

# Curriculum Guidance for RE

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This document contains guidance to help teachers interpret and implement the requirements of the Norfolk Agreed Syllabus for Religious Education in their own situation. The guidance is non-statutory and other valid interpretations of the Agreed Syllabus are possible. Schools are encouraged to be imaginative and creative in their implementation of the legal requirements. SACRE looks forward to seeing schools develop challenging and inspiring RE schemes of work for their pupils.

SACRE acknowledges that it is not possible to meet the needs of all teachers, pupils and schools in a document like this. It urges headteachers, heads of department and RE subject leaders to seek assistance where needed from SACRE itself or the Advisory Services. SACRE intends to add additional guidance, in the form of Papers written to address particular needs, to the final part of the document (Inspiration, Information and Support) as a way of disseminating extra advice in the future.

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# Foundation Stage Guidance

Schools are required by law to provide all registered pupils with Religious Education. In Norfolk this includes the Reception Year of the Foundation Stage who should follow the Programme of study for Foundation (see Part B of the Agreed Syllabus). Younger children in Foundation are not required to follow the Programme of study although practitioners may find it, and the guidance given below, both useful and appropriate for their children.

**This guidance is not a statutory part of the Agreed Syllabus.** Its purpose is to help Reception teachers meet the statutory requirement to provide Religious Education according to the Norfolk Agreed Syllabus and to do so in line with the six Areas of Learning in 'Curriculum Guidance for the Foundation Stage' (QCA 2000).

Teachers may wish to integrate Religious Education fully into the learning themes they are already using, or they may prefer to establish separate Religious Education sessions. Both approaches could lead to exciting and interesting learning experiences for children<sup>1</sup>.

## What the guidance provides

The following pages list a variety of experiences and activities which could be provided for children. The exemplars are organised under the six Areas of Learning in the Foundation Stage but many would provide opportunities for learning across several areas. Listing examples like this shows just how many possibilities exist for working within the everyday Foundation Guidance.

The examples are intended, however, to highlight possible Religious Education content and activities so that teachers can, for example:

- **choose suitable ideas to integrate into work while planning** e.g. investigating a festival, responding to a story, role playing.
- **use ideas to create their own mini Religious Education units where wished** e.g. What is Christmas? Why are some words special?
- **recognise and take advantage of opportunities as they arise** e.g. during news sharing when a child refers to a Christening or Eid, at snack time discussing when we wash our hands or why we eat certain things.

It is hoped that the references to specific religious material such as stories, artefacts and festivals in the examples, will help teachers to find suitable resources more easily.

## Notes on good practice for RE in Foundation

### I. Learning about Religion

Children should be introduced to individuals from religions rather than religions as systems when Learning about Religion. It is far better to introduce Reuben, who can show you his kippah or his dreidl, and Tom and Tessa, who go to church on Sundays and know stories about someone special called Jesus. Ideally these would be real children in the class, but children on videos, in books or pictures, will suffice.

<sup>1</sup> Separate Religious Education sessions may facilitate any pupil withdrawals which may be requested by parents in accordance with legislation. See Part A of the Agreed Syllabus for statutory requirements for Religious Education.

All children, whatever their background need to be introduced to Christianity. From a simple educational perspective they need to know something of the religion which has most influenced the country in which they are growing up. For the vast majority of children with a secular background, it is as 'different' as any other religion and it would be wrong to assume children know all about it.

The approach at the Foundation Stage is largely one of 'sampling'<sup>1</sup>. This is not a systematic study of religions but brings specific and concrete expressions of a religious tradition (people, places and artefacts) to children's attention. A 'sample' artefact or story or custom is brought in, looked at, talked about, commented on and may even provide a jumping off point for further investigation.

### **Taking account of children's backgrounds**

*Some Reception children will come from overtly religious backgrounds; others will have an occasional experience of religion; some will have had no experience, or a negative one. All children should feel valued and affirmed in the learning situation but at the same time their experiences should be deepened and extended.*

*RE should introduce children in an educational manner to religious belief and practices both in their immediate environment (school, local community) and beyond. The material available is rich and colourful; good teaching can make it stimulating, thought-provoking and illuminating – for both teacher and taught!*

## **2. Learning from Religion**

As children encounter and explore different experiences of religion, there should be plenty of opportunity for talk and role-play, to raise and think about questions. There will be times for conversations on an individual basis as well as within a larger group. These will be times for Learning from Religion.

Questions of a religious, spiritual and even an ultimate nature (i.e. those like 'Who am I?' or 'What happens when we die?') may crop up at any time, not necessarily in Religious Education. Teachers should treat such questions seriously and with sensitivity. The manner in which such questions are received and handled will do much to model respect for difference and for other people. Teachers should think in terms of entering a 'dialogue' with pupils rather than giving 'closed' answers, for example, welcoming the question and suggesting several possible answers before asking the child what they think.

### **Acknowledging what is 'special'**

*A frequently used word in RE with younger children is 'special'. It is good practice for teachers to introduce religious customs as 'special', rather than just 'different' which may suggest 'strange' or 'odd'. Developing a concept of what is special can lead naturally, in later years, into concepts of holiness, sacredness and uniqueness, important ideas in religion. There is, however, no reason why children should not be introduced to words such as 'holy' or 'sacred' even at this early age.*

*In examining the special objects, words, and places in religious communities, children should also be encouraged to think about what is special to them and why, and to empathise with others and their special things. One of the Early learning goals will be achieved if children 'have a developing respect for their own cultures and beliefs and those of other people'.*

<sup>1</sup> 'Sampling', as a term in this context has been coined, with thanks, from the Warwickshire Agreed Syllabus Revision 2002.

# Foundation Stage Exemplars

The examples detailed below illustrate activities in which children could be involved as part of their Religious Education but these should not be seen as exclusive; many more could have been included. They are listed against specific Early Learning Goals from 'Curriculum Guidance for the Foundation Stage' (QCA 2000). Each example is described in the briefest of terms because teachers and practitioners will have their own ideas about how best to use them in their own schools or settings.

Where specific examples of stories, artefacts or customs have been given, the religion from which they come has been marked thus:

**C** – Christian, **B** – Buddhist, **H** – Hindu, **J** – Jewish, **M** – Muslim, **S** - Sikh

## I. Personal, social and emotional development

Early Learning Goals	Examples of what children could do
<p>Respond to significant experiences showing a range of feelings when appropriate.</p>	<ul style="list-style-type: none"> <li>• Take part in a school celebration e.g. Harvest, and choose 'feelings faces' to show how they felt, before and afterwards: excited, nervous, proud.</li> <li>• Reflect on their own experiences of fear, loss, bereavement and excitement as a result of exploring religious stories e.g. David and Goliath (J/C); Lost Coin, Pearl of Great Price; Jesus' death and burial (C); Kisagotami (B).</li> <li>• Talk about how people remember friends / family who have left or died e.g. with photos or objects; taking flowers to a grave; jahrzeit candle (J).</li> <li>• Discuss what it is like to be chosen for something and hear religious stories of people being chosen: Jesus and his 12 disciples (C), Abraham (J/C); Bilal (M); Mary and Joseph (C); Guru Nanak (S).</li> </ul>
<p>Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.</p>	<ul style="list-style-type: none"> <li>• Practise how and when they should ask for help using role play.</li> <li>• Help fill a charity shoebox e.g. for Operation Christmas Child, discussing what a child or family might need or enjoy.</li> <li>• Role play how to help others, and hear religious stories of people helping others e.g. Miriam and baby Moses; Naaman's maid (J/C); Paralyse man; Good Samaritan; Lost sheep (C), Wounded swan (B); Hungry stranger; Two brothers (M); Nanak feeds the hungry; Bhai Ghanaiya; The Guru's cloak (S); Hanuman (H).</li> <li>• Help design and create a quiet area inside or outside, use it appropriately and show respect for others using it.</li> <li>• Bring in toys or other special things from home and share with others; talk about how they can care for their own and others' special things.</li> </ul>

Have a developing respect for their own cultures<sup>1</sup> and beliefs and those of other people.

**Comment from an RE perspective**

Here children begin to show an awareness of some cultural issues and beliefs and show respect in their actions and activities when, for example they are meeting people, handling artefacts, listening to stories and working in the home corner.

- Recognise a vicar as a religious leader, beginning to use the word 'Christian' and church when referring or talking to him / her. (C)
- Invite the vicar to class after assembly and ask questions about the work a vicar does. Tell the vicar about work they do in school. (C)
- Look at and name cultural / religious artefacts such as Christmas cards, hot cross buns and Easter eggs and discuss their uses. (C)
- Begin to realise Christmas / Easter holidays are named after Christian festivals. (C)
- Hear and retell children's versions of the stories of Christmas and Easter, possibly using books Christian children might have at home. (C)
- Use respectfully, and with interest, a home corner which reflects a Christian family preparing for Christmas and contains: advent calendars with Bible pictures, religious cards, Christmas story books, Christmas carol CD, nativity set, advent candle, Christmas church service poster, Christmas story video, statue or icon of Mary and baby Jesus. (C)
- Use respectfully, and with interest, a home corner for another religion e.g. Jewish family on Shabbat, Muslim family at Eid-ul-Fitr.
- Handle sensitively a religious object, e.g. a statue of the Madonna and child or a rosary (C) and think why it is special for some people.
- Wash hands before handling precious / special objects e.g. wedding ring, christening candle, palm cross (C), mezuzah (J), Qur'an (M) and explain why they need clean hands to touch special things.
- Recognise (pictures of) local churches and pick out a cross as an important Christian symbol.
- Learn how to show respect in a variety of contexts, for example, how to behave as guests e.g. at a tea-party, in the Headteacher's office, in assembly, prior to visiting a religious building.
- Talk about who they say thank you to at lunchtime and hear some Christian graces, which offer thanks to God for food. (C)
- Look at a 'Good Shepherd' picture. Talk about the idea of God as caring and protective like a shepherd. (J/C)
- Make a banner of 'The Lord is my shepherd' (Psalm 23), complete with sheep, to present to a local church. (J/C)

Form good relationships with adults and peers.

- Meet and talk to people who 'help' in the local community e.g. charity shop workers, Christian and other religious leaders.
- Hear stories of adults valuing children, including some religious stories e.g. Feeding of the 5,000, Jesus welcomes children. (C)
- Find pictures of people being friendly and discuss how they can be a good friend to someone.

<sup>1</sup>The culture many children are growing up in is overwhelmingly secular. They need to be introduced to Christianity in the same way as other religious traditions. However, secular culture and even the way British schools are run has been profoundly influenced by Christianity. All pupils regardless of background need more explained to them about Christianity than any other religion at this stage in their education.

	<ul style="list-style-type: none"> <li>• Think about stories of friendship and kindness from different religions e.g.; Muhammad and the Ants (M); A leper is healed (C).</li> </ul>
<p>Understand what is right, what is wrong and why.</p>	<ul style="list-style-type: none"> <li>• Using a religious story as a stimulus, talk about their ideas of what is fair and unfair, and how to behave towards each other e.g. The Crying Camel (M); The Monkey King (B).</li> <li>• Discuss simple religious rules found in holy books e.g. love one another, be kind and tender-hearted to one another (C - Bible).</li> </ul>
<p>Consider the consequences of their words and actions for themselves and others.</p>	<ul style="list-style-type: none"> <li>• Reflect on the words and actions of characters in some religious stories e.g. Turtle and the geese (H); Adam and Eve (J/C); Wise and foolish builders (C), and decide what they would have done.</li> <li>• Practise saying kind things using role play and puppets and talk about how words of praise and thanks influence people</li> <li>• Talk about situations when people need to say sorry and the feelings of being forgiven, including possibly the story of Zacchaeus (C) and looking at 'sorry' prayers in a child's book of prayers.</li> </ul>
<p>Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.</p>	<ul style="list-style-type: none"> <li>• Discuss similarities and differences in lifestyle: how families and friends spend Sundays or holidays, favourite food or food for special occasions.</li> <li>• Enjoy books and stories with images of different lifestyles, clothing or foods, and be encouraged to see differences as positive and exciting.</li> <li>• Discover that religious families celebrate special times e.g. baby namings, Diwali (H), Sukkot (J), and explore their experiences through the eyes of children e.g. using books, pictures, videos, persona dolls.</li> <li>• Become aware of cultural differences, for example, in greetings: learning to say 'hello' in different languages, bowing, shaking hands, saying 'namaste' (H) or using greetings of 'peace' (J/I), etc.</li> <li>• Prepare to entertain guests, including some from different faith or cultural groups, thinking how to meet their needs.</li> </ul>
<p>Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</p>	<ul style="list-style-type: none"> <li>• Talk about special times in their own lives, possibly religious occasions, showing special clothes, artefacts or food.</li> <li>• Bring in something special to show in news time e.g. a toy, and talk about why it is special.</li> <li>• Make displays of their own precious belongings (objects, pictures, photos) and plan together how to keep these safe.</li> <li>• Dress up in party clothes, character costumes, national dress, bridesmaid's dress or football strip, and say why these are special.</li> </ul>



## 2. Communication, language and literacy

Early Learning Goals	Examples of what children could do
Interact with others, negotiating plans and activities and taking turns in conversation.	<ul style="list-style-type: none"> <li>• Work together on projects like creating a large Easter garden, mixing a Christmas cake, baking bread for harvest or Jewish Shabbat, building a sukkah for the Jewish festival of Sukkot (how tall, which materials, how to make it stable etc?), making a giant Noah's ark.</li> <li>• Take part in preparing and planning celebrations for the class.</li> </ul>
Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions.	<ul style="list-style-type: none"> <li>• Listen to a guide on a visit to a place of worship or to a visitor who tells a religious story or shows an artefact, and ask questions.</li> <li>• Ask questions about things they find interesting or puzzling in religious stories e.g. 'The wise man built his house on rock'. (C)</li> <li>• Share a non-fiction text about a family from a particular faith sharing a festival, learning to pray, etc.</li> <li>• Look at a child's book of prayers, some short stories (parables), rules, sayings or proverbs, from different religions and ask questions or say what they like or understand.</li> </ul>
Extend their vocabulary, exploring the meaning and sounds of new words.	<ul style="list-style-type: none"> <li>• Learn new words associated with a place of worship and use these when talking to the vicar or church members on a visit.</li> <li>• Learn and use new words e.g. prayer, God, Jesus, Christian, Amen, etc associated with Christian assemblies, festivals etc. (C)</li> <li>• Talk about name-giving ceremonies e.g. choosing a Sikh baby's name, a thanksgiving service for a baby in the Church of England.</li> <li>• Discuss their own names and discover 'God' is a special and holy 'name' for some people, not just an interjection.</li> <li>• Hear about how religious people use the word 'God' e.g. as first word heard by Muslim baby; Jewish blessings addressed to God as King of the universe; Christian songs re creation and God as creator.</li> <li>• Discuss the phrases 'God bless' and 'Bless you' and explore some religious ideas of God as mysterious, invisible, unique friend.</li> </ul>
Using language to imagine and recreate roles and experiences.	<ul style="list-style-type: none"> <li>• Talk about what will, or did, happen in a school celebration, such as a nativity play or Christmas concert, or on a visit to a place of worship.</li> <li>• Recount special events associated with a religious celebration e.g. Hannukah. (J)</li> <li>• Play out different roles in the Christmas story, using the home corner as a nativity play dressing room, and employing relevant vocabulary. (C)</li> <li>• Hear and tell stories containing big ideas, for example, rescues, forgiveness, discovery, being chosen, loyalty, bravery.</li> <li>• Retell stories from the Bible using the 'Godly Play' method<sup>1</sup>.</li> </ul>

<sup>1</sup> Godly Play is a form of storytelling involving the movement of simple wooden figures, the reflective telling of a story and the asking of 'I wonder' type questions in a totally open-ended approach. It is described in Paper 9 of the Inspiration, Information and Support part of the syllabus.



Know that print carries meaning.

- Look for rules around school that say what to do or show what things are and discover that holy books are read for meaning too.
- Ask a Christian about their favourite story in a Bible and be shown where it is in a Bible. (C)
- Look at different Bibles, noting things like the paper, print size, pictures, and so on, and talk about how each Bible contains the same rules from God and stories e.g. about Jesus, but presented differently. (C)

Retell narratives in the correct sequence, drawing on language patterns of stories.

- Prepare a simple nativity play of the main Christmas events i.e. annunciation by the angel Gabriel of Jesus' birth; Birth of Jesus in Bethlehem; Visits of angels, shepherds and kings. (C)
- Retell the sequence of events in a religious story, possibly acting it out with puppets or small world figures, like those used in Reflective Storytelling or 'Godly Play'.
- Retell the story of Noah, using a wooden Noah's ark, or one the children are in the process of making themselves. (C/J)

### 3. Mathematical development

#### Early Learning Goals

#### Examples of what children could do

Count reliably ....

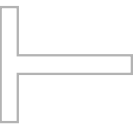
- Count 'blessings', good things, that have happened today, possibly adding beads to a string for each blessing.
- Feel beads in a mystery bag, practise counting them and discover how some people count and order their prayers on Rosaries (C) or Subha beads (M).
- Investigate religious artefacts where the use of number is significant e.g. advent calendar, hanukiah, prayer beads, and take advantage of counting possibilities without detracting from the object's purpose.
- Enjoy the counting possibilities in religious stories e.g. Joseph and his brothers (J/C); Call of the 12 disciples (C); Har Gobind's coat (S).
- Count up and select particular tracks on CD's for example of Christmas carols, Bhangra music or Sunday school songs at the listening station.

Talk about, recognise and recreate simple patterns.

- Look for shapes and patterns both inside and outside places of worship.
- Use magnifying glasses to recognise patterns in natural objects e.g. flowers, bark, snowflakes.
- Talk about patterns in time e.g. Christmas, Easter and birthdays taking place each year, Christians worshipping at Church each Sunday, Muslims saying prayers five times a day.

## 4. Knowledge and understanding of the world

Early Learning Goals	Examples of what children could do
<p>Investigate objects and materials by using all of their senses as appropriate.</p>	<ul style="list-style-type: none"> <li>Investigate religious or cultural artefacts and discover their uses e.g. incense, saris, turbans, a kippah, small triptychs or icons (C); murtis (H).</li> <li>Use a feely bag to handle small artefacts e.g. a Sikh kara, and ask questions about them.</li> <li>Touch and talk about a variety of Christian crosses e.g. Celtic, olive wood, El Salvadorean, Orthodox, and make observational drawings.</li> </ul>
<p>Begin to know about their own cultures and beliefs and those of other people.</p> <p><b>Comment from an RE perspective</b>            This is about beginning to build up information about: people, books, times, places, objects and beliefs. It should include an opportunity to develop some knowledge of Bible stories as part of British cultural heritage.</p>	<ul style="list-style-type: none"> <li>Ask questions about each other's ideas and ways of life and those of children outside the setting.</li> <li>Find out about some things which may happen in the day-to-day life of a Christian child e.g. hearing a bedtime story about Jesus from the Bible, learning prayers; going to church on Sundays, saying grace at meals. (C)</li> <li>Listen to a simple outline story of Jesus' life, and begin to link Jesus with words like Christian, church, cross, Christmas and Easter. (C)</li> <li>Hear stories of Jesus' childhood e.g. the Presentation of Jesus in the Temple, Jesus as the carpenter's son; Jesus in the Temple as a boy, and see pictures, maybe famous works of art which show these. (C)</li> <li>Hear stories about some other important figures in religions, especially those Bible figures whose names are still well-known in British culture e.g. Noah, Abraham, Moses, Daniel, Jonah. (J/C)</li> <li>Talk about pictures of important family occasions and role-play these.</li> <li>Look at an important religious occasion e.g. a Sikh naming ceremony, through the eyes of a Sikh child, and think how he/she felt. (S)</li> <li>Meet visitors who talk about a festival or celebration that is important to them and bring artefacts, pictures, photos and tell simple stories.</li> <li>Share stories, songs and videos of attending / taking part in weddings and talk about weddings of local, national or international importance.</li> <li>Talk about promises brides and bridegrooms might make and learn that religious weddings involve God.</li> <li>Play in a home corner for a family getting ready for a wedding: dressing up clothes, photo album (to take photos of themselves dressed up and of other wedding things), wrapping presents, making cards, wedding cake, rings and ring-sizer, making head-dresses, ordering button-holes, clothes for visiting vicar, service sheets, wedding music, catalogues, etc.</li> </ul>



- Visit a church: to see where the stories of Jesus are told; to look for evidence of Jesus e.g. pictures or statues; to meet people for whom Jesus is important.
- Find out that Christians go to church to sing and pray to God and to hear about Jesus, maybe by watching some video footage of a church service.
- Hear and talk about some songs with religious content, for example, from assembly or shared by a visitor or sung on CD or video.
- Hear some modern or traditional Christmas carols telling the story of Jesus' birth and discuss where they will be heard or sung at Christmas.
- Handle and ask questions about special objects brought in by the children or teacher from home and find out about different religious artefacts.

Look closely at similarities, differences, patterns and change.

- Look closely at books showing different languages, dress and customs.
- Create their own themed books, for example, on the subject of smiling, playing, talking or eating, using pictures of different people round the world from catalogues or travel brochures.
- Examine patterns in the natural world e.g. shells, leaves, snowflakes, and make prints, paintings and drawings of them.

Ask questions about why things happen and how things work.

- Ask and value questions as a means of discovery in a place of worship e.g. What happens at a font? How is a Qur'an stand or prayer mat used?
- Ask and talk about puzzling things associated with the natural world e.g. Why do dogs bark? Why can't I fly? Why do leaves fall?

... use ICT to support their learning.....

- Discuss family religious occasions e.g. Christenings (C), using photos on interactive whiteboard to examine details like clothing and feelings.
- Use videos or software to find out about special events in religion.
- Record visits to places of worship with a digital camera and dictaphone.
- Select and listen to songs sung in worship e.g. on CD, and know they are sung for or to God, a bit like 'happy birthday' is sung for / to someone.

Observe, find out about, and identify features in the place they live and in the natural world.

- Recognise places of worship e.g. churches, by shape and by symbols outside them, like crosses on churches and in graveyards.
- Point out 'pretty' things in nature e.g. flowers, on a nature walk, and talk about why some things are pretty and why they are there.
- Visit and find out about some places which are special, maybe quiet areas for thinking and reflecting, church yards, special gardens and practise special ways of moving and behaving.
- Hear words from Psalm 104 from the Bible (J/C) and find out that some people believe in God who made or created the world.

Find out about past and present events in their own lives, and in those of their families and other people they know.

- Talk about important events such as the birth of a baby and how, for some people, this is celebrated by a religious ceremony e.g. thanksgiving for a baby – Christian (Anglican i.e. Church of England).
- Share and look at photos and souvenirs from family events e.g. baptism certificates / special clothes, christening mugs / crosses / family bibles / acting out with dressing up and role play
- Hear about special meals that different people enjoy e.g. birthday party, Shabbat meal (J), Christmas dinner, harvest supper, Eid celebration (M), wedding breakfast, Christening party (C).

## 5. Physical development

### Early Learning Goals

### Examples of what children could do

Move with confidence, imagination and in safety.

- Express feelings of joy, surprise and excitement in movement and dance.
- Act out some religious stories e.g. Joshua and the battle of Jericho (J/C), Rama and Sita (H), Zacchaeus, Lost son, Lost coin (C), expressing the feelings of the characters through bodily movement.

Show awareness of space, of themselves and of others.

- Experience stillness and quiet e.g. lying still outside to look at trees or the sky.
- Stand, sit, kneel or lie still and stare when visiting a big 'space' e.g. a field, beach, wood, cathedral.
- Practise appropriate behaviour / movement for certain places e.g. where you can run or walk, where you go slowly or sit still, and talk about why this is appropriate.
- Play following and copying games e.g. Follow my Leader, Simon says.

Recognise the importance of keeping healthy.

- Talk about their bodies as precious and about how to care for themselves, especially in relation to foods e.g. at snack-time.
- Discover that some people follow special diets, and that for some this is because of their religion.

Handle tools, objects, construction and malleable materials safely and with increasing control.

- Make artefacts connected to a religious story or festival e.g. hanukiah for Hannukah (J), garlands for weddings (S/H/M); Divas for Divali (S/H); an Easter garden (C).
- Make a key religious symbol with play-dough e.g. a cross. (C)
- Print simple rangoli patterns (H) or religious symbols e.g. crosses, fish or doves (C), star and crescent moon (M), wheel (B).
- Use construction equipment, inside or outside, to construct places of worship, possibly adding symbols e.g. a cross. (C)
- Construct furniture for places of worship e.g. a font for a church (C); an ark for Torah scrolls in a synagogue (J); a shoe rack in a mosque (M); a canopy for the Guru Granth in a gurdwara (S).

## 6. Creative development

### Early Learning Goals

### Examples of what children could do

Explore colour, texture, shape, form and space in 2 or 3 dimensions.

