Vinaya Pitaka – rules for monks and nuns. Sutta Pitaka – teachings of Buddha Abhidharma – explanation of the teachings.
TURBAN (S)	Head covering worn by male Sikhs to keep their uncut hair clean and tidy.
TZEDEKAH (J)	Charity. Literally, righteousness.
ULTIMATE QUESTION	The basic questions of life all human beings ask e.g. the meaning of life and death, good and evil.
UMMAH (I)	World wide community of Muslims. The nation of Islam.
VALUES	Beliefs and ideas held to be of worth. These can be shared by people from many religious and non-religious backgrounds.
VEDAS (H)	The oldest Hindu scriptures. The revealed knowledge of Hindu sacred writings.
VESTMENTS (C)	Symbolic garments worn by priests during the sacraments (Baptism, Confirmation, Eucharist, Penance, Extreme Unction, Ordination, Matrimony).
VISHNU (H)	Vishnu the preserver, one of the Trimurti.
VOCATION	An inclination to follow a special career or way of life, particularly a religious way of life.
WESAK (B)	Festival (May-June) remembering the birth, enlightenment and death of The Buddha.
WORSHIP	Reverent love and allegiance given to a deity, expressed through public and private prayer, meditation, music, art, etc.
WUDU (I)	Ritual washing before prayer.
YAD (J)	A pointer, usually in the shape of a hand with extended forefinger, used when reading the Torah in a synagogue to avoid damaging the scroll.

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Outside South Norwood Baptist Church



Coulsdon methodist Church


The Lectern at The Minster


Inside The Minster



Entrance to The Minster


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Croydon Synagogue



Mosque in the Brighton Road



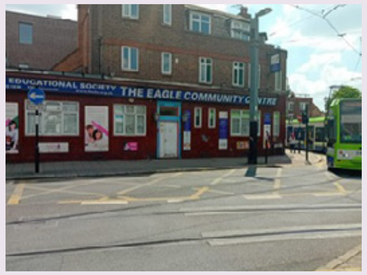
Croydon Mosque London Road



A Quran on a stand



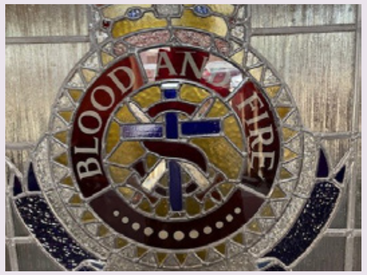
Inside the Salvation Army HQ Roman Way



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The Symbol of the Salvation Army



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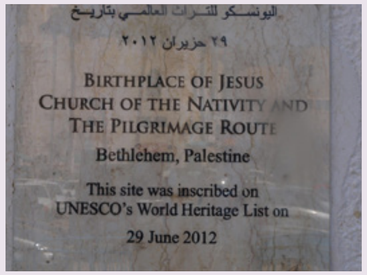
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Croydon SACRE Guidance on visits and visitors



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Special Books



The Attributes of Allah

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