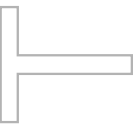
- Explore circles, making patterns by printing with different objects, and talk about what is special about circles.
- Investigate a Sikh kara and Celtic Christian crosses and talk about the idea of God as like a circle i.e. with no beginning or ending.
- Make 3D images from Christianity and other faiths from play dough e.g. crosses, madonna (C), Buddha rupa (B), murtis (H).
- Make large-scale replicas or models of a church, possibly reproducing a wedding photo outside a church. (C)
- Look at Nativity figures made from various materials e.g. wood, maize leaves, wool, pottery and make their own nativity figures from clay or other modelling materials. (C)
- Examine a diva lamp and, after seeing pictures of them lit to celebrate Divali, use air-hardening clay to make their own divas, decorated with colour and sequins. (H)
- Blend colours for harvest / autumn pictures e.g. of leaves.

Use their imagination in art and design, music, dance, imaginative and role play and stories.

- Create simple dances and role plays to recreate key elements of stories from religious traditions e.g. the story of Creation. (J/C)
- Make special objects to represent stories or celebrations e.g. stars or angels out of salt dough for Christmas. (C)
- Talk about the idea of giving and create a harvest gift box, an Easter basket (C), Divali box of sweets (H), a tzedakah box (J), to represent the concept of giving within a faith community.
- Hear about the idea of 'joy' at Easter through Easter hymns and songs, the Easter shout, church bells, prayers, Hallelujah chorus and think about different ways to show feelings turning from sadness to joy.
- Use mime, movement and dance to tell the story of Mary going to the tomb of Jesus on Easter morning.
- Use musical instruments e.g. tapping out and repeating rhythms for songs and music used at a religious festival.

Express and communicate their ideas, thoughts and feelings .....

- Have the chance to take care of plants or a small garden area, and to show a visitor around and say what it is like to see things grow.
- Study, with appropriate support, different artists' interpretations of the Nativity in paintings and make their own pictures.
- Create a picture of a religious event which they have experienced e.g. a wedding or christening in a church, or celebration cards for such events with appropriate decoration.
- Represent their ideas in colours, symbols and pictures and try and express their feelings and thoughts about what they have recorded.



- Think about and have the opportunity to make something for someone to say thank you or to wish them a speedy recovery.
- Discover lots of ways of saying thank you in words, song or actions.
- Experiment with new religious language and vocabulary when explaining about a festival or religious artefacts or in the retelling of a faith story in, for example, Godly Play<sup>1</sup>.
- Explore a variety of artefacts and use their sense of curiosity, asking 'I wonder' questions.
- Sit quietly or listen to music, using 'stilling exercises' to experience tranquillity and relaxation and talk about how it feels.
- Use musical instruments to create effects for religious stories – using weather sounds, crowds etc.

Respond in a variety of ways to what they see, hear, smell, touch and feel.

- Go on visits to places of worship and use their senses, especially touch, to explore the building (carvings, wood, fabric, stone).
- Respond to sounds associated with religions e.g. church bells, Gregorian chants (C), the adhan or call to prayer from a mosque (M), reading from the Guru Granth (S), a gong (B), etc.
- Smell, carefully, incense, spices (e.g. for havdallah - J) or flowers and talk about times when they may be used.
- Taste foods typical of certain times of the year – e.g. Easter biscuits, hot cross buns, Christmas cakes, pancakes (C), Divali sweets (H), and make foods for their own celebration.
- Dip apple slices in honey and taste them after hearing how a Jewish child welcomes a new year at Rosh Hashanah. (J)
- Use feely bags to explore religious artefacts through the sense of touch. e.g. a kara (S); rosary beads, hand crosses.
- Touch fabrics used in religious rituals e.g. wedding dresses, robes, tallit, prayer mat, and ask questions about how and why they are used.
- Examine and make garlands (H/M) or bouquets (C) for weddings.
- Look at and handle carefully some Easter eggs dyed red or decorated in the Orthodox Christian tradition and decorate their own Easter eggs e.g. by using marbling, oil pastels or paint. (C)
- Hear about Holi celebrations and then mix coloured liquids in squeezey bottles to squirt against large silhouettes of people made of card or chalked on an exterior wall. (H)

<sup>1</sup> Godly Play is a form of storytelling involving the movement of simple wooden figures, the reflective telling of a story and the asking of 'I wonder' type questions in a totally open-ended approach. It is described in Paper 9 of the Inspiration, Information and Support part of the syllabus.

## Key Stage I Guidance

There are many ways to cover the Key Stage I requirements in the Norfolk Agreed Syllabus. Teachers may take a religion by religion approach or a thematic approach. Some may wish to build schemes of work round artefacts. Some may prefer to utilise published schemes of work, for example, that published by QCA.

**This guidance is not a statutory part of the Agreed Syllabus.** Its purpose is to help teachers provide a scheme of work suited to their own pupils and their own school situation. This means ensuring their scheme matches Norfolk Agreed Syllabus requirements whether they are:

- writing a scheme of work from scratch,
- adapting one already in use,
- adopting a published scheme.

The following page offers teachers a simple way to check whether they are meeting the basic requirements of the syllabus as they create a new scheme of work. It can also be used to audit the school's current scheme of work or a published scheme, find gaps and build up units of work to complete the match with syllabus requirements.

### What the guidance provides

- *a simple set of introductory notes for each religion.* These do not give all the background teachers may require but act as a starting place.
- *a grid for each religion* which unpacks the Areas of Study in the Norfolk Agreed Syllabus. The 'Learning about Religion' column asks basic questions about a religion, the middle column indicates both skills and content a pupil might use in answering those questions, while the 'Learning from Religion' column offers further questions to link Religious Education with their own experiences and extend their classroom learning.

### Using the guidance to construct units of work

This guidance enables teachers to construct units of work relatively easily.

For example, a unit of work on 'How and why people pray' might draw on the 'Prayer and Worship' sections on the Christianity, Judaism and Sikhism pages. The teacher might plan to use some of the Learning from Religion questions to open up the concept of praying by relating it to experiences in the children's own lives. They might then move into an exploration of practices in Christianity using the information in the Learning about Religion section to help them select areas to introduce. They can move from Christianity into the other selected religions, looking at similarities and differences. The questions give a helpful way of structuring a unit and indicate for teachers the areas they need to research or resource.

*Where teachers are using ready-prepared units of work, they may wish to check the content against what is required in the syllabus to see if the work is at the right level and to ensure they have included questions which deal with 'Learning from Religion'.*



## Checking Key Stage 1 Schemes of Work for RE

To meet Norfolk Agreed Syllabus requirements a KSI Scheme of Work must enable pupils to be taught the Knowledge, skills and understanding in the KSI Programme of Study through the following:

### Religions and Areas of study

- Covering all the Areas of Study below for Christianity
- Covering at least Areas of Study 1 to 4 for Judaism
- Covering Areas of Study for other religious communities as decided in school

On the grid mark off **when** you cover which Area of study / Religion ...

Areas of Study	Christianity	Buddhism	Hinduism	Islam	Judaism	Sikhism
1. Believing						
2. Belonging						
3. Prayer and Worship						
4. Leaders and Teachers						
5. Stories and Books						
6. Celebrations						
7. Symbols & Artefacts						

### Additionally Schemes of Work must

- address both *Learning about Religion* and *Learning from Religion*
- take note of and cover the *Experiences and Opportunities* required for Key Stage 1
- enable pupils to achieve in relation to the *Level Descriptions / Attainment Targets*

# Introduction to Christianity - Key Stage 1

These notes are intended to introduce teachers to a religion rather than provide all the background information they might need. Additional information may be sought from local faith communities, books or websites.

**Christians believe in God as the creator or maker of the world.** He cares about the world and wants people to do the same. Christians also think of God as a good father, loving, caring and forgiving and wanting his followers to be the same. They believe God has authority over his 'children' but, like a good father, uses it wisely.

**Christians are followers of Jesus Christ, a great teacher and leader,** who lived 2,000 years ago. Many people have chosen to follow him, both in the past and today, and believe their lives have changed as a result. Christians believe Jesus is special; he shows them what God is like. They talk of him as God's Son, a King, and give him the title '*Christ*', which is the Greek word for *Messiah* ('Anointed one'). They tell their children about how Jesus befriended, healed and helped people and how he taught about God, using stories called parables.

**Christians celebrate special moments in Jesus' life.** They celebrate his birth at Christmas. They may not only give presents but have Advent Calendars, make cribs, hear Bible stories, sing about Jesus' birth and go to church, possibly at midnight. On *Good Friday*, Christians remember Jesus' sad death, but on Easter Sunday they celebrate the belief that he came back to life again. Families may have Easter eggs, make Easter gardens, hear the Easter story and sing joyful hymns at church.

**Christians have a holy book, the Bible, which they call the 'Word of God';** it tells them about God and how God wants them to live. It is full of stories, sayings and songs. Christians hear Bible readings every week at church. Some read the Bible regularly at home. Children may hear Bible stories at bedtime. They may go to Sunday School or other groups to learn Bible stories with others their own age.

**Christians meet together as a Church.** 'Church' can mean a group of believers or a building where they meet. Christians also meet in homes, chapels, cathedrals or even outdoors. Churches contain things to help people worship e.g. musical instruments, a lectern with a large Bible, candles, crosses, crucifixes, an altar or table. Babies are welcomed into the Christian Church through *baptism* or *christening*. In some churches a *dedication* or *thanksgiving* service takes place and baptism occurs later.

**Christians worship God together and individually.** Worship comes from an old word meaning 'to give worth to'. Worship may include Bible readings, singing and praying. Many Christians pray at the beginning or end of the day, offering God praise, confessing sins and praying for others. They may say 'grace' at mealtimes. Children may learn simple or traditional prayers e.g. *The Lord's Prayer* or be encouraged to pray in their own words. On Sundays particularly, Christians gather for services of worship, maybe to share bread and wine as Jesus did at the Last Supper. Services may be led by a priest, minister, vicar or elder. Some services use words from a book, some are full of ceremony, some simple, some quiet, some exuberant and lively.

**Christians believe everyone is special and important.** They try to copy Jesus' example and love people in their families and others they meet (John 15:12). Jesus told his followers that the two greatest commandments in life were to love God and to love other people (Mark 12:28-34).

	Learning about Religion	CHRISTIANITY ~ Key Stage 1	Learning from Religion
Believing	<ul style="list-style-type: none"> <li>• How can you tell the word 'God' is special or important to a Christian family?</li> <li>• What beliefs does a Christian family have about what God is like?</li> <li>• Why are Christians called Christians and what do they believe about Jesus Christ?</li> <li>• What do Christians believe about the value of people to God?</li> <li>• What do Christians believe is really important in life?</li> </ul>	<p>Recognise that God is very important for Christians and explore prayers, stories or songs which show they believe God made and cares for the world.</p> <p>Hear that Christians believe God has authority like a good father - loving, forgiving and wise – but is better than the best parent.</p> <p>Know that Christians follow Jesus Christ and believe he shows what God is like in his words and actions.</p> <p>Recognise that Jesus taught everyone is important and of equal value to God through parables e.g. The Lost Sheep; through teachings e.g. in the Sermon on the Mount; and through example e.g. welcoming children.</p> <p>Explore the importance of love and forgiveness and Jesus' words: Love one another, just as I love you and /or the two great commandments: Love God and Love your neighbour as you love yourself.</p>	<ul style="list-style-type: none"> <li>• What does your family think is special or very important?</li> <li>• Why should we care for the world?</li> <li>• What do you hear about God in prayers and songs in assembly?</li> <li>• How can you tell what a person is like?</li> <li>• How can you welcome people and make them feel important and special?</li> <li>• Have you ever forgiven someone who was horrid to you? Who has forgiven you?</li> <li>• Who cares about you? Why should we be kind and friendly to each other?</li> </ul>
Belonging	<ul style="list-style-type: none"> <li>• How might you tell a family is Christian? What are some examples of religious practices in Christian families?</li> <li>• Why do some people belong to a Christian church?</li> <li>• What is a church? When do Christians meet and what do they do together?</li> <li>• What happens at a ceremony welcoming a young child into the Christian community or 'family'?</li> </ul>	<p>Find out about religious practices with which some children belonging to Christian families will be familiar e.g. special prayers at bedtime, grace at meals, going to church, hearing Bible stories.</p> <p>Talk to some Christians active in a local church about why they belong to a church and what difference it makes to their lives.</p> <p>Learn that church can mean a group of Christian believers and also a place for Christian worship.</p> <p>Investigate a nearby church and how Christians use it e.g. for Sunday worship, baptisms, weddings, funerals.</p> <p>Find out about some of the words, actions and symbols used when babies are welcomed into the church through Baptism or Christening. <i>Explore how some churches hold a dedication or thanksgiving service and baptism occurs later.</i></p>	<ul style="list-style-type: none"> <li>• What does your family like doing together? What does your family do which are special to you?</li> <li>• What groups do you belong to? What do you do together? Where do you meet?</li> <li>• What groups would you like to join?</li> <li>• How do families get ready to welcome a new baby? Have you ever been to a celebration for a new baby?</li> <li>• How did you receive your name?</li> <li>• Why do you think families feel thankful when a new baby arrives? Why do some people want to thank God?</li> </ul>

Prayer and Worship	<ul style="list-style-type: none"> <li>• How do some Christian families teach their children to pray at home?</li> <li>• What are some places of Christian worship called and when are they used?</li> <li>• What do Christians mean by worship?</li> <li>• What are some of the things Christians do when they meet for worship services?</li> <li>• How and why do some Christians pray and worship at harvest-time?</li> </ul>	<p>Talk about what praying involves and investigate ways in which some Christian children learn to pray e.g. bedtime prayers, the 'Our Father', graces, saying the rosary, using icons or candles.</p> <p>Identify some local churches (or chapels) and know Sunday is a special day for many Christians to worship.</p> <p>Recognise that for Christians (and others) worship is about saying in words and actions how great they believe God is and offering him thanks and praise.</p> <p>Identify activities in Christian worship e.g. singing, prayer, saying 'Amen', taking a collection (offering), sharing bread and wine, reading the Bible, listening to stories or sermons.</p> <p>Explore why harvest festival (thanksgiving) is a time of prayer and worship for some Christians.</p>	<ul style="list-style-type: none"> <li>• Who do you like to talk to and why? Who would you ask for help?</li> <li>• Christians may say sorry, thank you or please in their prayers. When do you say these things?</li> <li>• When has someone praised you and told you that you have done well?</li> <li>• Is it a good idea to have special places to meet your friends? What places are special to you or others?</li> <li>• When do we have times to be quiet and think, a bit like praying?</li> <li>• What would you say thank you for in the world around us?</li> </ul>
Leaders and Teachers	<ul style="list-style-type: none"> <li>• Who is the most important religious figure for Christians and why?</li> <li>• How do Christians try to 'follow' Jesus and what does this mean?</li> <li>• What happens in some key stories Christians tell about Jesus' life? Why are they important?</li> <li>• How do some key stories show Jesus' authority as a leader?</li> <li>• What did Jesus tell his followers about how to live?</li> <li>• What famous Christians have tried to follow the example of Jesus and what did they do?</li> </ul>	<p>Know that Christians believe Jesus was a real historical person but also God's son who is still with them today.</p> <p>Talk about how Christians 'follow' Jesus e.g. by copying how he treated people, and how they believe following Jesus changes people e.g. Zacchaeus.</p> <p>Create a simple outline of Jesus' life as Christians tell it: born, carpenter, teacher, calls followers, great helper / healer, angers some people, arrested and killed, comes back to life, returns to heaven.</p> <p>Explore some key stories of Jesus' adult life e.g. Call of the 12 disciples, Palm Sunday, Cleansing of the Temple, and how they show Jesus' authority.</p> <p>Think how Christians could live by Jesus' 'Golden rule': Do for others just what you want them to do for you.</p> <p>Hear stories of saints or other famous Christians and suggest how they tried to follow Jesus.</p>	<ul style="list-style-type: none"> <li>• Who is important to you? Who helps you know what to do?</li> <li>• Who gives you good ideas about what to do and how to behave? Do you copy what they do?</li> <li>• Why are some people remembered?</li> <li>• What good rules do you know and why are they important?</li> <li>• How do you know when something is good or bad to do?</li> <li>• What famous leaders do you know about? Why were / are they famous?</li> </ul>

<b>Stories and Books</b>	<ul style="list-style-type: none"> <li>• What happens in some important stories Christian children are told about Jesus? What do they learn from these stories?</li> <li>• What stories did Jesus tell his followers and why did he tell them?</li> <li>• Why is the Bible a holy book for Christians? How do they use it?</li> <li>• What are some of the instructions and sayings the Bible contains?</li> <li>• What stories from the Bible do Christian and Jewish children share?</li> </ul>	<p>Hear Bible stories about Jesus which show how he befriended, healed, taught and helped people e.g. Jairus' daughter, Feeding the 5,000, Wedding at Cana.</p> <p>Talk about some stories (parables) Jesus told to teach people about God and how to live God's way e.g. Lost Son, Lost Coin, Good Samaritan, Two Housebuilders.</p> <p>Know the Bible contains stories, songs and sayings which teach about God and explore how Christians use the Bible in church, at home, and with their children.</p> <p>Explore a simple version of the Ten commandments and / or some Bible sayings e.g. Be kind, Forgive one another, God loves a cheerful giver.</p> <p>Explore stories from the Old Testament of the Bible which Christians share with the Jewish community e.g. Moses, Daniel, Jonah, Joseph, Creation.</p>	<ul style="list-style-type: none"> <li>• Which stories are important to you and to your friends? Why are they important?</li> <li>• Would I choose any of the stories of Jesus to be among my favourites?</li> <li>• Have I ever felt like the characters in these stories?</li> <li>• What books are special to you? Why? When do you look at this book and who looks at it with you?</li> <li>• Which books help us?</li> <li>• What can we learn from stories?</li> </ul>
<b>Celebrations</b>	<ul style="list-style-type: none"> <li>• What special religious occasions do Christian families celebrate?</li> <li>• What stories from Jesus' life are told at Christmas? Why do Christians want to celebrate Christmas?</li> <li>• How is Christmas celebrated in a Christian home or family?</li> <li>• What stories from Jesus' life are told at Easter? Why do Christians want to celebrate Easter?</li> <li>• How is Easter celebrated in a Christian home or family?</li> </ul>	<p>Name some special occasions Christian families celebrate e.g. baptisms, weddings, and know that some recall moments in Jesus' life e.g. Christmas, Easter.</p> <p>Talk about the stories of Jesus' birth which are told at Christmas – annunciation, birth, shepherds, wise men, presentation in the Temple, flight to Egypt.</p> <p>Know Christians celebrate Christmas not just as Jesus' birthday but because they believe God somehow became a baby on earth when Jesus was born.</p> <p>Investigate how Christian families celebrate Christmas e.g. advent candles, nativity sets, carol services.</p> <p>Talk about the events and feelings associated with Good Friday when Christians remember Jesus' sad death, and Easter Sunday when they celebrate their belief that he came back to life again.</p> <p>Investigate how Christians celebrate Easter e.g. palm crosses, Easter gardens, Easter eggs, joyful hymns.</p>	<ul style="list-style-type: none"> <li>• What is a celebration? What different things do people celebrate?</li> <li>• What special times do you celebrate with your family? How do you celebrate?</li> <li>• Do you celebrate at Christmas? What do you do?</li> <li>• Do you do the same things or different things from Christian families?</li> <li>• Can you think of times when you have been very sad or very happy like Jesus' friends in the Easter stories?</li> <li>• The Easter story is a bit of a surprise. Have you ever had a big surprise?</li> <li>• What would you do to show you were very happy or excited?</li> </ul>

## Symbols and Artefacts

- What is the main symbol by which Christians are recognised?
- What are some of the artefacts and symbols used in Christian prayer and worship?
- How is symbolism used in Christian ceremonies such as Baptism and weddings?
- How did some of the Bible writers try to explain what God was like?

Encounter different shapes and designs of crosses, identifying these as the key Christian symbol which is a reminder of Jesus.

Recognise and talk about some artefacts used in Christian worship e.g. rosaries, statues, icons, and some symbolic actions e.g. kneeling down, signing with a cross, sharing the peace.

Recognise some symbols used in Christian ceremonies e.g. candles and water at baptism, rings at weddings.

Talk about some Bible images of God, for example, as a shepherd (Psalm 23), a shield (Psalm 18:2), a strong tower or fortress (Psalm 18 v.2) or a mother hen hiding chicks under her wings (Psalm 17 v.8).

- Which symbols are really important to recognise in our school?
- What special objects do you have that remind you of things e.g. souvenirs?
- Can you understand people sometimes when they make signs to you instead of words?
- How could you show someone you wanted to make friends again?
- Can you think of a place, a person or something else which makes you feel really safe?

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# Introduction to Buddhism - Key Stage 1

These notes are intended to introduce teachers to a religion rather than provide all the background information they might need. Additional information may be sought from local faith communities, books or websites.

**Buddhists follow the teachings of Buddha**, who taught people how to free themselves from the sufferings of this world. It is often said that Buddhists do not believe in God. However, they think it is more important to put the teachings of Buddha into practice, rather than spend time arguing about the existence of God.

**Buddha was born a Prince in the fifth century BCE in North India.** Known at this time as Prince Siddhartha of the Sakya clan, he was purposely shielded from the harsher side of life to prevent him wondering about the meaning of life. One day, however, he ordered his charioteer to take him from the palace to see life in the city. In the city he saw three things that affected him deeply - an aged man, a very sick man, and a body being taken for cremation. He also crucially saw a holy man, who had given up his possessions to live a simple life. Inspired by the serenity of the holy man, Prince Siddhartha left his comfortable life to seek an answer to the things that seemed wrong in the world: greed, anger, pain and suffering. His search lasted six years until, Buddhists believe, he found the solution. From this time onwards, he became known as 'the Buddha' or 'Enlightened One'.

**Buddhist children hear many stories about the Buddha.** They enjoy the Jataka tales, stories of the Buddha's many previous lives. Some of these tell how he lived in an animal form. (*According to Buddhist traditions, people have many lives on earth as different beings working towards 'enlightenment'.*) These stories teach them Buddhist beliefs and about how to behave.

**The Tipitaka is the earliest collection of Buddhist scriptures or writings.** It contains rules for monks, stories of the Buddha's life and an explanation of Buddha's teaching. After the Buddha's final passing away (*Parinibbana*), his disciple and personal attendant, Ananda, repeated all the teachings to an assembly of 500 monks. They were already trained to memorise such teachings. The stories were passed from one generation to another and only written down some 400 years later.

**Buddhist families may recite the words of the Triple Refuge every day** before a shrine containing an image of Buddha and other objects. Through these words they 'take refuge' in the Buddha, his teaching (*Dharma*), and the Buddhist community (*Sangha*). Flowers may be placed by the image as an appropriate offering and as a reminder of the impermanence of life (since flowers quickly fade). The family may sit quietly in front of the shrine. Looking at the Buddha's face helps them to meditate or think about how to be more loving and kind. Different traditions involve different forms of worship, of which these are examples.

**Sometimes Buddhist families visit a monastery or temple** for ceremonies, meditation and celebrations such as the Buddha's birthday. In many countries, including Britain, a number of Buddhists become monks and nuns, living in monasteries and spending their time in meditation, study, and teaching the Buddha's way to others. In some countries children spend time in a monastery as part of their education.

**Wesak is the most important Buddhist celebration.** It celebrates the Buddha's birthday, Enlightenment and final passing away. Buddhists may visit a monastery, make offerings of flowers and incense, join in chanting, have a feast, give presents and decorate their homes with flowers and lights. In Buddhist countries there may be special processions at Wesak.

**Buddhists have no special ceremonies at birth.** However, as Buddhist monks or priests are usually involved in the important events in the lives of Buddhists they would normally take part in a simple naming ceremony. Buddhists are taught to look after their children carefully. Children are encouraged to be respectful and grateful to parents, adults and teachers.

	Learning about Religion	<b>BUDDHISM ~ Key Stage 1</b>	Learning from Religion
Believing	<ul style="list-style-type: none"> <li>• How do Buddhists get their name?</li> <li>• What ideas or beliefs do Buddhists have about things that are really important in life?</li> </ul>	<p>Recognise that Buddhists are followers of the teaching of Buddha and believe what he said helps them live wisely and happily.</p> <p>Suggest why Buddhists believe they should not hurt living things.</p> <p>Talk about how Buddhists believe people should be kind and compassionate, generous, truthful and patient.</p>	<ul style="list-style-type: none"> <li>• Who is special to you? What are the signs that someone is a good person?</li> <li>• How can we care for living things?</li> <li>• How do people hurt each other? How does it feel to be hurt? How can we show kindness to each other?</li> </ul>
Belonging	<ul style="list-style-type: none"> <li>• What are some examples of religious practices in a Buddhist family?</li> <li>• What role do Buddhist monks and nuns play in the Buddhist religion?</li> <li>• How do some young Buddhists learn about their religion?</li> </ul>	<p>Identify some religious practices which will be familiar to Buddhist children e.g. seeing images of Buddha, going to the temple as a family, having a home shrine.</p> <p>Know the Buddhist community is made up of monks, nuns, and lay people, who all support each other.</p> <p>Explore how young boys may spend some of their childhood in monasteries to learn Buddhist teachings.</p>	<ul style="list-style-type: none"> <li>• What special things does your family do together?</li> <li>• How do you help to look after other people at home or at school?</li> <li>• What does it feel like to leave your home and live somewhere else?</li> </ul>
Prayer and Worship	<ul style="list-style-type: none"> <li>• How do some Buddhist families pray or meditate at home? How do they show respect to the Buddha?</li> <li>• What do Buddhists do when they visit a temple or monastery? Why are these things important?</li> </ul>	<p>Identify and explore some ways Buddhists pray e.g. meditation, use of gongs, prayer wheels, prayer flags, chanting, incense.</p> <p>Talk about how some Buddhists visit a temple or monastery for community celebrations and find out what they do.</p>	<ul style="list-style-type: none"> <li>• What helps you to be still and quiet? What do you think when you are quiet?</li> <li>• How do you show your respect to someone you think is special?</li> <li>• Is it a good idea to have special places to meet your friends?</li> </ul>

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<p><b>Leaders and Teachers</b></p>	<ul style="list-style-type: none"> <li>• What important religious figure do Buddhist children hear stories about?</li> <li>• What does the word 'Buddha' mean? What stories do Buddhists tell about Siddhartha? Why was he important?</li> <li>• What did Buddha teach his followers?</li> <li>• What does a Buddhist monk do?</li> </ul>	<p>Hear about Siddhartha Gautama, the prince who left his riches to search for truth, and became the Buddha.</p> <p>Talk about the title 'Buddha' and understand that Buddha was a wise teacher, a human being not a god.</p> <p>Explore some of the things Buddha taught. Find out that some Buddhists become monks and nuns and give advice to lay people about how to follow the dharma, Buddha's teaching.</p>	<ul style="list-style-type: none"> <li>• What would you be prepared to give up to get something important?</li> <li>• Who do you know, or who have you heard of in stories, who is wise?</li> <li>• Who gives you good ideas about what to do and how to behave?</li> <li>• Who do you help and how?</li> </ul>
<p><b>Stories and Books</b></p>	<ul style="list-style-type: none"> <li>• What happens in some important stories Buddhist children? What do they learn from these stories?</li> <li>• Where do the stories come from and where are they written down now?</li> </ul>	<p>Hear and explore stories about the life of Buddha, including some Jataka tales.</p> <p>Recognise that Buddhist stories are used to teach about behaviour e.g. Siddhartha and the swan.</p> <p>Know the oldest Buddhist stories were memorised and passed on for years before being written in the Tipitaka.</p>	<ul style="list-style-type: none"> <li>• What stories are special to you? Why do you enjoy them?</li> <li>• Can stories help you think how to do things?</li> <li>• Can you tell a story from memory? Who told you this story?</li> </ul>
<p><b>Celebrations</b></p>	<ul style="list-style-type: none"> <li>• What special times do Buddhist families celebrate?</li> <li>• How is Wesak celebrated in some Buddhist families or communities? Why is it celebrated? What would children enjoy about it most?</li> </ul>	<p>Explore the festival of Wesak and know it celebrates key moments of Buddha's life.</p> <p>Talk about how some Buddhists visit a temple or monastery for community celebrations and explore some of the things they might do.</p>	<ul style="list-style-type: none"> <li>• What do we celebrate at school and why?</li> <li>• What would you enjoy most about this celebration?</li> </ul>
<p><b>Symbols and Artefacts</b></p>	<ul style="list-style-type: none"> <li>• What are some of the symbols used to show Buddha is special?</li> <li>• What symbols and artefacts may be used in Buddhist shrines or temples?</li> <li>• What symbolic clothing do Buddhist monks and nuns have?</li> </ul>	<p>Identify interesting features of a statue or picture of the Buddha (e.g. long ear lobes, hand gestures) and talk about their meanings.</p> <p>Explore the different items in a Buddhist shrine e.g. offering bowls, incense, statues or pictures of Buddha, flowers.</p> <p>Find out about the clothes of Buddhist monks and nuns.</p>	<ul style="list-style-type: none"> <li>• How would you draw someone to show they were very special?</li> <li>• What beautiful things would you put in a shrine? Why?</li> <li>• Who do you know who wears different clothes to show they do a special task?</li> </ul>

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# Introduction to Hinduism - Key Stage 1

These notes are intended to introduce teachers to a religion rather than provide all the background information they might need. Additional information may be sought from local faith communities, books or websites.

**Hinduism is mainly an Indian religion.** Hindus living in Britain have come from various parts of the world, though many were born here. Some have strong family links with India. Family love and loyalty are important to Hindus and grandparents, who are specially revered, often live with the family. Hindus stress honesty and truthfulness. They try to respect and care for people and all living things. Many Hindus are vegetarians out of respect for animals.

**Hindus believe in one God but represent him through different names and images** (e.g. *Rama*, *Krishna*, *Ganesha*) because it is so difficult to imagine what God is like. Hindus may choose to worship one or two particular deities. Pictures or images of these are kept in a family shrine and are often highly symbolic e.g. many arms represent great power. The Hindu greeting 'Namaste' means 'I bow down to God as "you"' and shows the Hindu belief that people are really part of God.

**Home is the centre of a Hindu family's religious life.** A special room or corner may be set aside as a shrine. *Murtis* (images) or pictures of the gods, sacred books and utensils for worship are kept here. The murtis are a reminder of God's presence; he is a guest in the house and not to be ignored. *Puja* (worship) normally takes place twice a day in front of the shrine and may involve the whole family. A small lamp, incense, water, flowers and food may all be used during worship.

**There are many stories of Hindu gods and goddesses.** Children hear stories of Rama's exile and return, of the childhood of Krishna and of the elephant-headed Ganesha. They may have the stories in comic form.

**Hindus celebrate many different festivals.** Some of the best known are: *Divali*, with its lighting of many lamps, *Raksha Bandhan*, with the giving of rakhis, and the birthdays of Rama and Krishna. Everyone enjoys the stories, drama, food, singing and dancing connected with the festivals. The lights and fireworks of *Divali* are especially popular.

**Many Hindus visit a temple or mandir for festivals and some attend the daily arti ceremonies.** Inside, the mandir may be bright with pictures, images, coloured lights and tinsel. Shoes are removed and a bell rung to announce the worshipper's presence. Food and flowers are offered in thanks to God. A priest performs *arti*. Prayers and chanting accompany the ceremony. Blessed food (*prashad*) is distributed after the worship.

**Hindu holy books may be written in Sanskrit, an ancient language. There are books of laws, hymns and poetry.** Some are widely read, others less so. Some Hindus read from their holy books before the day begins. One of the books, the *Ramayana*, is a long poem containing many stories (e.g. the story of Rama and Sita), which are often acted out.

**Hindu children are often named after a god or goddess.** They believe the right name gives good fortune in life. A priest may help select the name. At the naming ceremony a special symbol '*aum*' may be drawn on the baby's tongue in honey; it represents God and is a prayer for a 'sweet' life.

	<b>Learning about Religion</b>	<b>HINDUISM ~ Key Stage 1</b>	<b>Learning from Religion</b>
<b>Believing</b>	<ul style="list-style-type: none"> <li>• How can you tell the word 'God' is special or important to a Hindu family?</li> <li>• What ideas or beliefs does a Hindu family have about what God is like?</li> <li>• What do Hindus say is really important in life?</li> </ul>	<p>Recognise that Hindus believe in one God and that they represent God through different names and images.</p> <p>Name some deities Hindus are devoted to (e.g. Rama, Krishna, Ganesha) and explore images of them.</p> <p>Know Hindus believe in honesty, truthfulness and respect and care for people and all living things.</p>	<ul style="list-style-type: none"> <li>• What does your family think is special or very important?</li> <li>• Why is God special to some people and not others? What ideas have you heard about God?</li> <li>• How can we show care and respect for one another and the world around us?</li> </ul>
<b>Belonging</b>	<ul style="list-style-type: none"> <li>• How might you tell a family is Hindu?</li> <li>• What is it like to be part of a Hindu family or community?</li> <li>• What happens at a ceremony to welcome a young child into the Hindu community or 'family'?</li> </ul>	<p>Suggest why many Hindus are vegetarians</p> <p>Know that Hinduism is originally an Indian religion and many Hindus try to stay in contact with family and friends in India.</p> <p>Talk about what is important in family life to Hindus i.e. love and loyalty between all family members e.g. where grandparents live with the family and are respected.</p> <p>Explore ceremonies connected to birth and childhood, including what happens when a baby is named.</p>	<ul style="list-style-type: none"> <li>• What is good about belonging to a family?</li> <li>• Where have our families come from in the past? Do we go to visit relatives? How do we keep in contact?</li> <li>• How do families get ready to welcome a new baby? What 'firsts' do families often celebrate e.g. first words, steps, teeth?</li> </ul>
<b>Prayer and Worship</b>	<ul style="list-style-type: none"> <li>• How and why do Hindu families pray and worship at a home shrine?</li> <li>• What is a mandir? What do Hindu people do when they meet in their temple or mandir? Why are these things important to them?</li> </ul>	<p>Know Hindus may have a special shrine for worship at home and sometimes worship at a temple or mandir.</p> <p>Find out about daily worship or puja and examine murtis and objects from a puja tray used in worship.</p> <p>Talk about worship activities in a mandir e.g. ringing a bell, watching the arti ceremony, receiving prashad.</p>	<ul style="list-style-type: none"> <li>• At home, where would you put a special photo of someone you love? Who would look at it with you?</li> <li>• What gifts would you like to give to a parent, friend or relation? Why?</li> <li>• What would be good about having a special place to meet your friends?</li> </ul>



# D R A F T

<p><b>Leaders and Teachers</b></p>	<ul style="list-style-type: none"> <li>• What important religious figures do Hindu children hear stories about?</li> <li>• Why are these figures important?</li> <li>• What stories do they tell about them?</li> <li>• What does a Hindu priest do?</li> </ul>	<p>Know, through hearing stories and looking at murtis, some important figures in Hinduism e.g. Krishna, Rama, and explore why Hindus say they are important.</p> <p>Consider what they learn about Hindu values from key stories about these figures.</p> <p>Identify jobs a Hindu priest does.</p>	<ul style="list-style-type: none"> <li>• What pictures have you got of people you love? What do they remind you of about the person?</li> <li>• Who gives you good ideas about what to do and how to behave?</li> <li>• What do you think a priest should do?</li> </ul>
<p><b>Stories and Books</b></p>	<ul style="list-style-type: none"> <li>• What happens in some important stories Hindu children are told? What do they learn from these stories? Where do the stories come from?</li> <li>• What special books are important to Hindus?</li> </ul>	<p>Respond to stories Hindu children are told about gods and goddesses e.g. Ganesh or Krishna and suggest what they learn from them.</p> <p>Explore the story of Rama and Sita and talk about how it might be acted out or told in comics.</p> <p>Know Hindus have holy books which they read and learn from e.g. Ramayana, a long poem with stories about Rama's exile and return, and Puranas, about Krishna's childhood.</p>	<ul style="list-style-type: none"> <li>• What have you learned from stories about good or bad ways to behave?</li> <li>• Who do you admire e.g. on TV? Why?</li> <li>• What does it mean to have courage or be loyal?</li> <li>• What books give us advice and help? Where else do you get help from?</li> </ul>
<p><b>Celebrations</b></p>	<ul style="list-style-type: none"> <li>• What special times do Hindu families celebrate?</li> <li>• How is a particular festival celebrated in a Hindu home or family? Why is it celebrated? What do you think children enjoy about it most?</li> </ul>	<p>Know Hindus celebrate many different festivals and name one or two e.g. Diwali, Raksha Bandhan, and the birthdays of Rama and Krishna.</p> <p>Explore how a festival is celebrated in a Hindu home or family e.g. looking at the stories, colours, sound, music, dress, food or movement associated with it.</p> <p>Talk about why the festival is celebrated and what it helps Hindus think about, feel or remember.</p>	<ul style="list-style-type: none"> <li>• What special times can you remember at school or home? What did you enjoy most about this celebration?</li> <li>• Have you been to someone else's celebrations? What were they for?</li> <li>• What souvenirs have you kept from a celebration? What do they remind you of?</li> </ul>
<p><b>Symbols and Artefacts</b></p>	<ul style="list-style-type: none"> <li>• What symbolic colours, symbols or clothes do Hindus wear at weddings?</li> <li>• What symbols and artefacts are used in Hindu prayer and worship?</li> <li>• What are some of the symbols and artefacts used in Hindu festivals?</li> <li>• How do Hindus use hand movements to express ideas?</li> </ul>	<p>Find out how a Hindu wedding is celebrated.</p> <p>Identify and talk about the 'aum' symbol and about the objects on a puja tray.</p> <p>Talk about some symbols used in Hindu festivals e.g. lights at Diwali or rakhis at Raksha Bandhan.</p> <p>Look for and talk about hand movements e.g. in pictures of Hindu dancers, and in how Hindus greet each other.</p>	<ul style="list-style-type: none"> <li>• What colours make you feel happy?</li> <li>• When do you use lights? When do you give or receive presents? How do these make you feel?</li> <li>• What actions or hand movements do you know that stand for something? What can you say with your hands?</li> </ul>



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# Introduction to Islam - Key Stage 1

These notes are intended to introduce teachers to a religion rather than provide all the background information they might need. Additional information may be sought from local faith communities, books or websites.

**Muslims believe there is only one true God, who created the world** and provides everything his creatures need. They believe Allah has no partner and that nobody is like him. Muslims use the Arabic word for God - *Allah*.

**Prayers (*salah*) are important to Muslims and are said five times a day** at home, at work, or at the mosque. *Before* praying Muslims wash carefully in a prescribed manner (*wudu*). A set sequence of movements accompanies the prayers, which are said in Arabic. A clean place is essential for prayer and many Muslims use a special mat for this purpose. Children learn *wudu* and the set actions and words for prayer from an early age. By seven, they should be saying the prayers with help. By eleven, prayers are obligatory.

**Muslims believe Allah has sent messengers or prophets** to bring guidance on how people should live. They believe Prophet *Muhammad* was the last and final messenger. They believe he received messages from God to give to the world and these are recorded in the Qur'an. When Muslims mention Muhammad's name, or that of any other prophet, they add the words 'Peace be upon him' out of respect, and they try to follow the example and teaching of Muhammad. Muslim children are told many stories about the life of the Prophet.

**Muslims meet for worship in a mosque or *masjid*** (place of prostration). Shoes are removed on entering the mosque and prayers are normally said in a carpeted prayer hall. A small archway or niche indicates the direction of the *Ka'bah in Makkah* (Mecca). No statues or pictures are permitted in a mosque but it may be beautifully decorated with patterns or words from the Qur'an. Men attend the mosque more often than women, who tend to pray at home with their children, but there are women's sections in most mosques and children are also brought to the mosque. Muslim men make a special effort to attend the midday congregational prayers at the mosque on Fridays and to hear the Imam's sermon. The Arabic word for Friday means 'day of assembly' but it is not seen as a holiday and work is permitted during it.

**Muslims have a holy book called the Qur'an. Muslims believe it was revealed in Arabic** and treat it with great respect, because they believe it contains God's words for the guidance of all human beings. They make *wudu* (wash their hands) before reading a Qur'an, which is kept in a safe, clean and elevated place, often carefully wrapped. Muslims learn to read the Qur'an in Arabic if possible, but it has been rendered into many other languages for the benefit of those who do not know Arabic well.

**Muslims celebrate two major festivals or Eids (Ids).** *Eid-ul-Fitr* comes at the end of the month of Ramadan when Muslims fast during daylight. It celebrates the completion of a successful fast. Muslims attend mosque for special Eid prayers. They give money and food to the poor, have a holiday, visit friends, wear new clothes, give presents and cards and eat special food. *Eid-ul-Adha* is celebrated at the end of the annual Hajj or pilgrimage to Makkah.

**Home and family life are very important to Muslims.** Marriage is very important as is the birth of a baby which is seen as a blessing. The 'call to prayer' is whispered in the new born baby's ear so that the word 'Allah' is one of the first he will hear. The baby is later named, possibly after one of the Beautiful names of Allah (e.g. Abdul Rahman - servant of *al-Rahman*) or after Muhammad or one of his family or another prophet. Children are brought up to respect each other, their parents and elders. They are taught the importance of politeness, kindness and honesty. They join in prayers at home or in the mosque and may go to a *Madrassah* or mosque school to learn the Qur'an in Arabic and more about their religion.

	Learning about Religion	ISLAM ~ Key Stage 1	Learning from Religion
Believing	<ul style="list-style-type: none"> <li>How can you tell the word 'God' is special or important to a Muslim family?</li> <li>What ideas or beliefs does a Muslim family have about God?</li> <li>What do Muslims say is really important in life?</li> </ul>	<p>Know Muslims believe that there is one true God (Allah) and that he has no partners.</p> <p>Talk about Muslim belief in Allah as Creator and about humans as 'caretakers' of his creation.</p> <p>Using Tasbih (Subha) beads, explore some of the 99 names of God.</p> <p>Recognise that Muslims want to obey God and follow his guidance in their lives.</p>	<ul style="list-style-type: none"> <li>What can you make? How do we care for things we have made?</li> <li>How do you think the world was made? How should we care for it?</li> <li>What words would you choose to say what you are like e.g. helpful, kind, strong?</li> <li>Who helps you know what to do? Do you do what they say?</li> </ul>
Belonging	<ul style="list-style-type: none"> <li>How might you tell a family is Muslim? What is it like to belong to and grow up in a Muslim family?</li> <li>What happens at a ceremony welcoming a young child into the Muslim community or 'family'?</li> </ul>	<p>Learn about some important things in a Muslim family e.g. respect for parents, elders and children; honesty and good manners, the role of the mother.</p> <p>Identify practices familiar to many Muslim children, e.g. daily prayers, Islamic greetings, attending Mosque school, learning Arabic and the Qur'an.</p> <p>Talk about the birth of a baby as a blessing to a Muslim family and practices associated with birth e.g. hearing the prayer call.</p>	<ul style="list-style-type: none"> <li>What is important in your family?</li> <li>What is 'being good'? Why do we try to be good?</li> <li>How could children show respect for parents and teachers?</li> <li>What did your family do when you were born? What message would you like to give a new baby?</li> </ul>
Prayer and Worship	<ul style="list-style-type: none"> <li>How and why do Muslims pray?</li> <li>What is the name of a special Muslim place of worship?</li> <li>What do Muslim people do when they meet there?</li> </ul>	<p>Recognise that Muslims serve God in many ways, including salah (prayer) five times a day and talk about how Muslims get ready to pray e.g. washing, using Arabic, finding a clean place.</p> <p>Know du'a (personal prayer) can be made at any time or in any language because God hears all prayers and knows all languages.</p> <p>Recognise features of a mosque e.g. minaret, shoe-racks, mihrab, and consider why they are there.</p>	<ul style="list-style-type: none"> <li>What do you think of as a special place?</li> <li>What is part of your everyday routine?</li> <li>How would you get ready to meet someone important?</li> <li>What would you say to God in a prayer?</li> </ul>

# D R A F T

<p><b>Leaders and Teachers</b></p>	<ul style="list-style-type: none"> <li>• What important religious figures do Muslim children hear stories about? What stories do they tell about Muhammad? Why are the messengers important? What do they teach?</li> <li>• What does an imam do?</li> </ul>	<p>Explore key stories from the life of Prophet Muhammad that tell how he was called as the last and final messenger of Allah and what he was told to do.</p> <p>Recall the words of the Shahadah and say what Muslims believe about Muhammad.</p> <p>Suggest why “peace be upon him” is said after mentioning Muhammad and all God’s prophets.</p> <p>Talk about the role of an imam in a mosque.</p>	<ul style="list-style-type: none"> <li>• Who do you know who helps people?</li> <li>• Do you have anyone you ask for help or guidance? What do they tell you to do?</li> <li>• Who do you call by a special name?</li> </ul>
<p><b>Stories and Books</b></p>	<ul style="list-style-type: none"> <li>• What happens in some important stories Muslim children are told? What do they learn from the stories and where do they come from?</li> <li>• What special book is used by Muslims for guidance? Why is the Qur’an so important to Muslims?</li> </ul>	<p>Explore sayings from the Hadith and ask what children learn about Muhammad or Muslim values from these.</p> <p>Retell stories of the building of the Ka’aba by Ibrahim and the re-building of it by Muhammad.</p> <p>Talk about the Qur’an, as the Muslim book of guidance from God and investigate how Muslims show it respect (e.g. hand washing, Qur’an stand).</p>	<ul style="list-style-type: none"> <li>• Do you know a story about a person you really admire? What do you admire about them?</li> <li>• Where would you keep a book with important information in? How would you keep it safe?</li> </ul>
<p><b>Celebrations</b></p>	<ul style="list-style-type: none"> <li>• What special times do Muslim families celebrate?</li> <li>• How and why is Eid-ul-Fitr celebrated in a Muslim home or family? What do you think children enjoy about it most?</li> </ul>	<p>Explore how Eid-ul-Fitr is celebrated at the end of the Ramadan fast with special prayers, new clothes, cards, presents, the giving of charity and the sharing of food.</p>	<ul style="list-style-type: none"> <li>• Where do you like celebrating best at home or school or somewhere else? Why?</li> <li>• How do we celebrate when children do well at school?</li> </ul>
<p><b>Symbols and Artefacts</b></p>	<ul style="list-style-type: none"> <li>• What Muslim symbols might be seen in a mosque?</li> <li>• What symbolic clothes do some Muslims wear and why?</li> </ul>	<p>Look at how and why Muslims use patterns, beautiful writing, stars and crescent moons in mosques.</p> <p>Look at Muslims in clothes from many cultures and identify: shalwar kameeze, hijab, burka, topi.</p>	<ul style="list-style-type: none"> <li>• Why is it important sometimes to do your very best work or writing?</li> <li>• What special clothes do you wear that say who you are?</li> </ul>

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# Introduction to Judaism - Key Stage 1

These notes are intended to introduce teachers to a religion rather than provide all the background information they might need. Additional information may be sought from local faith communities, books or websites.

**Jews believe there is only one God, who is good and cares for all people.** He created the world. Many Jewish prayers address God as 'King of the Universe'.

**For Jews, home and family life are very important.** Many religious ceremonies and traditions are carried out at home rather than in the synagogue. Each week Jewish families celebrate *Shabbat*, the day of rest, which begins at sunset on Friday and ends at nightfall on Saturday. It is welcomed with the lighting of candles and prayers. Children receive a special blessing from their parents. Blessings are also said over plaited bread (*challah*) and wine. The family eats together and often sings songs and play games. Shabbat is a reminder of how God rested after the creation of the world.

**The Jewish Torah consists of the five books of Moses.** It is written in Hebrew and may be in the form of a scroll or an ordinary book (*chumash*). It is part of the Tenakh (Hebrew Bible) and contains rules and laws (*mitzvot*) which show how to live and which Jewish people try to keep. The most famous are the Ten Commandments but there are many more e.g. 'love your neighbour as yourself' and they tell Jewish people what is really important in life. The Torah also contains stories which are told to Jewish children: about how God created the Earth and about people who are very important to the Jews (e.g. Abraham and Sarah; Isaac and Rebekah; Jacob and his 12 sons, one of whom was called Joseph; Moses and Miriam). A *mezuzah* (a tiny scroll with words from the Torah placed in a case) is put on the doorpost of a Jewish home; it shows this is a place where God's Torah is loved and obeyed.

**Jews celebrate many festivals connected with their history** and with the land of Israel. Israel is very special to Jewish people although Jews live all over the world. It is the land they believe God promised to their ancestors; it is sometimes called the 'Promised Land'. Passover (or *Pesach*) recalls the time when God rescued the Jews from slavery in Egypt. *Sukkot* is a harvest festival, but also a reminder of how the Jews camped in the desert after they left Egypt. *Hanukkah*, with its lighting of candles, recalls the saving of the Temple in Jerusalem from the armies of ancient Greece and *Purim*, the saving of the Jews from danger in Persia. Often there is a special role for children who learn much of the history of their people at these times.

**Jews meet in a synagogue to worship God and read the Torah.** Men may wear a *tallit* (prayer shawl) and *kippah* (skull cap). At the front of the synagogue is the Ark or cupboard for the *Torah* and nearer the middle a platform, the *bimah*, where the scrolls are placed for reading to the congregation. During a service prayers are said in Hebrew and a rabbi may instruct the congregation. Families also meet in the synagogue for weddings and a wide range of other services.

**When a Jewish boy is born** he is welcomed into the community through the rite of *Brit Milah* or circumcision, a reminder of God's covenant with Israel through Abraham (Genesis 17). A girl is welcomed on the first Sabbath (*Shabbat*) after she is born when her father announces her Hebrew name in the synagogue.

	Learning about Religion	JUDAISM ~ Key Stage 1	Learning from Religion
Believing	<ul style="list-style-type: none"> <li>• How can you tell the word 'God' is special or important to a Jewish family?</li> <li>• What ideas or beliefs does a Jewish family have about what God is like?</li> <li>• What does the Torah say is really important in life?</li> </ul>	<p>Know Jews believe in one God, the creator, who is good and caring.</p> <p>Find out about the Shema and about Jewish blessings addressed to God as King of the Universe.</p> <p>Look at verses from Psalm 8 and Psalm 148 from the Tenakh (Hebrew Bible) about the world God made.</p> <p>Hear some important rules from the Torah which set out how people should live e.g. love your neighbour as yourself.</p>	<ul style="list-style-type: none"> <li>• What does your family think is special or very important?</li> <li>• What do you think God is like?</li> <li>• What is beautiful in the world around us? How can we help care for the world?</li> <li>• What do you do to help others?</li> </ul>
Belonging	<ul style="list-style-type: none"> <li>• How might you tell a family is Jewish? What are some examples of religious practices in a Jewish family?</li> <li>• What happens at a ceremony welcoming a young child into the Jewish community or 'family'?</li> </ul>	<p>Find out about special practices or rules in a Jewish home which Jewish children would be familiar with e.g. lighting Shabbat candles, the Friday night meal, kosher food.</p> <p>Discover that Jerusalem and Israel are special places for Jewish people.</p> <p>Talk about how Jewish girls are given their name when they are babies.</p>	<ul style="list-style-type: none"> <li>• What does your family like doing together?</li> <li>• Do you have a day in the week when your family does something special?</li> <li>• Where would you like to go, for example, on holiday? Why?</li> <li>• How do families get ready to welcome a new baby?</li> </ul>
Prayer and Worship	<ul style="list-style-type: none"> <li>• How do Jewish families pray and worship on Shabbat?</li> <li>• What is the special Jewish place of worship? What do Jewish people do when they meet in a synagogue? Why are these things important to them?</li> </ul>	<p>Know that many Jewish children learn to recite the Shema before sleeping and to say blessings e.g. for food.</p> <p>Identify a kippah and a tallit and know they are associated with praying.</p> <p>Explore what Jewish children see happening in synagogue and what they do themselves e.g. hearing Hebrew prayers, seeing the Torah scrolls.</p>	<ul style="list-style-type: none"> <li>• What is your idea of a special place?</li> <li>• What places are special to others? Why are some places special?</li> <li>• Is it a good idea to have special places to meet your friends?</li> </ul>



# D R A F T

<p><b>Leaders and Teachers</b></p>	<ul style="list-style-type: none"> <li>• What important religious figures do Jewish children hear stories about? What stories do they tell about them? Why are they important? What did they teach?</li> <li>• What does a rabbi do?</li> </ul>	<p>Recall stories of Abraham and Moses and suggest why they are important e.g. Abraham (beginning of Jewish nation, his trust and obedience); Moses (exodus from Egypt, freedom, great leader and teacher).</p> <p>Talk about what a rabbi does e.g. teaching the congregation.</p>	<ul style="list-style-type: none"> <li>• Who do you know who is important and why are they important to you?</li> <li>• Who gives you good ideas about what to do and how to behave?</li> <li>• What good rules do you know and why are they important?</li> </ul>
<p><b>Stories and Books</b></p>	<ul style="list-style-type: none"> <li>• What happens in some important stories Jewish children are told? What do they learn from these stories? Where do the stories come from?</li> <li>• What special books are used in a Jewish synagogue? Why is the Torah important to Jewish people?</li> </ul>	<p>Talk about Creation and relate it to observing Shabbat.</p> <p>Hear stories of Abraham (his call, arrival in the Promised Land, birth of Isaac) and Moses (as a baby, the burning bush, rescuing the Hebrews from Egypt, receiving the Ten Rules).</p> <p>Explore the saga of Joseph and his brothers (thinking about right and wrong, feelings, destiny).</p> <p>Suggest why the Torah is read regularly in the synagogue and handled so carefully.</p>	<ul style="list-style-type: none"> <li>• What stories are important to you and why? Which stories do you like to hear again and again?</li> <li>• Which stories do you know that give a message?</li> <li>• Why might you want to treat a book carefully?</li> <li>• What rules would you put in a book for others to read?</li> </ul>
<p><b>Celebrations</b></p>	<ul style="list-style-type: none"> <li>• What special times do Jewish families celebrate?</li> <li>• How is a particular festival celebrated in a Jewish home or family? Why is it celebrated? What do you think children enjoy about it most?</li> </ul>	<p>Investigate how Shabbat is celebrated and identify it as a weekly celebration for Jewish families.</p> <p>Think about how and why Passover (or Purim or Hanukkah or Sukkot) is celebrated in a Jewish family e.g. the story told, special customs and foods, what children are taught about it.</p> <p>Find out about Jewish weddings in a synagogue.</p>	<ul style="list-style-type: none"> <li>• What do you enjoy celebrating with your family? Why?</li> <li>• What do we celebrate at school?</li> <li>• What would you enjoy most about this celebration?</li> </ul>
<p><b>Symbols and Artefact</b></p>	<ul style="list-style-type: none"> <li>• What symbols do Jewish people use?</li> <li>• What symbols and artefacts are used on Shabbat?</li> <li>• What are some of the symbols and artefacts used in Jewish festivals?</li> </ul>	<p>Recognise a 'Star of David' and menorah as Jewish symbols.</p> <p>Investigate the use of challah, candles, havdallah candle and spice box on Shabbat.</p> <p>Find out about the meanings behind symbols used at a Jewish festival e.g. the bread, salty water and wine used at Passover, the Hanukiah at Hannukah or the greggor and Haman's ears at Purim.</p>	<ul style="list-style-type: none"> <li>• What special badges do you recognise?</li> <li>• What special things do you put on a table at party time?</li> <li>• Are there any foods which remind you of special times?</li> </ul>

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# Introduction to Sikhism - Key Stage 1

These notes are intended to introduce teachers to a religion rather than provide all the background information they might need. Additional information may be sought from local faith communities, books or websites.

**Sikhs believe in one God**, the Creator who made everything. They call God 'truth' but believe he is so great he cannot be properly explained in words. Sikhs use gender-free language when they talk about God i.e. using neither 'he' nor 'she', but this is difficult to maintain in English. The term *Waheguru* (The Wonderful Lord) is common amongst Sikhs.

**Sikhs follow the teachings of Guru Nanak**, who lived in the Punjab, Northern India, in the 15th century CE. A guru is a teacher. Guru Nanak, and the nine Gurus who succeeded him, are revered by Sikhs and their pictures are often found in Sikh homes. The Gurus taught people about God and about how to live properly. They believed it was important to work hard and honestly, to serve others, to share and to treat all people equally. Sikh children hear many stories of Guru Nanak as a child and as a young man. These stories are called *Janamsakhis*. They also hear how the Gurus cared for the poor and needy, fed the hungry and made wise decisions.

**Many Sikhs wear the five K's as symbols of their faith.** One of these is *kesh* or 'uncut hair'. Men wear turbans and a comb to keep their long hair clean. Boys have their hair plaited or knotted into a *jura* and covered with a *patka* or *rumal*. Women often plait their hair and cover it with a headscarf.

**The Guru Granth Sahib is the Sikh holy scripture**, a compilation of hymns and compositions of the Gurus. When the tenth Guru died he said that the scripture itself would now be their Guru or teacher. In the *Gurdwara*, the Granth has a room of its own. It is brought out to be read and placed on a richly decorated dais beneath a canopy. Not many families will have their own copy of the Granth but most will have copies of prayers, which they use at home with their families.

**Sikhs celebrate festivals, which recall the lives of the Gurus** e.g. Baisakhi and the birthdays of Guru Nanak and *Guru Gobind Singh*. Celebrations may include meditation, singing, reading the Granth right through (*Akhand Path*), wearing new clothes, telling stories of the Gurus and so on.

**Sikhs meet for worship in a Gurdwara.** There is no special day set aside for this but Sunday is commonly used in Britain. A Gurdwara is marked outside by a flag, the *Nishan Sahib*. Inside there will be a prayer hall, kitchen and dining area. When Sikhs arrive for worship, they remove their shoes and cover their heads. They bow before the Guru Granth Sahib and sit on the floor. They hear readings from the Granth, pray and listen to musicians playing *kirtan* (hymns) in praise of God. Free food (*langar*) is served after worship; sharing food symbolises equality and emphasises the Sikh belief that all human beings are equal before God.

**Babies are taken to the Gurdwara for their name-giving.** The Granth is opened at random and the first letter on the left-hand page used to choose the child's name. A second 'symbolic' name is also given: *Singh* (lion) for boys and *Kaur* (princess) for girls, a tradition begun by Guru Gobind Singh. Sikh families also celebrate weddings and festivals at the Gurdwara.

	Learning about Religion	SIKHISM ~ Key Stage 1	Learning from Religion
Believing	<ul style="list-style-type: none"> <li>How can you tell the word 'God' is special or important to a Sikh family?</li> <li>What do Sikhs believe about what God is like?</li> <li>What do Sikhs say is really important in life?</li> </ul>	<p>Recognise an 'ek onkar' symbol and learn it means 'one God'.</p> <p>Identify and talk about some special names or images Sikhs have for God, e.g. Waheguru.</p> <p>Learn that Sikhs are taught to treat people equally and that this is shown in how all people, not just Sikhs, are welcome in the Langar or communal kitchen at a Gurdwara.</p>	<ul style="list-style-type: none"> <li>What ideas have you heard about God? What is said about God in prayers and songs in assembly?</li> <li>What does your family think is special or important?</li> <li>Should everyone be treated equally or fairly? How can we do that in our class?</li> </ul>
Belonging	<ul style="list-style-type: none"> <li>How might you tell a family belongs to the Sikh religion?</li> <li>What are some examples of religious practices in a Sikh family?</li> <li>What happens at a ceremony welcoming a baby into the Sikh community or 'family'?</li> </ul>	<p>Investigate items that may be found in a Sikh home e.g. pictures of the Golden Temple, or special clothing e.g. patka, turban, punjabi suit (shalwar kameeze), chunni.</p> <p>Find out some things, which are special to the experience of Sikh children e.g. serving as a family in the Langar.</p> <p>Talk about how Sikh children are named using the Guru Granth Sahib.</p> <p>Think why Sikh women add 'kaur' (princess) to their name and Sikh men 'singh' (lion).</p>	<ul style="list-style-type: none"> <li>What is important about belonging to your family? class? school?</li> <li>What do you do with your family, which is important to you? How is your family the same or different from other families?</li> <li>How do families get ready to welcome a new baby into their family?</li> <li>How was your name chosen? What other names do you have?</li> </ul>
Prayer and Worship	<ul style="list-style-type: none"> <li>How do Sikh families pray and worship God at home?</li> <li>What is the special Sikh place of worship? What do Sikhs do when they meet in a gurdwara and why are they important?</li> <li>What does a granthi do? Why are ragis or singers important in a gurdwara?</li> </ul>	<p>Find out what happens in Sikh worship e.g. hymns, readings and prayer.</p> <p>Hear the words of the Mool Mantra (simplified) and think what they say about God.</p> <p>Find out about what worshippers do in a Gurdwara e.g. removing shoes, bowing to the holy book, making an offering.</p> <p>Identify the special roles of the granthi as reader of the Guru Granth Sahib and the ragis as singers of hymns.</p>	<ul style="list-style-type: none"> <li>What does it feel like to sit really still and listen to beautiful music?</li> <li>What is your favourite place? What places are special to others? Why are some places special?</li> <li>Are there special places you go together with your family? Is it a good idea to have special places to meet your friends?</li> </ul>

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<b>Leaders and Teachers</b>	<ul style="list-style-type: none"> <li>• What important religious figures do Sikh children hear stories about i.e. the gurus? What is a guru?</li> <li>• What stories do Sikhs tell about Guru Nanak? What was he like? Why do they believe he was important?</li> <li>• What did Nanak teach his followers? What kind of a leader was he?</li> </ul>	<p>Know Sikhs have pictures of Nanak and other gurus and consider what these reveal about what the gurus were like.</p> <p>Explore stories about Guru Nanak in his role as the first of the Sikh gurus (teachers) e.g. his birth, boyhood and call into God's service.</p> <p>Think how ordinary Sikhs are inspired by stories of the Gurus and put their teachings e.g. about service and equality, into practice.</p> <p>Talk about some teachings from the Guru Granth Sahib.</p>	<ul style="list-style-type: none"> <li>• What kind of people do you like best? Who would you listen to? Who is special to you? Who do you have pictures of at home and why?</li> <li>• What famous leaders do you know? What leaders do you know in your community?</li> <li>• Who gives you good ideas about what to do and how to behave?</li> </ul>
<b>Stories and Books</b>	<ul style="list-style-type: none"> <li>• What happens in some important stories Sikh children are told about the ten Sikh Gurus? Where do the stories come from and what do they learn from them?</li> <li>• What special book is used in a Gurdwara? Why is the Guru Granth Sahib important to Sikhs? How is it used? How is it treated as special?</li> </ul>	<p>Talk about stories of the Sikh Gurus and their followers which demonstrate how Sikhs should live and behave e.g. Bhai Ganaya, Bhai Lalo, Sajjan the robber.</p> <p>Identify the Guru Granth Sahib as the Sikh holy book and know it contains hymns to God and advice about behaviour, much of it from Guru Nanak.</p> <p>Think why the holy book is called 'guru' and explore how it is treated as special in the Gurdwara.</p>	<ul style="list-style-type: none"> <li>• Who do you like stories about? Do you ever copy or imitate people in stories?</li> <li>• How can a book be a teacher? What rules or advice would you put in a book for others to read?</li> <li>• How do you treat your most special possessions? How would you care for a very special book?</li> </ul>
<b>Celebrations</b>	<ul style="list-style-type: none"> <li>• What special times do Sikh families celebrate?</li> <li>• How and why is this festival celebrated in a Sikh home or family? What do you think the children enjoy about it most?</li> </ul>	<p>Investigate promises and customs at a Sikh wedding.</p> <p>Explore and enjoy aspects of a Sikh festival, possibly Guru Nanak's birthday, for example by making Sikh flags, festival garlands and greetings cards.</p> <p>Recount the story told at Sikh Diwali i.e. Guru Har Gobind's cloak, and find out how Sikhs celebrate.</p>	<ul style="list-style-type: none"> <li>• Have you ever been to a wedding? Where was it and what happened?</li> <li>• How do we celebrate birthdays at school?</li> <li>• What do you enjoy celebrating with your family? Why?</li> </ul>
<b>Symbols and Artefacts</b>	<ul style="list-style-type: none"> <li>• What symbolic clothes do Sikh people wear?</li> <li>• What symbols and artefacts are used in Sikh prayer and worship?</li> <li>• What are some of the symbols and artefacts used in Sikh festivals?</li> </ul>	<p>Identify the turban as a familiar badge of Sikhism and find out how boys learn to wear it.</p> <p>Handle a kara and kangha. Explore the five Ks and talk about why Sikhs wear them.</p> <p>Make and try Karah Parshad and explore how and why it is used in Sikh worship.</p>	<ul style="list-style-type: none"> <li>• What badges or special clothes do you wear that say who you are, what you belong to or who you support?</li> <li>• What souvenirs do you have that remind you of things?</li> <li>• Who would we share special food with?</li> </ul>

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## Key Stage 2 Guidance

There are many ways to cover the Key Stage 2 requirements in the Norfolk Agreed Syllabus. Teachers may take a religion by religion approach or a thematic approach. Some may wish to create links with other subjects. Some may prefer to utilise published schemes of work, for example, that published by QCA.

**This guidance is not a statutory part of the Agreed Syllabus.** Its purpose is to help teachers provide a scheme of work suited to their own pupils and their own school situation. This means ensuring their scheme matches the Norfolk Agreed Syllabus requirements whether they are:

- writing a scheme of work from scratch,
- adapting one already in use,
- adopting a published scheme.

The following page offers teachers a simple way to check whether they are meeting the basic requirements of the syllabus as they create a new scheme of work. It can also be used to audit the school's current scheme of work or a published scheme, find gaps and build up units of work to complete the match with syllabus requirements.

### What the guidance provides

- *a simple set of introductory notes for each religion.* These do not give all the background teachers may require but act as a starting place.
- *a grid for each religion,* which unpacks the Areas of Study in the Norfolk Agreed Syllabus. The 'Learning about Religion' column asks basic questions about a religion, the middle column indicates both skills and content a pupil might use in answering those questions, while the 'Learning from Religion' columns offers further questions to link Religious Education with the pupils' own experiences and extend their classroom learning.

### Using the guidance to construct units of work

This guidance enables teachers to construct units of work relatively easily.

For example, a unit of work on 'What beliefs do people have about God?' might draw on the 'Beliefs and Questions' sections on the Christianity, Hinduism and Islam pages. The teacher might plan to use some of the Learning from Religion questions to begin focussing on the concept of God and to relate it to ideas and experiences from the children's own lives. They might then begin to explore beliefs in Christianity using the information in the Learning about Religion section to help decide what needs introducing. They can move from Christianity into other selected religions, looking at similarities and differences. The questions give a helpful way of structuring a unit and indicate for teachers any ideas they need to research or resource.

*Where teachers are using ready prepared units of work, they should check the content against what is required in the syllabus to see if the work is at the right level and to ensure they have included questions which deal with 'Learning from Religion'.*



## Checking Key Stage 2 Schemes of Work for RE

To meet Norfolk Agreed Syllabus requirements a KSI Scheme of Work must enable pupils to be taught the Knowledge, skills and understanding through the following:

### Religions and Areas of study

- Exploring **Christianity** in more detail – covering each Area of study below
- Investigating two principal religions: **Hinduism** and **Islam** - covering at least Areas of study 1-4
- Revisiting or encountering the **other principal religious communities (Buddhism, Judaism, Sikhism)** touching on various Areas of study or looking at one in detail.

NB A minimum equivalent to four terms should be spent on Christianity, two terms each on Hinduism and Islam and one term on each of the other religions. Christianity should be included in each year and more time spent on it than on any other individual religion.

On the grid mark off **when** you cover which Area of study / Religion ...

	Christianity	Buddhism	Hinduism	Islam	Judaism	Sikhism
1. Beliefs and Questions						
2. Inspirational People						
3. Teachings and Authority						
4. Religion and the Individual						
5. Religion, Family and Community						
6. Worship, Pilgrimage & Sacred Places						
7. The Journey of Life and Death						
8. Symbols & Religious						
9. Beliefs in Action in the World						

### Additionally Schemes of Work must

- address both *Learning about Religion* and *Learning from Religion*
- take note of and cover the *Experiences and Opportunities* required for Key Stage 2
- enable pupils to achieve in relation to the *Level Descriptions / Attainment Targets*.

# Introduction to Christianity - Key Stage 2

These notes are intended to introduce teachers to a religion rather than provide all the background information they might need. Additional information may be sought from local faith communities, books or websites.

**Christians believe God is the loving ruler of the universe**, a just judge of human behaviour. They believe God is three persons in one (*Trinity*) and talk of *God the Father*, who created and sustains the world, *God the Son*, who became a human being (Jesus) and *God the Holy Spirit*, who lives in them. Ultimately this idea of Trinity is a 'mystery'. Christians believe God made human beings in his image, to be like him. They also believe that humans have become sinful and turned away from God; they need to be 'saved' or rescued. Christians believe Jesus Christ was God in a human body (incarnate). He came to save people ('Jesus' means 'saviour') from the consequences of sin and, through his death and resurrection, offer them forgiveness and friendship with God (2 Corinthians 5:17-20). Christ was a title given to Jesus by his Jewish followers; its Hebrew equivalent (*Messiah*) referred to a leader God was to send to rescue the Jews.

**The Gospels, the first four books in the New Testament of the Bible**, tell the stories of Jesus; Gospel means 'good news'. Stories of Jesus' life (his birth, baptism, temptations, the calling of disciples, his miracles, hearings and teachings, the controversies he provoked, his arrest, *trial*, *crucifixion* and *resurrection*) are read and thought about by Christians who try to follow his example of love and self-sacrifice and live out his teachings.

**The Bible is the source of Christian belief and teaching**. It is like a library in two parts: Old Testament (39 books) and New Testament (27). Some Christians include the books called the *Apocrypha*. The Bible contains stories, history, laws, songs and proverbs. Originally in Hebrew, Aramaic and Greek, it is the most widely translated book in the world. There are many English versions. It plays a large part in Christian worship; it is read regularly, explained, and forms the basis for songs, prayers and drama. In some churches, people stand to hear the Gospels read, giving them special honour. Many Christians study the Bible at home, Sunday School or youth groups.

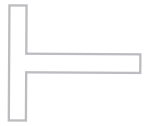
**The central act of Christian worship is the Eucharist (*Holy Communion, Mass, Lord's Supper*)**. At the Last Supper Jesus used bread and wine to represent his body and blood when he talked of his death as a 'sacrifice'. Today Christians still share bread and wine in memory of Jesus' death. The service may include singing, Bible reading, a sermon and prayers. *The Apostles' Creed* may also be used, as a summary of what Christians believe, and two famous prayers said: *The Lord's Prayer* and *the Grace*.

**The key Christian symbol is a cross**, recalling Jesus' death. The '*ichthus*' (fish) symbolises 'Jesus Christ, God's Son, Saviour'. A dove symbolises the *Holy Spirit*. Other symbols are also used e.g. chi-rho, INRI. Church furnishings indicate beliefs too: the importance of Jesus' death (*a table / altar* for bread and wine, symbols of Jesus' death); the chance to have a fresh start and join God's family (*a font / baptistery*); the need to think about what God says (*lectern / pulpit* for reading and explaining the Bible).

**Christians celebrate key events in Jesus' life and in Church history**: Jesus' birth (*incarnation*) at *Christmas*, his death and resurrection at *Easter*, his return to heaven (*Ascension*) and the birth of the Church (*Pentecost*). Some Christians observe periods of preparation for Christmas (*Advent*) and Easter (*Lent*). Some Christians celebrate days in memory of Saints who lived holy lives; they also mark a variety of 'milestones' in life: christening, dedication, first communion, confirmation, baptism by immersion, weddings and funerals.

**Christians worship and learn together as God's 'family'.** Christians belong to many denominations for reasons of history, belief or style of worship and may be engaged in a variety of activities. They try to carry on Jesus' work in the world, working for peace and justice, for the poor, hungry, sick and outcast. They try to spread the 'good news' about Jesus to others. They try to follow Jesus' teaching: Sermon on the Mount (Matthew 5-7); the Golden Rule (Luke 6:31); the two great commandments (Mark 12:28-34). They believe the Holy Spirit lives in them as their 'helper' (John 14:16-17).

**Some Christians visit places in Israel connected with Jesus' life:** Bethlehem, Sea of Galilee, Gethsemane, Jerusalem. Pilgrims may also visit other places such as Rome or the shrines at Walsingham and Lourdes, or communities such as Iona or Taizé.



	Learning about Religion	CHRISTIANITY ~ Key Stage 2	Learning from Religion
Beliefs and Questions	<ul style="list-style-type: none"> <li>• What key beliefs do Christians hold about God and what God is like?</li> <li>• What are the main beliefs Christians hold about Jesus?</li> <li>• What are some of the key beliefs or ideas Christians have about human beings?</li> <li>• How are Christian beliefs expressed in a short statement, prayer, creed or symbol?</li> </ul>	<p>Investigate, using symbols, prayers, songs and art, the key Christian belief in one God, creator of everything, who is described as the Trinity (three in one) i.e. Father, Son and Holy Spirit.</p> <p>Recognise that Christians believe God became human (incarnate) in the historical person of Jesus, and call him the Son of God.</p> <p>Discuss the Christian belief that humans are made in the image and likeness of God, became spoilt (sinful) but can be redeemed.</p> <p>Examine a variety of expressions of Christian beliefs e.g. the Apostles' creed, the short statement 'Jesus is Lord', the ichthus (fish) symbol.</p>	<ul style="list-style-type: none"> <li>• Christians often speak of the Trinity as a mystery. What is a mystery?</li> <li>• How could God show people what he was like? What would God be like if he was a person?</li> <li>• What do others believe or think about Jesus?</li> <li>• What ideas or questions do you have about why humans exist? Do you think people are perfect?</li> <li>• If you wrote your own personal creed, what would it say?</li> </ul>
Inspirational People	<ul style="list-style-type: none"> <li>• What are some of the key things Christians believe about Jesus?</li> <li>• How do Christians describe or portray Jesus?</li> <li>• What happens in the key stories told about Jesus' life and why are they particularly important to Christians?</li> <li>• What particular words or actions of Jesus during his ministry have inspired individual Christians?</li> <li>• Who else has inspired or influenced the Christian community both now and in the past? Why have they been so important?</li> </ul>	<p>Encounter the Christian belief that Jesus reveals what God is like because he was God incarnate (in a body), the image of the invisible God (Colossians 1v.15).</p> <p>Investigate how Christians think of Jesus as 'Saviour', e.g. the meaning of his name, in Christmas carols, in gospel stories, and the idea of a 'saving' death.</p> <p>Describe key events in Jesus' life: birth, baptism, temptations, ministry, arrest, crucifixion, resurrection, great commission and ascension.</p> <p>Identify key features of Jesus' ministry: befriending, forgiving, healing, miracles, parables, the authority of his teaching, his disputes with religious authorities.</p> <p>Discuss with Christians their beliefs and ideas about Jesus and which of his words and actions affect them most.</p> <p>Reflect on the role of important New Testament figures e.g. John the Baptist and St Paul, and others who inspire the Christian community e.g. St Alban, St Francis, Mother Teresa, Julian of Norwich.</p>	<ul style="list-style-type: none"> <li>• What would it be like to be powerless or vulnerable? Who has least or most power in your school? What if the roles were reversed?</li> <li>• How could we help people better if we knew what it was like to stand in their shoes?</li> <li>• What would not exist in the world if Jesus had not lived? What impact has Jesus made on the wider world?</li> <li>• Who do you look up to as a role model? How do you set an example to others, especially younger people?</li> <li>• Why are some people held up as an example for others?</li> <li>• What do people mean when they say 'he's a saint'?</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Teachings and Authority</p>	<ul style="list-style-type: none"> <li>• What sacred text do Christians have? Why is it regarded as important?</li> <li>• How is the Bible treated, handled and read? What are some examples of the teaching it contains?</li> <li>• What stories or events are associated with the translation of the Bible into English?</li> <li>• Why is it important for Christians to have their traditions and teachings written down?</li> <li>• What other sources of authority do Christians turn to for guidance?</li> </ul>	<p>Identify the Bible as the basis of Christian faith and its authority as the revealed 'Word of God'.</p> <p>Compare how the Bible is used, for example, in public worship, at festivals and for personal devotions.</p> <p>Discuss what different kinds of writings in the Bible e.g. history, law, stories and proverbs, teachings, and know the Gospels have special status as records of Jesus' life.</p> <p>Investigate how the Bible was translated into English and how different versions or translations are made to keep its meaning clear for new generations.</p> <p>Talk to Christians about why they read the Bible and how they use it for guidance and inspiration in daily life.</p> <p>Understand the role of Christian ministers in offering support and guidance e.g. through sermons.</p>	<ul style="list-style-type: none"> <li>• What is an 'authority' figure? Who are the authorities in your life?</li> <li>• Why do people believe some things and not others?</li> <li>• What written instructions do we obey or ignore and why? What are the consequences?</li> <li>• What would you want someone to write in your biography? What wouldn't you want them to write?</li> <li>• What books do you think would help you in your life?</li> <li>• Who would you look to for guidance?</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Religion and the Individual</p>	<ul style="list-style-type: none"> <li>• How does someone join the Christian community or show they belong?</li> <li>• What commitments are expected of a Christian in following their religion? Why are they prepared to make such a commitment?</li> <li>• What teachings, rules or codes of conduct do Christians believe they should follow? How do these affect everyday life for a believer?</li> <li>• How does belief in God influence an individual Christian's behaviour and lifestyle?</li> </ul>	<p>Describe ceremonies, e.g. baptism or confirmation, which show public commitment to Christian faith.</p> <p>Meet local Christians to discuss how they joined the Christian community and what being a disciple of Christ means to them.</p> <p>Discuss how obedience to the teachings of Jesus e.g. 2 great commandments, the Golden Rule and extracts from the Sermon on the Mount (love for enemies, possessions, judging others), affects everyday life.</p> <p>Consider the role of confession, forgiveness and new beginnings in Christian experience and how these relate to belief in Jesus' death and resurrection or the idea of salvation.</p> <p>Reflect on the life and work of an individual Christian and how their faith affected their chosen way of life.</p>	<ul style="list-style-type: none"> <li>• Have you ever joined a group or club? What did you do to join?</li> <li>• What responsibilities do you have and what is your attitude towards them?</li> <li>• How do humans know the right way to behave?</li> <li>• Which teachings of Jesus do you think everyone should follow? Which seem the hardest to follow and why?</li> <li>• What is it like to say sorry and have a fresh start? Is it good to forgive?</li> <li>• How do you think belief in God might help some people?</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Religion, Family and Community</p>	<ul style="list-style-type: none"> <li>• How did the Christian religion and its followers get their names?</li> <li>• What beliefs bind the Christian community together?</li> <li>• How might Christians pass on their beliefs to their children and what do they teach them?</li> <li>• How is a local Christian community organised and led?</li> <li>• What religious activities do Christian churches engage in? How do they practise their faith? What influence do they have in their community? What contribution do they make to local life?</li> <li>• What festivals do Christians celebrate?</li> <li>• How do Christians prepare for Easter and Christmas? What important beliefs, stories and customs are associated with these festivals?</li> </ul>	<p>Discuss the meaning of 'Christ' (Messiah, 'anointed one' or king) as the title early Christians gave to Jesus.</p> <p>Reflect on the church as the 'body of Christ', a world-wide family, who share a belief in Jesus as God's Son and in the need to carry on Jesus' mission in the world.</p> <p>Investigate how Christians teach their children about their faith e.g. family prayers, Sunday groups, and what they are taught e.g. the Lord's prayer, stories of Jesus.</p> <p>Describe how churches set particular people apart to lead and teach the Christian community e.g. priests, pastors, youth workers, and talk about what they do.</p> <p>Compare the leadership, organisation and activities of two different Christian denominations, asking how they practise their faith and how they relate to the local community.</p> <p>Explore how the festivals of the church calendar e.g. Christmas, Holy Week, Easter, Ascension, Pentecost, relate to events in Jesus' life and the beginnings of the church.</p> <p>Consider how Christians prepare for Christmas and Easter and the stories, customs and key Christian beliefs or concepts linked with them e.g. Christmas – incarnation or 'God with us', Easter – resurrection or victory.</p>	<ul style="list-style-type: none"> <li>• Why are some people given particular titles in society e.g. Justice of the Peace, Sheriff, Mayor.</li> <li>• What are the benefits of working as a team? What makes a team work well? Is it good to have an appointed leader?</li> <li>• What have you learned from your family that will help you in the future?</li> <li>• What gifts and talents do you have? How could you use these to contribute to any groups you belong to?</li> <li>• How do people's gifts differ?</li> <li>• What celebrations do you have marked on your family calendar? Which do you share with others?</li> <li>• How important is ritual and ceremony in your everyday life e.g. birthdays, anniversaries, sports days?</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Worship, Pilgrimage and Sacred Places</p>	<ul style="list-style-type: none"> <li>• Where, how and why do Christians worship?</li> <li>• What are some of the things Christians do in worship?</li> <li>• What are the main activities in the Eucharist and how are any artefacts used?</li> <li>• What do features inside or outside a church say about the beliefs and practices of worshippers who use it?</li> <li>• Where do Christians go on pilgrimage? What do they do there? What makes the places sacred to them?</li> </ul>	<p>Discuss the purpose of worship for Christians using, for example, interviews and the words of prayers or songs.</p> <p>Describe elements of Christian worship e.g. confession, absolution, offerings, intercessions, creed, and understand that Christians worship in different ways.</p> <p>Investigate the importance of the Eucharist and its connection with the Last Supper and compare how it is celebrated in two different churches (denominations).</p> <p>Identify how significant features of a church building e.g. altar / communion table, font / baptistry, are used and what beliefs or stories are connected with their use.</p> <p>Consider why some Christians go on pilgrimage to particular places e.g. Holy Land, Walsingham, Lourdes.</p>	<ul style="list-style-type: none"> <li>• How do you show respect to someone who is important to you? Why do some people want to worship God?</li> <li>• In what different ways do people express emotions like thankfulness, joy, praise, guilt and penitence?</li> <li>• What do you have that acts as a reminder of something special?</li> <li>• What places / occasions make you feel inspired? Do you think people need a special building for worship?</li> <li>• Have you ever been somewhere special?</li> </ul>



# D R A F T

<p>The Journey of Life and Death</p>	<ul style="list-style-type: none"> <li>• What, in simple terms, do Christians believe life is about i.e. its purpose?</li> <li>• What happens at special ceremonies to mark milestones or commitments in Christianity? Why are these significant rites of passage for Christians?</li> <li>• What do Christians believe about life after death?</li> <li>• Where do Christians get their ideas about heaven? How do they express these ideas?</li> </ul>	<p>Consider Christian ideas of life as a journey, a race or a battle, for example, in the story of 'Pilgrim's Progress'.</p> <p>Investigate the significance of rites of passage in some Christians' lives and the promises involved e.g. First Communion in a Catholic church or becoming a Junior Soldier in the Salvation Army.</p> <p>Reflect on what Christians believe about life after death in the context of a funeral service or some Biblical teaching e.g. as 'going home' (John 14) or 'sowing a seed' (1 Corinthians 15).</p> <p>Discuss Christian ideas about heaven as expressed, for example, in creeds, songs, prayers, poetry or art.</p>	<ul style="list-style-type: none"> <li>• If life is a journey, where does it start and end? And what is it for?</li> <li>• What have been the milestones in your life so far? What milestones can you see for yourself in the future?</li> <li>• What does a graveyard tell us about people's beliefs about life after death? What do you think happens after death?</li> <li>• What does 'heaven' mean to you?</li> </ul>
<p>Symbols and Religious Expression</p>	<ul style="list-style-type: none"> <li>• What do some key Christian symbols express, including those used in a place of worship?</li> <li>• What feelings or beliefs are expressed in the symbolic actions, colours or clothes in a celebration or act of worship?</li> <li>• How do Christians express their beliefs through art?</li> <li>• What lessons or meanings might Christians see in stories about, or told by, Jesus?</li> <li>• How do Christians express ideas about God in special names, titles or symbolic language?</li> </ul>	<p>Investigate the meaning of the cross as the central Christian symbol, its use e.g. in actions, such as signing with a cross, and on vestments, and its many different forms across the world.</p> <p>Encounter a variety of Christian symbols e.g. chi-rho, anchor, lamb, alpha and omega, and their meanings.</p> <p>Consider what artists are trying to express in different portrayals of the Annunciation and Nativity, looking at the role of angels, halos, light and so on.</p> <p>Describe how symbols at Easter express the joy of resurrection, victory and new life e.g. the Easter shout, hymn words, use of gold and white, flowers, light.</p> <p>Discuss what Christians learn from stories Jesus told e.g. the Unforgiving Servant, and from stories of Jesus' his life e.g. the Storm at Sea, praying in Gethsemane.</p> <p>Reflect on some Biblical images that Christians use to express their beliefs about God e.g. shepherd, shield, king, judge, rock, father, creator, potter.</p>	<ul style="list-style-type: none"> <li>• What are the meanings of some badges, symbols or logos that you know?</li> <li>• In what ways has the Christian cross made an impact on the world we see around us?</li> <li>• Can you find out what an ark, olive branch, rainbow and dove symbolise to people you know? What Bible story do they come from?</li> <li>• What are your favourite symbols of Christmas or Easter? Why?</li> <li>• What stories from your own life are important or meaningful to you? Are there any experiences of people in the Bible which remind you of your own?</li> <li>• What images of God do you find easiest to understand?</li> </ul>



# D R A F T

- How and why do individual Christians try to put their Christian beliefs and values into action in the world? Where do these values come from?
- How do Christians respond to global issues of human rights, fairness or social justice? Why?
- What do Christians say about the origins of the world and the place of humans in it? How might these beliefs affect Christian responses to the environment?

Understand that Christians as disciples of Christ believe they are accountable to God for how they behave.

Describe how key Christian values (love, courage, peace, forgiveness, justice, commitment, self-sacrifice) are derived from Jesus' life or teaching and expressed in the lives of Christians.

Discuss how and why Christian organisations respond to need in the world 'in Jesus' name' e.g. Christian Aid, Tear Fund, CAFOD, Bible Lands, Leprosy Mission.

Reflect on Bible passages about creation e.g. Genesis 1-2, Psalms 65, 104, 139 and 148, and other sources such as creeds, songs and prayers, to identify Christian beliefs about the world and their responsibility to it.

Investigate how Christians express attitudes of respect, responsibility and thankfulness for creation e.g. through harvest festivals, ecological projects and so on.

- Who are you accountable to?
- What values do you share with family and friends? What difference would it make if everyone lived by Christian values?
- Who do you look to for an example?
- How do people use the word 'Eden' today e.g. Eden Project? And why?
- Who should be responsible for the world and why? How can people make a difference in the world?
- What in the world makes you thankful?

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## Introduction to Buddhism - Key Stage 2

These notes are intended to introduce teachers to a religion rather than provide all the background information they might need. Additional information may be sought from local faith communities, books or websites.

**T** There are **Buddhists all over the world** but most live in Sri Lanka, Thailand, China, Tibet, Japan, Burma and other Asian countries. They follow the example and teaching of Siddhartha Gautama to whom they gave the title Buddha or 'enlightened one'. They believe he found, and taught others how to find, the meaning of life. Everyone is a potential 'Buddha', able to attain *Nibbana / Nirvana* (i.e. a state of existence without selfishness and with complete peace), though it may take many rebirths. Buddhists do not believe in a personal or creator God, as understood in many religions, although in some countries Buddhism includes 'gods' (e.g. of wisdom or kindness), and involves worship of Buddha.

**L** **Gautama was born in Lumbini, in what is today Nepal, about 560 BCE.** He grew up in a palace as a prince, married at 16 and had a son. One day he went riding outside the palace; he saw a sick person, an old person, a dead body and also a holy man. He renounced his comfortable life and went looking for an answer to suffering. To do this he gave up his life as a prince and for six years lived as an ascetic, nearly dying from self-imposed fasting. This did not work, so he decided on a more balanced approach to life which became known as the Middle Way and began to eat food again. He sat under a tree, vowing not to get up until he achieved his purpose. He struggled with temptations, but as dawn approached he gained Enlightenment. He taught others about this until his death at 80. Many stories are told about Buddha e.g. Siddhartha and the Swan, The Monkey King or Nalagiri the Elephant; these illustrate Buddhist values.

**A** **The Four Noble Truths are fundamental to Buddhist teaching:** 1) Life involves suffering. 2) Suffering arises from desire, greed and selfishness. 3) It is possible to end suffering and attain peace and happiness. 4) The way to do this is to follow the Noble Eightfold Path in order to reach Nirvana and the end of suffering. The steps in the Eightfold Path also act therefore as a guide to right living.

**R** **Buddhists try to live by the five Precepts.** They promise not to harm living things, not to take what is not given, not to be sexually irresponsible, not to speak untruthfully, not to cloud the mind with drugs or alcohol. They may join a group for study and meditation and meet with larger groups for special festivals, maybe at a monastery or temple some miles away. They tell their children stories of Buddha (e.g. Jataka tales), teach them the Four Noble Truths and the Eightfold Path and take them to temples and festivals when possible. They may teach them texts like the *Metta Sutta* (the scripture on loving-kindness). Some Buddhists renounce everything to become monks or nuns, just as Gautama left his home and wealth, in search of Nirvana. They believe they can find it best by following Buddha's teaching in a monastic community. In some countries children spend time as a monk or go to school at a monastery.

**D** The Festival of Wesak is celebrated by many Buddhists and recalls Buddha's birthday, Enlightenment and final passing away. Other Buddhists mark only his Enlightenment and mark the other events at separate festivals. Festivals and celebrations vary considerably among Buddhists although common traditions involve decorating homes with lights, special processions and offerings at shrines.

**B** **Buddhists have special places for meditation and religious study** as individuals or groups, but the word 'worship' may be inappropriate as it usually refers to believers praying to and

praising God. Many have a shrine area at home with a small *Buddha Rupa* (image) which serves to remind them of the composure of the Buddha and as an aid to meditation. Here they place flowers or incense and spend time meditating. They may visit temples to make offerings before large Buddha images and hear monks chanting. Many Buddhist symbols will be found at temples: a wheel is used in several ways (e.g. a *wheel* may represent the progress of life - birth, death, re-birth, or if with eight spokes, the Noble Eightfold Path); a *Bodhi Tree* (literally tree of Enlightenment) recalls the place of Buddha's enlightenment; a *pure white lotus* represents the pure mind without anger and greed, opening in the sunlight of enlightenment.

**The earliest collection of Buddhist writings is known as the Tipitaka or Three Baskets.**

These were written in Pali on palm leaves and were probably stored in baskets. The 'First Basket' contains rules for the monks. The second, which contains the much loved *Dhammapada*, contains words and teachings of Buddha. The third explains the teaching. After the final passing away of the Buddha, 500 monks listened to a recitation of all Buddha's teachings, learned them by heart collectively and passed them on in an unbroken tradition until 400 years later when they were written down.

**Buddha talked to his disciple and personal attendant, Ananda, about places a Buddhist should visit.** He included the places he was born, enlightened, began his preaching and the place he would die. Buddhist pilgrims still visit these sites, offering flowers and meditating. They also visit *stupas* containing relics of the Buddha. In Sri Lanka, many visit *Shri Pada*, a holy mountain with what are believed to be Buddha's footprints at the top.

Learning about Religion		BUDDHISM ~ Key Stage 2	Learning from Religion
Beliefs and Questions	<ul style="list-style-type: none"> <li>• What are some key Buddhist beliefs?</li> <li>• Why do Buddhists not believe in God, or choose to leave the question of 'God' unanswered?</li> <li>• What Buddha come to believe was the truth about the nature of life?</li> <li>• What do Buddhists believe about Siddhartha Gautama?</li> </ul>	<p>Encounter some Buddhists beliefs: about life as a round of birth, suffering, old age, death, re-birth, and about karma (intentional actions) affecting this life and the next.</p> <p>Know that for Buddhists the question of whether there is a creator or personal God is unanswerable and less important than asking other questions about life.</p> <p>Discuss the Buddha's teaching about suffering and the end of suffering in the Four Noble Truths.</p> <p>Understand Buddhists respect the Buddha as a historical, enlightened person, a guide, but not as divine.</p>	<ul style="list-style-type: none"> <li>• What do you think it is important to find an answer to in life?</li> <li>• What are atheists and agnostics? Why do some people say you can't 'know' about God?</li> <li>• What are your thoughts about the Four Noble Truths?</li> <li>• Who do you think is a good person? What good qualities do they have?</li> </ul>
Inspirational People	<ul style="list-style-type: none"> <li>• Why is Siddhartha Gautama called the Buddha?</li> <li>• What happens in some key stories told about the Buddha and why are they particularly important to Buddhists?</li> <li>• What particular words or actions of the Buddha inspire Buddhists?</li> <li>• Who else has inspired or influenced the Buddhist community and why?</li> </ul>	<p>Explain the word 'Buddha' and consider why Buddhists say Siddhartha Gautama was 'enlightened'.</p> <p>Describe key events in the life of Siddhartha Gautama: birth; princely upbringing; search for an answer to suffering; enlightenment; teaching the Middle Way; passing away.</p> <p>Consider aspects of the Buddha's life which might inspire his followers e.g. renouncing wealth.</p> <p>Find out about any famous Buddhists e.g. Dalai Lama, or about those who guide and lead Buddhists today.</p>	<ul style="list-style-type: none"> <li>• Who do you really admire and why?</li> <li>• What would it be like to give up all your possessions?</li> <li>• How do selfishness and greed cause suffering? What other sorts of things cause suffering?</li> <li>• Is it good to have someone whose example we follow?</li> </ul>
Teachings and Authority	<ul style="list-style-type: none"> <li>• What sacred texts do Buddhists have? Why are they regarded as important?</li> <li>• What teachings do they contain and what do these say about human life and how to live it?</li> <li>• What other sources of authority or guidance do Buddhists have?</li> </ul>	<p>Identify why writings such as the Tipitika, the First Sermon and Jataka tales, are important to Buddhists.</p> <p>Discuss short extracts from the Dhammapada and describe what they are teaching.</p> <p>Describe the Noble Eightfold Path simply and consider how it guides a Buddhist through life.</p> <p>Reflect on the Buddha's role as a teacher and stories about him which set an example of gentleness, compassion, courage and good humour.</p> <p>Investigate how a variety of Buddhists in Britain and elsewhere show their commitment to their religion.</p>	<ul style="list-style-type: none"> <li>• What books or stories are special to you and why?</li> <li>• What would you write in a book of wise sayings?</li> <li>• What do you think you need to learn to help you live a good life?</li> <li>• Do you do anything that could be an example to others?</li> </ul>

# D R A F T

<p>Religion and the Individual</p>	<ul style="list-style-type: none"> <li>• What commitments do Buddhists make in following their religion?</li> <li>• What teachings, rules or codes of conduct do Buddhists follow? How do these affect everyday life?</li> <li>• How do Buddhist teachings influence an individual's behaviour or lifestyle?</li> </ul>	<p>Identify the Five Moral Precepts which all Buddhists try to adopt and discuss how they might be turned into positive rules for everyday life</p> <p>Explore how the Metta Sutta and the Buddha's example help followers develop compassion for others (karuna).</p>	<ul style="list-style-type: none"> <li>• What are you committed to and what do you do as a result?</li> <li>• What five moral precepts would you like everyone to abide by?</li> <li>• What do people get in training for? Could you train to be a better person? How would you do this?</li> </ul>
<p>Religion, Family and Community</p>	<ul style="list-style-type: none"> <li>• What beliefs bind the Buddhist community together? How do their children learn these beliefs?</li> <li>• How is a Buddhist community organised and led? What religious activities do they engage in?</li> <li>• What influence do they have in their local community or what contribution do they make to local life?</li> <li>• How do Buddhists prepare for a festival such as Wesak? What customs, stories or beliefs are associated with it?</li> </ul>	<p>Discuss the importance of 'taking refuge' in the three jewels or treasures for all Buddhists: Buddha, Dharma (teaching) and Sangha (community) and consider how children might learn about these.</p> <p>Describe the role of monks and nuns in teaching and encouraging the Buddhist community and how they are, in turn, supported by lay Buddhists.</p> <p>Investigate how the Buddhist community, both lay and ordained people, try to follow the Buddha's teaching and alleviate suffering e.g. by practising and teaching dhamma, giving food, being compassionate.</p> <p>Explore ways in which Wesak is celebrated to recall the Buddha's birth, Enlightenment and death.</p>	<ul style="list-style-type: none"> <li>• Who are the people you go to when you need help and support? How might they be like treasures or jewels?</li> <li>• What contribution do you make to your family, school or community?</li> <li>• How can we help others in the community and in the world who are in need or suffering?</li> <li>• What is your most important / favourite day of the year? Is it a day to celebrate? If so, do you celebrate alone or with others?</li> </ul>
<p>Worship, Pilgrimage and Sacred Places</p>	<ul style="list-style-type: none"> <li>• What is found in a Buddhist shrine? How and why is a shrine used?</li> <li>• Where, how and in what way can Buddhists be said to worship? What activities, rituals, words or artefacts may be used?</li> <li>• Where do Buddhists go on pilgrimage and what do they do there? What makes the places they visit sacred?</li> </ul>	<p>Investigate how and why some Buddhists use a shrine e.g. chanting, offering flowers, incense and light, looking at a Buddha image.</p> <p>Discuss the meaning of meditation, reverence and devotion in relation to Buddhist worship or puja.</p> <p>Reflect on how meditating on metta or loving kindness might overcome anger and ill-will.</p> <p>Describe the significance for Buddhists of stupas and the shrines at Lumbini (Buddha's birthplace), Bodh Gaya (Enlightenment), Sarnath (First Sermon) and Kusinara (death). Understand that Buddhists mark rites of passage in various ways, not all religious, and describe examples.</p>	<ul style="list-style-type: none"> <li>• What would you do to show someone that you respect or care for them?</li> <li>• Where would you go to be quiet and think? Can thinking about problems carefully help you do the right thing?</li> <li>• How can we help ourselves to focus on the right things?</li> <li>• What places are important to you and your family? How far away are they?</li> </ul>

# DRAFT

<p><b>The Journey of Life and Death</b></p>	<ul style="list-style-type: none"> <li>• What happens at special ceremonies to mark turning points, milestones or commitments in Buddhism?</li> <li>• Why is spending time as a monk seen as a significant event in life?</li> <li>• What do Buddhists see as one of the purposes of life and about life after death?</li> </ul>	<p>Investigate the reasons for young boys joining a monastery briefly as monks as part of their education.</p> <p>Reflect on the story of Kisa Gotami and what it says about Buddhist attitudes to suffering including grief and death.</p> <p>Explain what Buddhists mean by ‘Nirvana’ (nibbana) and how this goal in life is achieved.</p>	<ul style="list-style-type: none"> <li>• How have you celebrated an important event in your life?</li> <li>• Is it a good idea to study away from home?</li> <li>• Why are people saddened by death?</li> <li>• Do you think how you have lived will affect what happens when you die?</li> </ul>
<p><b>Symbols and Religious Expression</b></p>	<ul style="list-style-type: none"> <li>• What do some key Buddhist symbols express?</li> <li>• What lessons or meanings are expressed in some Buddhist stories?</li> <li>• How do Buddhists express ideas through images of the Buddha?</li> <li>• What beliefs are expressed in the symbolic clothing and artefacts of Buddhist monks and nuns?</li> </ul>	<p>Investigate the significance of some key symbols in Buddhism, e.g. lotus, wheel, Bodhi tree.</p> <p>Describe some Buddhist stories and discuss the values they exemplify e.g. The Monkey King, The Hunter and the Monkeys, Prince Vessantara.</p> <p>Compare several images of the Buddha, interpreting the mudras (hand positions) and other significant features, linking them to Buddhist values and ideas.</p> <p>Consider the symbolic nature of a monk or nun’s robe, the bowl and the shaven head in Buddhism.</p>	<ul style="list-style-type: none"> <li>• What would you choose as a symbol for yourself?</li> <li>• What have the Buddhist stories you have heard made you think about? Can stories give you clues about how to live?</li> <li>• What can you tell about a person from pictures? Are you always right?</li> <li>• If you could only own six things, what would they be and why?</li> </ul>
<p><b>Beliefs in Action in the world</b></p>	<ul style="list-style-type: none"> <li>• What do Buddhists teach about the relationship between humans and the world they live in?</li> <li>• How do Buddhists respond to global issues of human rights, fairness, social justice and the importance of the environment?</li> </ul>	<p>Discuss Buddhist teaching about the inter-relatedness of all things and how they practise kindness to living things and respect for the natural world.</p> <p>Consider the impact that observance of the Buddhist precept of non-killing might have on an individual Buddhist, a local community and the wider world.</p> <p>Investigate the work of a Buddhist individual or group e.g. The Karuna Trust.</p>	<ul style="list-style-type: none"> <li>• How should we treat the natural world in order to show it respect?</li> <li>• How can we respond to sadness, suffering and natural disasters?</li> <li>• What could you do to make a difference to the world?</li> </ul>



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# Introduction to Hinduism - Key Stage 2

These notes are intended to introduce teachers to a religion rather than provide all the background information they might need. Additional information may be sought from local faith communities, books or websites.

**Hinduism is the religion of most people in India** and, although many Hindus live in other parts of the world, most have contact with families in India. The words 'India' and 'Hindu' are derived from the great River Indus. The religion has its roots among the people of the Indus valley over 4,000 years ago; it encompasses many traditions and does not have one particular founder or sacred text.

**Hindus believe God has many different aspects, rather like people have various sides to their personalities, and can be worshipped in many forms** e.g. *Vishnu*, *Krishna*, *Hanuman*, *Lakshmi*, *Ganesha*. They believe Vishnu has taken human form many times; *Rama* and *Krishna* are the best known of these '*avatars*'. Hindus also believe that each creature has a soul which leaves the body at death and is reborn in a new body: "As a man leaves an old garment and puts on a new one so does the soul leave the mortal body and takes on a new one."

**Hindus have many holy books which teach about God**, about how to offer worship and about right and wrong. The Indus valley people passed on their beliefs orally, teaching their children stories and hymns. Later these teachings formed the *Vedas* (sacred writings) which contain hymns and prayers for worship, fire rituals, debates between teachers and pupils and *mantras* (verses) used at *Sacred Thread* (initiation) and wedding ceremonies. Many Hindus include the *Gayatri* mantra from the *Rig Veda* in their morning worship. There are two epic poems: *Ramayana*, telling the story of Rama, and *Mahabharata*, containing the *Bhagavad Gita*, about Krishna. The *Puranas* tell of Ganesha, to whom prayers are said on a child's first day at school or before a journey. Many Hindus learn the content of the scriptures when they are read in the temple or when stories are enacted in festivals.

**A Hindu temple (mandir) contains images of gods and goddesses.** These murtis may be made of marble, dressed in fine fabrics and decorated with ornaments and garlands of flowers. When visiting the mandir Hindus remove their shoes, show respect to the god by folding their hands, bowing or lying prostrate and making offerings of food or money. The *Arti* ceremony is performed several times a day in the temple. Much Hindu worship is very personal. Hindus choose how and when and which god or goddess they worship. They treat the deities as honoured friends, visit them at the mandir, greet them at a home shrine, offer them food before they eat and seek their blessing and help in daily life. Hindus in Britain may meet regularly for worship, but there is no set day for congregational worship and large gatherings tend to be for festivals or family events. The mandir may also be used for social activities, children's groups and so on.

**Children learn Hindu values and rituals by watching parents and grandparents, especially at home and at festivals.** They learn the importance of respect for God, and all forms of life, especially other people and the cow. They learn Hindu beliefs from stories about gods (e.g. Rama's exile and return, Krishna's childhood, Ganesha's elephant head) and moral stories (e.g. from the *Panchatantra*).

**Hindu festivals celebrate the lives of the gods or goddesses as well as harvest and new year.** Statues of gods and goddesses may be carried through the streets. There may be singing, dancing, plays, story-telling, presents, new clothes and special food. *Divali*, *Holi* and *Navaratri* are celebrated in various ways by all Hindus. *Ganesh Chaturthi* and the birthdays of Rama and Krishna are also important. *Samskars* are religious rituals celebrating important 'milestones' in life e.g. birth, initiation, marriage and death. Friends and family gather for the ceremonies; customs vary but include readings from holy books, prayers and 'sacred fire' (*havan*).

**The sacred symbol 'Aum' is seen in Hindu homes and temples.** It is a sound representing the great God *Brahman*, who is above and beyond everything and yet also in everything. 'Aum' is chanted reverently, often at the start of a hymn or prayer. Other symbols are the lotus flower and the swastika, which in Hinduism stands for good fortune and God's blessing.

	Learning about Religion	HINDUISM ~ Key Stage 2	Learning from Religion
Beliefs and Questions	<ul style="list-style-type: none"> <li>• What are some of the key beliefs Hindus hold about God and about gods?</li> <li>• What beliefs or ideas do Hindus have about humans and human life?</li> </ul>	<p>Encounter Hindu belief in the one God, Brahman, the Supreme Reality who pervades all creation, through stories from the Upanishads e.g. Svetaketu.</p> <p>Describe how Hindus believe God has many aspects and can be worshipped in many diverse forms e.g. Vishnu, Rama, Krishna, Shiva, Lakshmi, Ganesha,</p> <p>Investigate simply some key Hindu terms to do with life i.e. atman (one's immortal soul), karma (one's actions), samsara (reincarnation), moksha (liberation from re-birth) and dharma (one's individual duty).</p>	<ul style="list-style-type: none"> <li>• If God was in everything, what difference would it make to how you treat the world, people and animals?</li> <li>• How could you draw yourself to show different roles you play in life?</li> <li>• What do you think is the real goal of life on earth?</li> <li>• How could your actions affect who you are or what happens to you?</li> </ul>
Inspirational People	<ul style="list-style-type: none"> <li>• What do Hindus believe about some key figures in their religion?</li> <li>• Why are Rama and Krishna important to Hindus? What happens in some stories told about them? How are they portrayed in pictures, festivals and worship?</li> <li>• What words or actions of other Hindu gods have inspired Hindus?</li> <li>• Who else has inspired or influenced the Hindu community and why?</li> </ul>	<p>Encounter the Hindu concept of 'avatar', referring to gods in human form, and consider what an avatar does.</p> <p>Reflect on the importance of Rama and Krishna as avatars, investigating their birthday celebrations, murtis, pictures, and stories, such as, Rama's exile and return (Ramayana), Krishna's childhood (Puranas).</p> <p>Consider why Hanuman and Ganesha are popular and how their words or actions inspire Hindus.</p> <p>Investigate the names of some Hindu leaders or influential figures e.g. Gandhi, Swaminarayan, Sai Baba, and find out why they have inspired Hindus.</p>	<ul style="list-style-type: none"> <li>• If God was human, what would he / she be like? What would he / she do?</li> <li>• Who are your heroes and heroines? What do you admire about them? Do you try to emulate them?</li> <li>• What do you find inspiring about these Hindu gods?</li> <li>• Do you make judgements about people from the way they look or the things they say? Do you change your mind when you know them better?</li> </ul>
Teachings and Authority	<ul style="list-style-type: none"> <li>• What sacred texts do Hindus have? Why are they regarded as important?</li> <li>• Why is it important for Hindus to have their traditions and teachings written down? How are they handled or read?</li> <li>• What do Hindus texts or other sources e.g. stories, teach about God, the world and human life?</li> <li>• What other sources of authority or guidance do Hindus have?</li> </ul>	<p>Understand that Hindus have a number of sacred texts, e.g. Upanishads, Ramayana, Bhagavad Gita, Puranas, which teach about God, worship and how to live.</p> <p>Find out how some of these scriptures are used by Hindus e.g. at ceremonies.</p> <p>Encounter and interpret extracts, sayings or prayers from Hindu scriptures e.g. the Gayatri Mantra, to see what they teach.</p> <p>Consider the role that the family plays in passing on values and beliefs, and of visiting teachers from India.</p>	<ul style="list-style-type: none"> <li>• Who teaches you or helps you know how to live your life properly?</li> <li>• What stories or special books do you like to revisit? Why are they important to you?</li> <li>• How important is your family in guiding you? Do you listen to in your family? Are there people outside your family that you pay more attention to?</li> </ul>

# D R A F T

<p>Religion and the Individual</p>	<ul style="list-style-type: none"> <li>• How does someone show they belong to the Hindu community?</li> <li>• What commitments are expected of a Hindu in following their religion? Why are they prepared to make such a commitment?</li> <li>• What teachings, rules or codes of conduct do Hindus believe they should follow? How do these affect everyday life for a believer?</li> </ul>	<p>Identify tilaks, which Hindus may wear marked on their foreheads, and know why they are there.</p> <p>Talk about the responsibility of each Hindu to follow their 'dharma' in life, seen as their religious duties or 'trying to be who they were meant to be'.</p> <p>Find out about the law of karma (how each choice and action in life affects an individual) and the importance and results of achieving good karma.</p> <p>Consider the rules some Hindus adopt in relation to food e.g. not eating beef or being vegetarian, and find out about the importance for some Hindus of fasting.</p>	<ul style="list-style-type: none"> <li>• Do you wear anything which shows what you belong to or who you are?</li> <li>• What does 'I'm on duty' mean? What duties do you think people have in life?</li> <li>• What do people mean when they say: It serves you right. He deserved all he got. You earned it.</li> <li>• How might it be difficult for Hindus to keep to their beliefs in Britain?</li> </ul>
<p>Religion, Family and Community</p>	<ul style="list-style-type: none"> <li>• How did the Hindu religion and its followers get their names?</li> <li>• What beliefs and values bind the Hindu community together? How might Hindus pass on their beliefs to their children and what do they teach them?</li> <li>• How is a local Hindu community organised and led? What religious activities do they engage in?</li> <li>• What customs, stories and beliefs are associated with an important festival and how do Hindus prepare for it?</li> </ul>	<p>Discuss the roots of the word Hinduism, its connection with India and use of the term 'Sanatan Dharma'.</p> <p>Recognise the diversity of beliefs and practices in the Hindu community, relating this to the story of the Blind Men and the Elephant.</p> <p>Relate key Hindu values of love, loyalty and respect for others to examples in Hindu stories children are told and the importance of the (extended) family unit.</p> <p>Investigate how Hindus meet for religious activities such as children's groups, celebrations, weddings and reflect on the development of centres of worship and learning for British Hindus e.g. Bhaktivedanta Manor.</p> <p>Find out how Hindu families prepare for and celebrate. Divali, Ganesh Chaturthi or Navaratri and investigate the beliefs, customs and stories associated with it.</p>	<ul style="list-style-type: none"> <li>• Who is your family? e.g. extended family, family friends etc.</li> <li>• What are values and why are they important? What examples can you think of in your own experiences, or in stories you know, of the values of love, loyalty and respect?</li> <li>• How do your friends and family show their care and love for each other?</li> <li>• What feelings and emotions do people connect with festivals? What is it like to celebrate with family and friends?</li> </ul>

# D R A F T

<p><b>Worship, Pilgrimage and Sacred Places</b></p>	<ul style="list-style-type: none"> <li>Where, how and why do Hindus worship? What are the main activities in an important act of worship and how are any artefacts used?</li> <li>What do features inside or outside a mandir say about the beliefs and practices of the worshippers using it?</li> <li>Where and why do Hindus go on pilgrimage to particular sacred places? What do pilgrims do there?</li> </ul>	<p>Investigate puja (worship) in the home and the mandir (temple) especially the use of shrines, arti (offering and receiving light) and prashad (blessed food)</p> <p>Reflect on the features of a mandir e.g. murtis (divine images) through which Hindus show devotion to God.</p> <p>Understand the importance of pilgrimage in India, for example to Varanasi, Gangotri, Vrindavan or Ayodhya and encounter stories connected with these sites e.g. the story of the descent of the Ganges.</p>	<ul style="list-style-type: none"> <li>Why do people worship? Why is it important to them?</li> <li>How would you show that a place is special to you? What would you put there?</li> <li>Where would you most like to visit and why?</li> </ul>
<p><b>The Journey of Life and Death</b></p>	<ul style="list-style-type: none"> <li>What, in simple terms, do Hindus believe life is about i.e. its purpose?</li> <li>What happens at special ceremonies to mark milestones or commitments in Hinduism? Why are these occasions significant to Hindus?</li> <li>What do Hindus say about life after death?</li> </ul>	<p>Investigate the four different stages of life (ashramas) and their associated duties.</p> <p>Find out about Samskars or ceremonies celebrating 'milestones' in life, for example, those associated with initiation (sacred thread), weddings and funerals.</p> <p>Discuss the idea of all creatures having a soul (atman) which does not die but leaves the body at death either to be reborn or to be united with God.</p>	<ul style="list-style-type: none"> <li>What responsibilities do you think you have at this stage in your life?</li> <li>How could rituals help you get ready for changes in your life?</li> <li>What ideas do people have about life after death? What do you think about these ideas, including Hindu beliefs?</li> </ul>
<p><b>Symbols and Religious Expression</b></p>	<ul style="list-style-type: none"> <li>How do Hindus express religious ideas through symbols?</li> <li>How do Hindus express ideas about the gods in pictures or sculpture?</li> <li>What ideas and beliefs are expressed in the stories, customs or artefacts associated with a Hindu festival?</li> <li>What feelings or beliefs are expressed in the symbolic actions in a Hindu act of worship?</li> <li>What lessons or meanings might Hindus see in stories?</li> </ul>	<p>Interpret symbols used by Hindus e.g. aum, light, sacred fire, Ganges water, lotus, swastika, namaste.</p> <p>Consider how ideas about the gods are expressed in the way they are portrayed and discuss the artefacts associated with, for example, Lakshmi or Ganesh.</p> <p>Consider the symbolism used in a festival such as Raksha Bandhan or Holi.</p> <p>Identify symbolic actions in worship e.g. removing shoes, folding hands, bowing or lying prostrate and making offerings of food or money.</p> <p>Explain the morals or values expressed in some Hindu stories, for example, from the Panchtantra.</p>	<ul style="list-style-type: none"> <li>What do things like flowers, water, fire and light symbolise for you? What do they remind you of?</li> <li>When do you show appreciation to your friends and family? How do you do this?</li> <li>How would you show respect to someone important or on going into someone's home?</li> <li>What stories do you know that have special meanings or are supposed to teach you how to behave?</li> </ul>
<p><b>Beliefs in the Action in the World</b></p>	<ul style="list-style-type: none"> <li>How do Hindus respond to global issues of human rights, fairness, social justice and the importance of the environment?</li> </ul>	<p>Reflect on why Hindus have respect for all life, and how they express this e.g. in respect for the cow.</p> <p>Discuss how Hindu teachings about respect, Ahimsa (non-violence) and active compassion might lead Hindus to respond to issues in the world today.</p>	<ul style="list-style-type: none"> <li>Is it important how we treat others?</li> <li>What does our behaviour show about our beliefs?</li> <li>Why do many people believe the use of violence is wrong?</li> </ul>



## Introduction to Islam - Key Stage 2

These notes are intended to introduce teachers to a religion rather than provide all the background information they might need. Additional information may be sought from local faith communities, books or websites.

**Islam is an Arabic word which means 'submission' or 'wholehearted acceptance'.** Muslim means 'one who submits' to or 'accepts wholeheartedly' the will of Allah, the one true God. Muslims state their belief by repeating the *Shahadah*, the declaration of faith: 'There is no God but Allah and Muhammad is his Messenger.' This is the first of the Five Pillars of Islam which summarise a Muslim's main religious duties. The second is *Salah* or prayer five times daily. The third is *Zakah*, giving money, or other items of property, to those in need. *Sawm*, the fourth pillar, involves fasting from dawn to sunset during Ramadan; it teaches self-restraint and an appreciation of suffering. The fifth pillar is *Hajj*, a pilgrimage to the *Ka'bah* and other holy places around *Makkah* (Mecca) to perform certain religious duties.

**Muslims believe that Allah alone is God**, he has no partners, no one who is equal to him. Traditionally there are 99 names of God which describe his qualities and attributes e.g. the Compassionate. Muslims believe Allah created the universe; there are signs of this all around us in nature. Humans are given a position of honour by Allah. He also created angels, who are always obedient to him but unlike humans have no free will. Allah has sent humans guidance through many prophets e.g. *Nuh* (Noah), *Ibrahim* (Abraham), *Musa* (Moses), *Dawud* (David), *Isa* (Jesus) and the books associated with them (the scrolls of *Ibrahim*, *Tawrah* (Torah), *Zabur* (Psalms) and the *Injil* (Gospel)).

**Muslims describe Muhammad as the Seal of the Prophets**, the final messenger. Muhammad was born in Makkah in 570 CE. He hated the corruption and idol worship in Arab society. When he was 40 he received the first of many revelations from Allah. These are recorded in the Qur'an. In later years Muhammad's own sayings and actions were gathered together in books (*Hadith*) which Muslims use as a guide, next to the Qur'an.

**Muslims believe the Qur'an contains the actual words of God** and so treat it with great respect, storing and handling it in special ways. Although Muslims recognise other books of guidance, the Qur'an is the most important. It teaches Muslims the purpose of life and guides them on the right path. The opening *Surah* or chapter, *Al-Fatihah*, is said many times a day in prayers. Muslim children learn to 'recite' the Qur'an in the original; the beauty and accuracy are lost in translation, yet it is very useful to those who do not understand Arabic. Many Muslims try to learn the Qur'an by heart; if they do they are awarded the title '*hafiz*'. Some mosques are decorated with beautiful writing from the Qur'an.

**A mosque is designed as a building for prayer.** It provides facilities for ritual washing before prayer as Muslims must be clean to approach God. The prayer hall carpet may incorporate a pattern to help people line up side by side for prayers, pointing to a belief in brotherhood. A *mihrab* indicates the direction of Makkah. A *minaret* may be used to give the call to prayer. Muslims try to pray at the mosque, especially on Friday at midday. They use set prayers in Arabic, accompanied by various positions, standing, bowing, kneeling, and prostrating. Mosques may also be used as community centres. Children may attend *Madrassah* (mosque school) each night to learn the Qur'an. Adults may come for advice or language classes. Families may arrange weddings on the premises and some mosques have facilities for funerals.

**Muslims celebrate two major festivals: Id-ul-Fitr and Id-ul-Adha.** Id-ul-Fitr marks the successful completion of fasting during Ramadan. Id-ul-Adha celebrates the end of the annual Pilgrimage to Makkah. Both are occasions for congregational prayers as well as special festival food, presents and family gatherings. Because Muslims work to a lunar calendar the moon plays an important part in determining when festivals start. A crescent moon forms part of the Islamic symbol used on mosques and the flags of Islamic nations.

**The teachings of Islam give guidance on all things Muslims do in their daily life**, including matters of general conduct and good manners. Muslims are advised to follow these teachings strictly and remain determined not to follow the suggestions of *Shaytan* (the Devil) as these lead people astray.

	Learning about Religion	ISLAM ~ Key Stage 2	Learning from Religion
Beliefs and Questions	<ul style="list-style-type: none"> <li>• What beliefs do Muslims have about what is really important in life?</li> <li>• How are key Muslim beliefs about God and a key figure and expressed in a short statement or creed?</li> <li>• What do Muslims believe about this world and the place of humans in it?</li> <li>• What are the main articles of Muslim belief and what questions do they suggest Muslims ask about life?</li> </ul>	<p>Explain that the Arabic word 'Islam' (submission / peace) and 'muslim' ('one who submits') point to the importance of obedience to the will of Allah.</p> <p>Understand from the Shahadah, or declaration of faith, that Muslims believe in Allah (The One True God) and Muhammad as his final messenger.</p> <p>Discuss Muslim belief that nature reveals signs of God's creation and that humans are the best of that creation.</p> <p>Consider the six articles of Muslim belief - belief in Allah, his angels, books of guidance, prophets (messengers), the day of judgement and the destiny of good and evil.</p>	<ul style="list-style-type: none"> <li>• Who do you obey willingly and why?</li> <li>• What do you think is the most important thing you believe in?</li> <li>• What in nature do you find awe-inspiring or hard to understand? What questions do you ask about the world?</li> <li>• Are human beings the best creation?</li> <li>• What do you think about the idea of good and evil being sorted out in a final judgement?</li> </ul>
Inspirational People	<ul style="list-style-type: none"> <li>• Who is Muhammad and why is he so significant to Muslims?</li> <li>• What happens in some key stories told about him? Why are they particularly important to Muslims?</li> <li>• How does Muhammad inspire Muslims? Who else has inspired or influenced the Muslim community and why?</li> </ul>	<p>Reflect on the role of prophets as messengers of Allah and Prophet Muhammad as the final messenger.</p> <p>Describe key events in Muhammad's life e.g. the Night of Power, move to Madinah, restoration of the Ka'aba.</p> <p>Encounter stories about Muhammad and comments from Muslims and explain why Muhammad is known as al-Amin and considered an excellent example to follow.</p> <p>Discuss stories of Prophet Ibrahim, e.g. demonstrating the powerlessness of idols, founding the Ka'aba.</p>	<ul style="list-style-type: none"> <li>• Who is the most important person in your life and why?</li> <li>• Why are some people chosen to do special tasks?</li> <li>• How could you set an example or be a role model for others?</li> <li>• What stories do your family tell about the 'olden days' and why?</li> </ul>
Teachings and Authority	<ul style="list-style-type: none"> <li>• What sacred texts and other sources of authority or guidance do Muslims have? Why are they important?</li> <li>• What events are associated with the origins of the Qur'an? Why is it important for Muslims to have their teachings written down?</li> <li>• How do Muslims respect the Qur'an?</li> <li>• What do Muslim texts teach about God, the world and human life?</li> </ul>	<p>Understand that Muslims believe Allah guides humans through Messengers (Prophets) and Books such as the Scrolls of Ibrahim, Tawrah, Zabur, Injil and the Qur'an.</p> <p>Describe how the Qur'an was revealed to Muhammad, written down, preserved and compiled and how Muslims view it as the final revelation from Allah.</p> <p>Investigate how Muslims treat, handle and read the Qur'an e.g. learning Arabic, memorising passages.</p> <p>Reflect on what passages from the Qur'an teach e.g. suras 16.1-21, 66-70, 77-83 on the wonders of creation.</p>	<ul style="list-style-type: none"> <li>• Why do humans need guidance? Would you prefer to follow guidance from a book or directly from a person?</li> <li>• What 'secret of the universe' would you like revealed to you? What would you do with this revelation?</li> <li>• What do you treat with great care and why?</li> <li>• What other writings do you know about the wonders of creation?</li> </ul>



# D R A F T

<p>Religion and the Individual</p>	<ul style="list-style-type: none"> <li>• How does someone join the Muslim community or show they belong?</li> <li>• What commitments are expected of a Muslim? Why are they prepared to make such a commitment?</li> <li>• What teachings, rules or codes of conduct do Muslims believe they should follow? How do these affect everyday life for a believer in Britain?</li> <li>• How does belief in God influence a Muslim's behaviour and lifestyle?</li> </ul>	<p>Understand the role of Niyyah (intention) when saying the Shahadah and identifying oneself as a Muslim.</p> <p>Investigate the Five Pillars of Islam, considering why a Muslim keeps them and their impact on daily life.</p> <p>Discuss Islamic dietary laws (halal / haram) and those concerning modesty in dress in relation to wider society.</p> <p>Consider the value of Sunnah (the custom and practice of Muhammad) and Hadith (his sayings and actions).</p> <p>Discuss the importance to Muslims of learning good conduct, using examples from Hadith of virtues to be encouraged and behaviour to be avoided.</p>	<ul style="list-style-type: none"> <li>• Do you ever say something, e.g. 'sorry' without meaning it?</li> <li>• What responsibilities do you have and how do you feel about these?</li> <li>• When and why do people judge you by what you wear or what you eat?</li> <li>• What does 'practise what you preach' mean? How important is it to put what you believe into action?</li> <li>• How do we know the right way to behave? What are virtues and vices?</li> </ul>
<p>Religion, Family and Community</p>	<ul style="list-style-type: none"> <li>• What beliefs bind the Muslim community together? How do they practise the faith together?</li> <li>• How might Muslims pass on their beliefs to their children within the family and what do they teach them?</li> <li>• How is a local Muslim community organised and led? What religious activities do they engage in?</li> <li>• What special celebrations do Muslims have? How do they prepare for an important festival? What customs, stories and beliefs are associated with this festival?</li> </ul>	<p>Consider how the Five Pillars help Muslims practise their faith together as a community, e.g. Friday prayers.</p> <p>Identify how a Muslim family helps children learn about Islam e.g. prayers at home, Islamic greetings, facilities for wudu, salah and dietary requirements.</p> <p>Reflect on Muslim teaching about the responsibilities of fathers, mothers and children and on the need to respect teachers, elders, the learned and the wise.</p> <p>Investigate the work of an imam and the uses of a mosque as a social, religious, educational and welfare centre, for example, finding out about a madrassah.</p> <p>Describe the importance and significance of fasting in Ramedan and the customs, stories and beliefs associated with Eid-ul-Fitr, e.g. Zakat-ul-Fitr.</p>	<ul style="list-style-type: none"> <li>• What special jobs or duties do you perform every day? Who helps you?</li> <li>• What is respect? Why do people believe it is important to respect other people, for example, the queen, the elderly or parents?</li> <li>• Have you learned anything special or useful from your family? What was it?</li> <li>• What is your most important or favourite celebration of the year? How do you celebrate with others?</li> </ul>

<b>Worship, Pilgrimage and Sacred Places</b>	<ul style="list-style-type: none"> <li>Where, how and why do Muslims worship? What are the main activities in an act of worship and how are any artefacts used?</li> <li>What do features inside or outside a mosque say about the beliefs and practices of the worshippers using it?</li> <li>Where do Muslims go on pilgrimage and what do they do there? What makes the places they visit sacred?</li> </ul>	<p>Describe how Muslims prepare for and perform Salah, including the role of Qibla, wudu and different positions. Identify features inside or outside a Mosque, e.g dome, Carpets, mihrab, minbar, lack of pictures and seats, and describe what these say about Muslim beliefs.</p> <p>Investigate Hajj (pilgrimage to Makkah), the reasons for visiting and the activities which take place.</p> <p>Consider why Muslims visit Madinah (the Prophet’s mosque) the al-Aqsa Mosque in Jerusalem.</p>	<ul style="list-style-type: none"> <li>How would it feel to go without food for a while?</li> <li>Who do you respect? How would you explain what you respect about them?</li> <li>Which public places are important to you and your family? Why do you go there? What do you do there? Who do you meet with?</li> <li>Have you and your family ever saved up to go somewhere really special?</li> </ul>
<b>The Journey of Life and Death</b>	<ul style="list-style-type: none"> <li>What, in simple terms, do Muslims believe life is about i.e. its purpose?</li> <li>What happens at special ceremonies to mark milestones in a Muslim’s life and why are these significant?</li> <li>What do Muslims believe about life after death? How do they express some of these ideas?</li> </ul>	<p>Discuss the Muslim idea of humans as God’s servants, created to worship and obey him and consider what a Muslim mean by asking for guidance down a straight path in Al Fatiha, the opening Sura of the Qur’an</p> <p>Investigate the significance of ceremonies and practices, which mark milestones in a Muslim’s life e.g. birth, marriage and death.</p> <p>Consider what Muslims teach about life in the hereafter (Akhirah), investigating the idea of judgement day and the imagery of paradise as a garden and hell as a fire.</p>	<ul style="list-style-type: none"> <li>What is a servant? What do you think a servant of God would do?</li> <li>Who would you ask to guide you on a ‘straight path’?</li> <li>What important changes have happened in your life? Were they celebrated in any special way?</li> <li>What do you think happens after you die? What do other people think?</li> <li>What different ideas do you know about heaven and hell?</li> </ul>
<b>Symbols and Religious Expression</b>	<ul style="list-style-type: none"> <li>What are some of the ways in which Muslims express religious and spiritual ideas?</li> <li>How do Muslims express respect for their Prophets?</li> <li>What do some key Muslim symbols express?</li> <li>What feelings or beliefs are expressed in Muslim prayer?</li> <li>How do Muslims express ideas about God in special names or titles?</li> </ul>	<p>Describe restrictions on pictorial representations in Islamic art and others ways in which Muslims express their beliefs e.g. through calligraphy and pattern.</p> <p>Discuss the importance of Islamic greetings and, in particular, why Muslim say ‘peace be upon him’ after the name of Muhammad or another prophet.</p> <p>Investigate the symbolism of a crescent moon and star.</p> <p>Consider any beliefs and feelings expressed by the actions used in Salah and Jumma prayers e.g. belonging to the Ummah.</p> <p>Discuss the symbolism of the attributes of Allah (the beautiful names) as revealed in the Qur’an.</p>	<ul style="list-style-type: none"> <li>Can patterns express ideas?</li> <li>How do you show respect to important people?</li> <li>Do you belong to a group or organisation that has a special badge or uniform? What is it?</li> <li>Do you think that actions can help you to learn something more easily or help you to express your feelings better than words?</li> <li>Why do some people use nicknames? Do they help you to know more about a person and what they are like?</li> </ul>
<b>Beliefs in Action in the world</b>	<ul style="list-style-type: none"> <li>How do Muslims respond to global issues of human rights, fairness, or social justice?</li> <li>What stories do Muslims tell about the origins of the world and about the relationship between humans and the world they live in?</li> </ul>	<p>Consider the Muslim position on care for the needy, and the injunction to do good and encourage others to do good e.g. through Zakat, or almsgiving,</p> <p>Investigate the work of organisations like Islamic Relief or Islamic Aid.</p> <p>Discuss the Muslim story of creation and the role of humans as khalifah or stewards of the environment.</p>	<ul style="list-style-type: none"> <li>Who are the ‘needy’ people in the world and should we be expected to help them?</li> <li>Who should be responsible for our world and why?</li> </ul>

## Introduction to Judaism - Key Stage 2

These notes are intended to introduce teachers to a religion rather than provide all the background information they might need. Additional information may be sought from local faith communities, books or websites.

**Jews are descendants of Abraham** Isaac and Jacob to whom they believe God promised the land of Israel. They believe the Jewish people were chosen by God and given special rules to live by. The name 'Jew' is derived from 'Judah', one of the tribes of Israel. On several occasions Jews were exiled from their land, latterly in 70 CE by the Romans, who destroyed the Temple in Jerusalem and scattered the Jewish people across the world; leaving only a few in the Holy Land. Israel was re-established as a Jewish homeland only in 1948. The Star of David, shown on the Israeli flag, has become the modern symbol of Judaism but its origins are unknown. The *Menorah* or 7-branched candlestick is an older symbol based on the original taken from the Jerusalem Temple by the Romans in 70 CE.

**Jews believe in one God.** The *Shema*, the first prayer Jewish children learn, declares "Listen, Israel, the Lord our God, the Lord is one!" (Deuteronomy 6). God is a great king, creator of the universe, and so cares for all people. This is recognised in the Grace before meals and Grace after meals and the many blessings Jewish people make during a day. Teaching about God can be found in the Ten Commandments, in Bible stories and in Psalms. God's name is seen as particularly holy; it may be written G-d, as many Jews will not write down the name of God. Many Jews pray to God three times a day: morning, afternoon and evening. Many religious Jewish men will wear a *kippah* or skull-cap it is worn as a mark of respect before God. *Tefillin* (small leather boxes containing Bible passages) are worn every morning by observant males over 13, except on Shabbat and festivals. A *tallit* (prayer shawl) is worn at all morning services. A *siddur* (prayer book) contains prayers for the services. Siddur means 'order' of service.

**The Torah (law), *Nevi'im* (prophets) and *Ketuvim* (writings) form the *Tenakh*.** The Torah, as God's law, is treated as particularly special. A Torah scroll is hand-written in Hebrew by a scribe following strict rules; it normally takes a year to complete one scroll. Scrolls are dressed in beautifully ornamented covers and kept in the synagogue in the Holy Ark. A portion (*sidrah*) of the Torah is read weekly in the Synagogue and it is considered a great honour to be 'called to the Torah' to make a blessing. Each year when the cycle of readings comes to an end, it immediately begins again at a joyful celebration called *Simchat Torah*. The Torah contains 613 laws and rules (*mitzvot* which set out how Jews should live). They include laws about caring for others, looking after the environment, *kosher* (permitted) food, worship and festivals.

**Synagogue or 'shul' is a community centre for Jews**, used for worship, study, and fellowship. Synagogue means 'coming together'. It plays a key part in community life (e.g. religion school for young people, adult study groups, fund raising, social functions, celebrations). The focal point of a synagogue is the Ark, a cupboard where the Torah is kept. Scrolls are read from the *Bimah* (a platform). A *Ner Tamid* (eternal light) hanging above the Ark symbolises God's presence. Services may be led by a *chazan* (cantor), members of the congregation may recite blessings or read portions of the Torah and a talk may be given by the rabbi (an ordained Jewish teacher, often the religious leader of a Jewish community). In Orthodox synagogues, men and women sit separately.

**Jewish children may attend religion classes (*Cheder*)** to read Hebrew, study Torah and hear stories of the 'patriarchs and matriarchs' of the Jewish nation. They will hear of Jacob whom God renamed Israel, of Joseph and Moses, and of later prophets like Elijah and Isaiah. Many stories come to life for them at festivals: *Pesach* (Passover) celebrates the Jewish escape from slavery in Egypt; *Sukkot* celebrates God's protection in the wilderness after that escape and involves building a *succah*; *Shavuot* celebrates the giving of the Torah and the story of Ruth is read.

**Shabbat is the 'queen of festivals'**, a weekly rest day observed as a reminder of Creation and in obedience to the Ten Commandments. There are special meals, synagogue services and time together as a family. It is a day to be welcomed not something dull or restrictive. Jews also celebrate other important occasions: circumcision, a girl's naming ceremony, marriage under the *chuppah*. When people die, close relatives will say *Kaddish* for a year after the death and additionally on the anniversary of the death.

	Learning about Religion	JUDAISM ~ Key Stage 2	Learning from Religion
Beliefs and Questions	<ul style="list-style-type: none"> <li>• What key beliefs do Jewish people hold about God?</li> <li>• How are these beliefs expressed in a short statement, prayer or creed?</li> <li>• What beliefs are central to the celebration of Rosh Hashanah and Yom Kippur?</li> </ul>	<p>Explore Jewish beliefs about God (e.g. as One, good, creator, caring for all) in the first four commandments, in psalms, prayers or the 13 Principles of Maimonides.</p> <p>Identify the central Jewish beliefs expressed in the Shema and find out how Shema features in Jewish life.</p> <p>Investigate Rosh Hashanah and Yom Kippur and what they teach about God as creator and judge, and the need for repentance, atonement and forgiveness.</p>	<ul style="list-style-type: none"> <li>• What words do religious people use to describe God?</li> <li>• If you wrote a list of what you thought was important, what would be on it?</li> <li>• How can you put something right when you have behaved badly? Can things always be put right?</li> </ul>
Inspirational People	<ul style="list-style-type: none"> <li>• What happens in some key stories told about Abraham and why is he so important to the Jewish people?</li> <li>• What do Jews believe about Moses? Why is he considered so important?</li> <li>• Which particular words or actions of Moses have made an impact on both Jews and the wider world?</li> <li>• Who else has inspired or influenced the Jewish community and why?</li> </ul>	<p>Describe key stories from the lives of the patriarchs and matriarchs especially the call of Abraham, the journey to the promised land and the covenant with God.</p> <p>Reflect on the importance of Moses to the Jewish community, e.g. in the exodus story, as a leader in the wilderness and as receiver and teacher of the law.</p> <p>Discuss the story of God giving the Torah at Mount Sinai and the impact of the Ten Commandments on Jewish practice and on the wider world.</p> <p>Encounter stories of the prophets e.g. Elijah or Jonah, and consider their role and influence.</p>	<ul style="list-style-type: none"> <li>• How does it feel to be chosen for a special task? Is it good to be chosen?</li> <li>• What is an agreement? What happens if an agreement is broken?</li> <li>• Do you think God intervenes in people's lives? How and where should God intervene today?</li> <li>• Who influences what you do and why? Are all influences on you good?</li> </ul>
Teachings and Authority	<ul style="list-style-type: none"> <li>• What books are sacred in Judaism? What teachings do they contain about God, the world and human life?</li> <li>• How is the Torah treated, handled and read? Why is it important?</li> <li>• Why is it important for Jews to have their traditions and teachings written down and to study them regularly?</li> <li>• What other sources of authority or guidance do Jewish people have?</li> </ul>	<p>Examine extracts from the Tenakh or Jewish Bible e.g. laws, psalms, proverbs and stories, to understand some of its teachings.</p> <p>Describe how Jewish people show the Torah respect as a sign of their covenant with God e.g. how it is copied, dressing the scroll, use of a Yad.</p> <p>Consider possible reasons for reading the Torah in weekly portions at the Synagogue, valuing the study of Torah, celebrating Simchat Torah.</p> <p>Hear about the Talmud and the role of Shiur (debate) in the life of a Jewish student.</p>	<ul style="list-style-type: none"> <li>• What life rules do you think are most important? Whose advice do you listen to?</li> <li>• How do you show respect to someone or take care of something precious? Why do you do this?</li> <li>• What do you think is an important message for the world today? How would you ensure people got the message?</li> </ul>

# D R A F T

<p>Religion and the Individual</p>	<ul style="list-style-type: none"> <li>• How does someone join the Jewish community or show they belong?</li> <li>• What teachings, rules or codes of conduct do Jewish people believe they should follow? How do these affect everyday life for a believer?</li> <li>• What commitments are expected of Jewish people following their religion?</li> <li>• How does belief in God influence their behaviour and lifestyle?</li> </ul>	<p>Find out the significance of Bar Mitzvah or Bat Mitzvah/ Bat Chayil to many Jewish boys and girls, how they prepare for it and the responsibilities it entails.</p> <p>Know the Torah contains 613 mitzvot (commandments) and investigate how these affect people's lives, especially the Ten Commandments (Sayings).</p> <p>Find out about the rules of Kashrut (food laws) and consider how this affects an observant Jew.</p> <p>Learn about how Jews value and express gratitude, especially through the use of blessings, including blessings before and after meals.</p>	<ul style="list-style-type: none"> <li>• What responsibilities do you have now? How will these change as you get older?</li> <li>• Which of the Ten Commandments do you think ought to apply to everyone?</li> <li>• What restrictions do some people have on what they eat? How do these affect their lives?</li> <li>• How many ways are there to thank someone?</li> </ul>
<p>Religion, Family and Community</p>	<ul style="list-style-type: none"> <li>• What beliefs and practices bind the Jewish community together?</li> <li>• How do Jewish communities pass on their beliefs to their children and what do they teach them?</li> <li>• How is a local Jewish community organised and led? What religious activities do they engage in? What contribution do they make to local life?</li> <li>• What do Jewish families celebrate? What customs, stories and beliefs are associated with an important festival? How do they prepare for it?</li> </ul>	<p>Consider the role of Shabbat in binding Jewish people together and investigate the preparations and customs involved e.g. use of candles, blessings, wine, Challah.</p> <p>Discuss how children may be nurtured in Jewish faith at home and at Cheder, what they are taught and why.</p> <p>Find out about activities that happen in a synagogue and about the roles of a rabbi, chazzan and shammas.</p> <p>Consider why Jews perform mitzvot (here meaning 'good deeds') and how they try to 'love their neighbour'.</p> <p>Investigate how Jewish communities prepare for and celebrate some of their major festivals, e.g. Shavuot, Pesach (Passover) and Sukkot.</p>	<ul style="list-style-type: none"> <li>• Do you have anything which happens weekly in your family which you really look forward to?</li> <li>• Who teaches you things outside school?</li> <li>• What roles do you have in your family? Do you teach, lead or look after anyone else?</li> <li>• What constitutes a 'good deed'?</li> <li>• What do you celebrate in your family and how is this done? What do you think is worth celebrating?</li> </ul>
<p>Worship, Pilgrimage and Sacred Places</p>	<ul style="list-style-type: none"> <li>• Where, how and why do Jews pray? What artefacts are used?</li> <li>• What do features inside a synagogue say about the beliefs and practices of the worshippers using it? What are the main activities in an act of worship?</li> <li>• Where do Jews go on pilgrimage and what do they do there? What makes the places they visit sacred?</li> </ul>	<p>Explore how and why Jews pray, investigating the use of kippah, tallit, tefillin and siddur.</p> <p>Identify the significant features of a synagogue, e.g. Ark, Bimah, Ner Tamid, and relate them to Jewish beliefs and practices.</p> <p>Describe Synagogue worship, including opening of the ark, and the procession and reading of the Torah.</p> <p>Reflect on why Jerusalem, the land of Israel and the Western Wall, are so important to Jewish people.</p>	<ul style="list-style-type: none"> <li>• What do you know about praying? Why do some people think it is so important?</li> <li>• What places are really important to you and why? Where would you go for a once-in-a-lifetime trip?</li> <li>• What is Israel famous for? Why do people want to go there today?</li> </ul>



# D R A F T

<p><b>The Journey of Life and Death</b></p>	<ul style="list-style-type: none"> <li>• How do Jewish people mark important stages or milestones in life? Why are these occasions significant to Jews?</li> <li>• What do Jews think about life after death? How do Jews remember those who have died?</li> </ul>	<p>Investigate some of the milestones in a Jewish person's life: Brit Milah or girls' naming ceremony, Bar / Bat Mitzvah, Bat Chayil, marriage, and discover how these are linked to the Torah.</p> <p>Reflect on Jewish beliefs about death e.g. the Book of Life, and about practices surrounding mourning and remembrance of the dead, e.g. jahrzeit candles.</p>	<ul style="list-style-type: none"> <li>• What are the important stages in your life and how will you mark them? How will you know when you are grown up?</li> <li>• Do you think boys and girls should have the same rites of passage or something distinctive?</li> <li>• How do you think we should remember people who have died?</li> </ul>
<p><b>Symbols and Religious Expression</b></p>	<ul style="list-style-type: none"> <li>• What do some key Jewish symbols express including those used in a home and synagogue?</li> <li>• What feelings or beliefs are expressed in the symbolic actions and food of an important Jewish festival?</li> <li>• What lessons or meanings might Jews see in stories in the Tenakh?</li> <li>• How do Jews express ideas about God in special names, titles or symbolic language?</li> </ul>	<p>Identify key Jewish symbols in a Synagogue, Magen David, ner tamid, luchot, menorah.</p> <p>Identify some items characteristic of a Jewish home e.g. mezuzah, kosher kitchen, shabbat candlesticks.</p> <p>Investigate the feelings and beliefs expressed at Hanukkah through the symbolism of the Hanukiah, dreidl, latkes, etc.</p> <p>Consider stories from the Tenakh e.g. Ruth, Samuel, Esther, Daniel and what they might teach.</p> <p>Describe how Jews show respect and honour to God's name e.g. by not pronouncing it, by writing it G-d or by using titles or substitutes such as 'Hashem', and consider why this is done.</p>	<ul style="list-style-type: none"> <li>• What symbols in your surroundings have powerful meaning?</li> <li>• What belongings do you have at home that show what is important to you?</li> <li>• What feelings would you have if something you loved was first destroyed and then restored?</li> <li>• How do people's actions show what they believe?</li> <li>• How do you feel about the use of God's name as a swear word or interjection? How do others feel?</li> </ul>
<p><b>Beliefs in Action in the World</b></p>	<ul style="list-style-type: none"> <li>• How do Jewish people respond to global issues of human rights, fairness, or social justice?</li> <li>• How do Jewish people respond to global issues concerning the importance of the environment?</li> </ul>	<p>Explore the key values in Judaism of respect for others, justice in society and working for a better world.</p> <p>Understand why Jewish people accept responsibility for the world around them i.e. as God's gift to humanity, and consider examples of how they care for the environment e.g. through tree-planting.</p>	<ul style="list-style-type: none"> <li>• What do you value and how do you show this?</li> <li>• What is the best gift you have ever been given?</li> <li>• How can you make a difference to your surroundings?</li> </ul>

## Introduction to Sikhism - Key Stage 2

These notes are intended to introduce teachers to a religion rather than provide all the background information they might need. Additional information may be sought from local faith communities, books or websites.

**The word 'Sikh' means follower or disciple.** Sikhs are followers of *Guru Nanak* (1469-1539) who lived in the Punjab. He believed he was 'employed' to teach people about God, the True *Guru*, and to sing God's praise. He journeyed far and wide to do this and was succeeded by nine further Gurus who continued his teachings. *Guru Arjan*, the first Sikh martyr, compiled the Sikh scriptures and built the *Golden Temple* in *Amritsar*. *Guru Tegh Bahadur* sacrificed himself for his faith. *Guru Gobind Singh* founded the Sikh community, the *Khalsa*. Sikhs believe these Gurus were specially chosen to reveal the truth about God and about life. They do not worship the Gurus but see them as teachers. Sikh children hear about the Gurus from their parents, at the *Gurdwara* and from story books. The stories give them an example to follow.

**Sikhs believe there is only one God, who is the creator of all things.** The *Mool Mantar* outlines Sikh beliefs about God. It begins 'There is one God; God's name is truth.' It stresses God's greatness and uniqueness. Sikhs believe that 'creation evolved slowly, that air came from water, from water came the lower forms of life leading to plants, birds and animals and culminating in humans as the supreme form of created life on earth'. All humans are equally important in God's eyes and they should therefore treat each other equally. *Guru Nanak* took belief in equality very seriously; he also taught the importance of earning an honest living, serving others, sharing things and accepting God's will.

**The Khanda is the main Sikh emblem.** It will be seen on the flag outside a *Gurdwara*. Another symbol, *Ik Onkar*, means 'There is one God' and it appears before each major section in the Sikh scriptures. It may also appear on badges and plaques. The five K's (*Kesh*, *Kangha*, *Kara*, *Kachera*, *Kirpan*) and the turban are symbols which are worn by *Khalsa* Sikhs. They are a constant reminder of what it means to be a Sikh.

**The Guru Granth Sahib is the living voice of God for Sikhs**, a volume containing the teachings of the Gurus and treated with the reverence due to a living Guru. If a family owns a copy, a special room is set aside for it, as an honoured guest. No-one touches it with unwashed hands. In the *Gurdwara*, it is the focal point, placed on a dais and covered with bright cloths called *romallas*. Its importance is also shown by the holding of an *Akhand Path*, a complete unbroken reading of it on special occasions, which lasts 48 hours.

**A Gurdwara houses the Guru Granth Sahib** and acts as a community centre, providing children's classes, social activities and Punjabi lessons. Everyone is welcome to worship in a *Gurdwara*, regardless of race or creed. Services are long. People come and go freely, bowing to the *Guru Granth Sahib* and making offerings. *Kirtan* or hymns are sung in praise of God, accompanied by *tabla* and *harmonium*. The *sangat* (congregation) listen to and meditate on the words of the *Guru Granth Sahib* and join in the *Ardas* prayer. *Karah Parshad* is distributed to everyone present. Then everyone eats together (a symbol of equality) in the *Langar*, where free food is served.

**Sikhs celebrate Gurpurbs, festivals related to the Gurus** e.g. the births of *Guru Nanak* and *Guru Gobind Singh* and the martyrdoms of *Guru Arjan*, *Guru Tegh Bahadur* and the sons of *Guru Gobind Singh*. *Divali* and *Hola Mohalla* take place at the same time as Hindu festivals but have been given Sikh meanings, stories and customs. *Baisakhi* celebrates the birth of the *Khalsa* in 1699 and the New Year (April 13). It is a joyful festival and Sikhs join in games, sports and competitions. New clothes are worn and turbans may be exchanged. New flags go up outside the *Gurdwara* and the flagpoles are washed. It is a joyful occasion. Sikhs also celebrate important 'milestones' in life e.g. naming babies, tying a boy's first turban, an *Amrit* or initiation ceremony, marriage, death.



	Learning about Religion	SIKHISM ~ Key Stage 2	Learning from Religion
Beliefs and Questions	<ul style="list-style-type: none"> <li>• What key beliefs do Sikhs hold about God and about human beings?</li> <li>• How are these beliefs expressed in a short statement, prayer or creed?</li> <li>• What are questions would a Sikh believe is important to ask about life?</li> </ul>	<p>Understand that Sikhs venerate one God, whom they describe as Supreme Truth, Ultimate Reality and Creator and Sustainer of all things.</p> <p>Explain that Sikhs believe all human beings are equal in the sight of God and that people should therefore treat each other as equals</p> <p>Discuss the words used in the Mool Mantra, the prayer which express the basic belief of Sikhs about God</p>	<ul style="list-style-type: none"> <li>• What do you believe is important or matters most in life?</li> <li>• What questions do you have about the world?</li> <li>• What does it mean to say everyone is equal? Do you think it is true?</li> </ul>
Inspirational People	<ul style="list-style-type: none"> <li>• What do Sikhs believe about Guru Nanak? How do they describe or portray him?</li> <li>• What happens in some key stories told about Guru Nanak and why are they particularly important to Sikhs?</li> <li>• What particular words or actions of the Gurus have inspired Sikhs?</li> <li>• How did Guru Gobind Sing inspire or influence the early Sikh community and why?</li> </ul>	<p>Respond to pictures and stories about Guru Nanak, considering what Sikhs believe about him, including discussion of the significance of the title 'Guru'.</p> <p>Describe key stories which Sikhs tell about Guru Nanak's youth, call and journeys and explain how these illustrate his status and teachings.</p> <p>Consider how significant aspects of the lives of the ten Gurus, for example, Guru Arjan, Guru Har Gobind and Guru Tegh Bahadur, inspire Sikhs today.</p> <p>Reflect on Guru Gobind Singh's role of in founding the Khalsa and installing the Guru Granth Sahib as a living guru.</p>	<ul style="list-style-type: none"> <li>• Who or what is the most important person or thing in your life? How do you show this?</li> <li>• What does 'Guru' mean? Whose teaching or example do you follow?</li> <li>• What important people in your life do you remember? What were they like? How do you remember them?</li> <li>• What example would you like to set for others?</li> </ul>
Teachings and Authority	<ul style="list-style-type: none"> <li>• What sacred texts do Sikhs have? How is it treated, handled and read?</li> <li>• Why are they regarded as important? What teachings do they contain?</li> <li>• What stories or events are associated with the origins of Sikh sacred texts?</li> <li>• What does the Guru Granth Sahib say about God, the world and human life?</li> <li>• What other sources of authority or guidance do Sikhs have?</li> </ul>	<p>Identify the Guru Granth Sahib as the Sikh holy book and recognise its centrality to all Sikh worship, festivals and ceremonies, for example in naming a baby</p> <p>Investigate how and why the Adi Granth was compiled and know it contains gurbani, words of the Gurus, presented as hymns and prayers which inspire worship</p> <p>Encounter words from the Guru Granth and identify things they say about God, the world or humanity.</p> <p>Consider the practice of taking vak and the role of the Guru Granth in helping Sikhs know and accept God's</p>	<ul style="list-style-type: none"> <li>• Why is it important for religious people to have their traditions and teachings written down?</li> <li>• How do you treat things that are special to you?</li> <li>• Can you learn how to live from a book?</li> <li>• How do you know what is true or right?</li> <li>• Who do you trust to tell you what to do?</li> </ul>

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<p><b>Religion and the Individual</b></p>	<ul style="list-style-type: none"> <li>• What is a 'Sikh'? How do Sikhs show they belong to the Sikh community?</li> <li>• What commitments are expected of a Sikh in following their religion? Why might they make such a commitment?</li> <li>• What teachings, rules or codes of conduct do Sikhs follow? How do these affect everyday life?</li> <li>• How does belief in God influence a Sikh's behaviour and lifestyle?</li> </ul>	<p>will (hukam). Recognise that 'Sikh' means follower (disciple) and that the turban and the use of the names 'kaur' and 'singh' are marks of Sikh identity.</p> <p>Encounter the Amrit ceremony, considering its role in marking deeper personal commitment for Sikhs and the responsibilities it involves.</p> <p>Discuss how honesty, sharing, respect for and service to others, are key values in Sikhism and how a Sikh might translate them into daily life.</p> <p>Meet a Sikh and identify ways their belief in God affects how they behave and their choice of lifestyle.</p>	<ul style="list-style-type: none"> <li>• What identifies you?</li> <li>• Who decides when you are ready to commit to a certain lifestyle e.g. becoming vegetarian?</li> <li>• What responsibilities do you have, and what is your attitude towards them?</li> <li>• How do we know the right way to behave?</li> <li>• What do you want to do with your life?</li> </ul>
<p><b>Religion, Family and Community</b></p>	<ul style="list-style-type: none"> <li>• What beliefs and values bind the Sikh community together? How might Sikhs pass these on to children?</li> <li>• How is a local Sikh community organised and led? What religious activities do they engage in? What contribution do they make to local life?</li> <li>• What do Sikhs celebrate together? How do they prepare for an important festival? What customs, stories and beliefs are associated it?</li> </ul>	<p>Understand how Sikhs place great emphasis on all humans being equal and on the need for service and consider how children learn these in the gurdwara.</p> <p>Recognise the importance of the gurdwara as the heart of worship and communal life for Sikhs and investigate its organisation and activities, especially the function of the langar.</p> <p>Describe the preparations for celebrations like Baisakhi, Guru Nanak's birthday and Sikh Diwali and identify customs, stories and beliefs connected with them</p>	<ul style="list-style-type: none"> <li>• How could we show everyone in our class / school is equal?</li> <li>• What contribution do you make to your family, school, or community?</li> <li>• What do you think is the most important thing someone can contribute to society?</li> <li>• What are your favourite celebrations and why?</li> </ul>
<p><b>Worship, Pilgrimage and Sacred Places</b></p>	<ul style="list-style-type: none"> <li>• Where, how and why do Sikhs worship? What are the main activities in an act of worship at the Gurdwara and how are any artefacts used?</li> <li>• What do features inside or outside a gurdwara say about the beliefs and practices of the Sikhs who use it?</li> <li>• Why might Sikhs wish to visit Amritsar and what do they do there? What makes this place sacred?</li> </ul>	<p>Investigate how Sikhs worship God in the gurdwara, e.g. singing kirtan (hymns), joining in the Ardas (prayer), sharing kara prashad.</p> <p>Reflect on the value of reciting the Mool Mantra or meditating on God's name (nam simaran) to a Sikh.</p> <p>Describe the significance of the main features of a gurdwara and, in particular, the central importance of the Guru Granth Sahib and the langar (dining room).</p> <p>Investigate the importance of the Golden Temple (Har Mandir) and describe some of its symbolism e.g.</p>	<ul style="list-style-type: none"> <li>• Which public places are important to you and your family? Why do you go and who do you meet with?</li> <li>• What do you think would be a good subject for meditation?</li> <li>• What places or occasions make you feel inspired?</li> </ul>

# D R A F T

<p>The Journey of Life and Death</p>	<ul style="list-style-type: none"> <li>• What happens at special ceremonies to mark turning points, milestones or commitments in Sikhism? Why are these occasions significant to Sikhs?</li> <li>• What, in simple terms, do Sikhs believe life is about?</li> <li>• What ideas do Sikhs teach about what happens when people die?</li> </ul>	<p>four doors welcoming people of all creeds. Compare the relative importance of ceremonies which mark significant stages in a Sikh life, e.g. naming, turban tying, amrit ceremony, marriage, funerals.</p> <p>Debate what Sikhs think about martyrdom and the need to fight for what is right in life, for example, using the stories of Guru Arjan and Guru Tegh Bahadur.</p> <p>Understand that Sikhs believe in Samsara, a cycle of rebirth or reincarnation, through which one achieves union with God, but only with God's grace or help.</p>	<ul style="list-style-type: none"> <li>• What important changes have happened in your life? Were they things to celebrate?</li> <li>• Are there any causes or people who mean so much to you that you think you would risk everything for them?</li> <li>• How would you like your life to be remembered by your friends?</li> </ul>
<p>Symbols and Religious Expression</p>	<ul style="list-style-type: none"> <li>• What do some key Sikh symbols express?</li> <li>• What feelings or beliefs are expressed in symbolic actions surrounding the handling of the Guru Granth Sahib?</li> <li>• What lessons might Sikhs see in stories about, or told by, Guru Nanak?</li> <li>• How do Sikhs express ideas about God e.g. in special titles or images?</li> </ul>	<p>Explain how the khanda and 'ik onkar' express Sikh beliefs and describe examples of their use.</p> <p>Describe the introduction, use and importance of the five Ks as symbols.</p> <p>Identify ways in which Sikhs show respect for the Guru Granth Sahib and discuss why they do this</p> <p>Interpret stories about Guru Nanak (janam sakhis), considering the lessons Sikhs might draw from them.</p> <p>Investigate the use of 'Waheguru' and various titles and images used in the Guru Granth to describe God.</p>	<ul style="list-style-type: none"> <li>• What badges or clothes do you wear which make you stand out from the crowd? Why do you wear them?</li> <li>• How would you show respect to an important person? What would it feel like to have respect shown to you?</li> <li>• What books or stories are special to you? Does what you read affect your beliefs or behaviour?</li> </ul>
<p>Beliefs in Action in the World</p>	<ul style="list-style-type: none"> <li>• What do Sikhs believe and do that might make a difference in the world?</li> <li>• Why might Sikhs want to show respect to the environment?</li> <li>• How do some Sikhs respond to global issues of human rights, fairness, or social justice?</li> </ul>	<p>Consider how Sikh teaching about equality of men and women and of different races and creeds might affect how Sikh responds to issues in the world today.</p> <p>Understand that Sikhs believe in God as Creator and that this causes them to respect their environment and take responsibility for it.</p> <p>Investigate the work of Sikhs in a local community or on a wider scale e.g. charity, environmental or relief</p>	<ul style="list-style-type: none"> <li>• How do you respond to people who seem different from yourself?</li> <li>• Who should be responsible for our world / environment and why?</li> <li>• How / when can individuals or groups make a difference to the world?</li> </ul>

## Key Stage 3 Guidance

There are many ways to cover the Key Stage 3 requirements in the Norfolk Agreed Syllabus. Teachers may take a religion by religion approach or a thematic approach. Some may wish to build schemes of work round particular textbooks or utilise the material published by QCA.

**This guidance is not a statutory part of the Agreed Syllabus.** Its purpose is to help teachers create a scheme of work suited to their own school. This means ensuring their scheme matches the requirements of the Norfolk Agreed Syllabus whether they are:

- writing a scheme of work from scratch,
- adapting one already in use,
- adopting a published scheme.

On the following page teachers will find a simple way of checking whether a new scheme of work meets the basic requirements of the syllabus. It can also be used to audit the school's current scheme of work or any published scheme, and identify gaps and possible units of work needed to complete the match with syllabus requirements.

### What the guidance provides

- *introductory notes for each religion*, which offer a starting point for teachers with little background knowledge. Considerably more detail is needed on areas such as *Religion and Science* and *Inter-faith Dialogue*. Textbooks, websites, newspapers and members of faith communities will help fill in the detail.
- *a grid for each religion*, which unpacks the Areas of Study in the Norfolk Agreed Syllabus. The 'Learning about Religion' column suggests questions which could be addressed for each religion in a particular Area of Study. The middle column indicates material a teacher might cover in answering the question and the skills pupils might employ. The 'Learning from Religion' column offers questions to link RE with pupils' own experiences, to help them reflect on what they are learning about a religion and to take their classroom learning further.

### Using the guidance to construct units of work

This guidance enables teachers to construct outlines of units of work relatively easily.

For example, a unit on 'Questions of Authority', focusing on Christianity and Islam would draw on the questions and material suggested in each column on Authority for these two religions. The questions provide a useful way of structuring the unit. The middle column indicates for teachers the areas they need to research or resource, the kind of approach to use with pupils, and encourages work of the level required by the KS3 Programme of study. Lesson activities may then be chosen and assessment tasks set in relation to the Level Descriptions for RE.

*Where teachers are using ready prepared units of work, they should compare the content and approach with the KS3 Programme of study to see if it is at the right level and ensure they have included questions which deal with 'Learning from Religion'.*

# Checking Key Stage 3 Schemes of Work for RE

To meet Norfolk Agreed Syllabus requirements a KS3 Scheme of Work must enable pupils to be taught the Knowledge, skills and understanding through the following:

## Religions and Areas of Study

- Studying **Christianity** in depth – covering each Area of Study below
- Exploring 2 principal religions : **Buddhism** and **Sikhism** – covering at least Areas of Study 1-3
- Revisiting **Hinduism, Islam** and **Judaism**, selecting whichever Areas of Study are appropriate
- Considering **other religious traditions\*** e.g. Bah'ai, represented locally or where they have particular relevance to an Area of Study being covered

NB. Christianity should be studied in each year with a minimum equivalent of 3 terms across KS3. A minimum equivalent of one term should be spent on each of Buddhism and Sikhism.

On the grid mark off **when** you cover which Area of Study / Religion .....

	Christianity	Buddhism	Hinduism	Islam	Judaism	Sikhism
1. Beliefs and Concepts						
2. Authority						
3. Expressions of Spirituality						
4. Ethics and Relationships						
5. Rights and Responsibilities						
6. Religion and Science						
7. Global Issues						
8. Inter-faith Dialogue						

\*Coverage of other religious traditions or belief systems may be marked separately at the side.

Additionally, Schemes of Work must

- address both Learning about Religion and Learning from Religion
- take note of, and cover, the Experiences and Opportunities listed
- enable pupils to achieve in relation to the Level Descriptions / Attainment Targets

## Christianity Key Stage 3

These notes are intended to introduce teachers to a religion rather than provide all the background information they might need. Additional information may be sought from local faith communities, books or websites

**Christians believe in God the Holy Trinity**, who has revealed himself in three different but undivided ways. God is: *the Father*, who created and sustains the universe, *the Son*, Jesus, who is God incarnate, and the *Holy Spirit*, who gives comfort, faith and guidance. Christians use symbols and figures of speech to help describe persons of the *Trinity* e.g. Shepherd, Lamb of God, Breath of God. Christians believe human beings are made in God's image, that they are of unique value and that, although sinful, they can be forgiven and redeemed (The Bible - Colossians 1: 14).

**Christians speak of Jesus in many ways** e.g. Word of God, image of God, God's only Son. They believe he reveals God's nature through the Gospel stories of how he showed love and forgiveness, offering people a new start in life, e.g. Mary Magdalene, the penitent thief. They believe he offers these same things to all. They believe his death and resurrection provide a way to break free from sin (*salvation*) and the chance of reconciliation with God (Colossians 1:15-23). The four gospel-writers portray both Jesus' humanity and his divinity in the key events of his life (*birth, teaching, healing, transfiguration, relationships with others, suffering, death, resurrection and ascension*). They record Jesus' teaching about God and living God's way e.g. Sermon on the Mount and parables of the Kingdom. Other references to Jesus can be found outside the Bible e.g. in the writings of Tacitus and Josephus.

**The Christian life is one of discipleship**, motivated by response to the life and teaching of Jesus and God's self-giving love for humanity. Christians try to follow Jesus' example and teaching and many testify to his impact in their lives. The commitment of Christians may be seen in how they approach: **personal relationships** e.g. marriage; **social issues** e.g. work, use of resources; **global issues** e.g. the environment, poverty, justice, world mission; **cultural life** e.g. art, music, and **scientific issues**, e.g. creation and evolution. Christians draw on scripture, tradition, the guidance of the Holy Spirit, prayer and reason as they decide how to behave or speak but an important reference point is Jesus' teaching on forgiveness and love. Commitments to the Christian life may be expressed through personal devotions, public worship, services such as confirmation and believers' baptism, and, for some, by adopting a contemplative or devotional lifestyle, or entering Christian ministry e.g. through ordination. Examples of recent noteworthy Christians are:- Dietrich Bonhoeffer, Pope John Paul II, Oscar Romero, Desmond Tutu, Mother Teresa, C.S. Lewis, Dr Billy Graham, Martin Luther King.

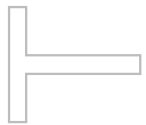
**Christians believe the Bible reveals the truth about God**; some hold it to be infallible, others interpret it differently, but for all Christians it is a central source of authority, used in: public worship, private study, meditation, decision-making, writing prayers, modern songs and church liturgies. The Bible was written over a long period and includes history, poetry, law, letters and prophecy. It has been preserved through the centuries with scholars working to check its accuracy (e.g. *using the Dead Sea Scrolls, Codex Sinaiticus*). It is increasingly accessible to all Christians, with more translations still being made.

**Christians belong to a worldwide fellowship of believers**, the Church, also known as the 'Family of God' or 'Body of Christ' and most of them share the historic creeds. There are many denominations e.g. Catholics, Baptists, Salvation Army, reflecting historical events (*Reformation*), diversity of practice (leadership structures), or differing emphases (Papal authority). The liturgies or 'orders of worship' used reflect this diversity. *Prayer* is one aspect of worship for which Jesus set



an example. He stressed sincerity and perseverance and taught the Lord's Prayer, still used today. Prayers may include adoration, confession, intercession and thanksgiving but all are offered to God 'in Jesus' name'.

**Many Christians follow a calendar celebrating events in Jesus' life and saints' days.** Easter is the key festival with its central belief - Christ is risen! The quiet reflection of Holy Week and Good Friday is replaced by joyful services reflecting belief in Jesus' victory over death, sin and evil. Many churches use light as a powerful Easter symbol, e.g. Paschal Fire, candlelit processions. For Christians each Sunday is a celebration of the Resurrection.





Learning about Religion		CHRISTIANITY ~ Key Stage 3	Learning from Religion
Beliefs and Questions	<ul style="list-style-type: none"> <li>• What are the key Christian beliefs about God and how are they distinctive?</li> <li>• What are some of the important concepts or ideas which underlie the Christian gospel or message?</li> <li>• What do Christians believe about the person of Jesus?</li> <li>• What beliefs do Christians hold about life about death?</li> <li>• What challenges Christian views of the omnipotence of God or of a divine purpose in life e.g. suffering?</li> </ul>	<p>Discuss Christian beliefs about God, including the idea that God is revealed as Trinity (3 persons in one God) and compare ways in which they seek to explain this 'mystery'.</p> <p>Express understanding of some key Christian concepts: forgiveness, salvation, incarnation, atonement, sin, resurrection, eternal life, judgement, the second coming.</p> <p>Explore the Christian belief that Jesus was both human and divine through key stories of his life and examine the significance of some titles he is given e.g. Son of God, Messiah/Christ, Redeemer.</p> <p>Investigate the Christian hope for life after death, as expressed in the Bible, funeral rites, prayers or poetry.</p> <p>Explain how experiences such as suffering raise questions for Christians about the love and power of God and consider a range of Christian responses to these.</p>	<ul style="list-style-type: none"> <li>• The trinity is a 'mystery' - why do people struggle to explain ideas about God?</li> <li>• What sources of evidence do some people use as evidence for the existence of God?</li> <li>• What impact do you think the figure of Jesus has made on the world?</li> <li>• What ideas about life after death are you familiar with? How do these ideas differ from your own?</li> <li>• What questions would you ask a Christian about believing in God in the face of suffering?</li> </ul>
	Authority	<ul style="list-style-type: none"> <li>• Why does the Bible act as a source of authority for Christians? How does it inform the lives of Christians?</li> <li>• Why are the four Gospels of particular importance for Christians?</li> <li>• Why is Jesus a key source of authority for Christians? How do his life, teachings and example affect a believer's life?</li> <li>• What different sources of authority do Christians draw on to inform debates and decisions?</li> <li>• How do different Christian ministers exercise leadership and authority?</li> <li>• In what way does the Church of England hold a particular place in this country as the 'established church'?</li> </ul>	<p>Discuss different ways Christians view the Bible e.g. Word of God, inspired, 'Sword of the Spirit', and how it is used in decision-making, public worship and personal devotion.</p> <p>Explain why the Gospels have special status for Christians as records of Jesus' life and teaching and review passages which demonstrate Jesus' authority.</p> <p>Explore Christian belief in Jesus as head of the 'body of Christ' (the church) and the importance of obedience to him as the risen, living Lord in daily life.</p> <p>Investigate different methods Christians use to evaluate, and address, dilemmas in church or society (e.g. using scripture, prayer, reason, tradition, inspiration by the Holy Spirit) and know they do not always agree.</p> <p>Compare the structure of leadership and exercise of authority in some different Christian denominations.</p> <p>Consider the position of the Church of England in relation to pastoral work, the monarchy, government, schools and the role of the Archbishop of Canterbury.</p>

# D R A F T

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Expressions of Spirituality</p>	<ul style="list-style-type: none"> <li>• Why and how do Christians use symbols, metaphor or analogy to express their understanding and experience of God?</li> <li>• How do Christians understand themselves as humans and their relationship with God?</li> <li>• How do different approaches to worship enable Christians to express their feelings, beliefs or spirituality?</li> <li>• What do different portrayals of Jesus reveal about how Christians world-wide perceive him?</li> <li>• How do Christians express their religious commitments through ceremonies or rites of passage?</li> </ul>	<p>Explain how Christians attempt to express their beliefs about the attributes of God (holy, truth, love, spirit) or about God as Trinity, in hymns, songs, symbols or art.</p> <p>Consider different ways Christians express their understanding of themselves in relation to God e.g. as sinner, child of God, disciple, loved, forgiven, adopted.</p> <p>Investigate a range of activities, rituals and styles (liturgical, charismatic, silent) used in Christian worship and consider what they express e.g. awe, joy, penitence.</p> <p>Compare how Christians in Britain and other countries, including non-European nations, express their beliefs about Jesus e.g. in art, sculpture, words, drama or song.</p> <p>Explore how rites of passage foster a sense of belonging to the Christian family and reflect a person's relationship with God and their commitment to serve God and be counted as part of the Church.</p>	<ul style="list-style-type: none"> <li>• If you were a flower (car, colour, food, animal), what would you be? What would God be and why?</li> <li>• How would you answer the question, 'What is a human being?'</li> <li>• What is worship about? Is it only religious people who worship?</li> <li>• How do people express feelings without words?</li> <li>• Does a portrait always tell the truth about someone?</li> <li>• How would others know what you were committed to?</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Ethics and Relationships</p>	<ul style="list-style-type: none"> <li>• What beliefs influence or inform Christian ethical and moral choices?</li> <li>• How do Christians make decisions on ethical or moral issues in daily life i.e. what is right or wrong to do?</li> <li>• What ethical or moral issues in today's world require Christians to ask questions and make choices and why?</li> <li>• How do individual Christians respond in the face of personal ethical dilemmas e.g. suffering at the hands of others?</li> <li>• How do Biblical or other Christian teachings give guidance on handling relationships such as friendship or marriage?</li> </ul>	<p>Explore Christian views of the nature of good and evil, including the story of the Fall, and concepts of sin and free will, accountability and judgement.</p> <p>Investigate, preferably by interviewing Christians, how they make moral decisions e.g. considering Jesus' example and teaching / asking what would Jesus do (WWJD), use of reason or conscience, referring to church leaders.</p> <p>Consider issues like racism and discrimination, war and pacifism, medical issues such as the positive and negative uses of gene technology and euthanasia in light of Christian beliefs about good and evil.</p> <p>Research individual Christians who have demonstrated their belief in love, compassion, reconciliation or forgiveness when facing personal ethical dilemmas.</p> <p>Analyse how Christian beliefs about marriage e.g. commitment and sacrificial love, are reflected in the forms of marriage service used by the churches.</p>	<ul style="list-style-type: none"> <li>• 'Hamster sentenced for murder' – What is wrong here? What do you think are the biggest differences between humans and other species?</li> <li>• What are the greatest influences on you? Do you really have a choice between doing right or wrong?</li> <li>• In what ways is life a struggle between good and evil? Can a person be totally good or totally bad?</li> <li>• Does evil exist? What forces are there for good or evil in the world?</li> <li>• What is it like to be forgiven? Have you ever forgiven anyone? Should people always forgive?</li> <li>• How important is commitment between friends / in relationships?</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Rights and Responsibilities</p>	<ul style="list-style-type: none"> <li>• What beliefs underpin Christian attitudes to issues such as human rights and responsibilities?</li> <li>• What responsibilities do Christians feel they have to society? What role do they believe they should play?</li> <li>• What does Christianity teach about social justice? What have individual Christians or Christian organisations done to combat social evils or injustice? What inspired their action?</li> <li>• What do Christians say about ‘citizenship’? In what ways does Jesus’ example support or challenge popular concepts of a ‘good citizen’?</li> </ul>	<p>Discuss the Christian belief that humans are created in God’s image and are of unique value to him, and its implications for how Christians approach other people. Explain how Jesus’ teachings e.g. loving your neighbour, being salt and light, the sheep and goats, affect how Christians view their role and responsibilities in society.</p> <p>Investigate the role and influence of Christian teachings on organisations working for the marginalised in society e.g. World Vision, CAFOD, Salvation Army, L’Arche.</p> <p>Evaluate the work and impact of individual Christians who have responded to and obeyed Jesus’ teachings, either locally or internationally e.g. Oscar Romero, Martin Luther King, Toyohiko Kagawa, Mother Theresa.</p> <p>Explore examples of Jesus’ teaching and incidents in his ministry that challenged authority or modelled life for Christians as citizens of the ‘Kingdom of God’.</p>	<ul style="list-style-type: none"> <li>• What is a human being worth?</li> <li>• What are human rights? If there was a charter for human responsibilities like the Declaration of Human Rights, what should it say?</li> <li>• What is your role in society? What are your responsibilities?</li> <li>• How do you think we could make society a fairer place?</li> <li>• Why do people campaign for human rights? Why do they need to?</li> <li>• What characteristics do you think a model citizen should have?</li> <li>• Should Christians always obey those in authority?</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Religion and Science</p>	<ul style="list-style-type: none"> <li>• How do different Christians view the world and its origins? How do they relate their ideas to those of science?</li> <li>• What does Christianity say about the existence of God? What evidence or explanations might they use?</li> <li>• What concerns might Christians bring to some areas of debate between science and religion?</li> <li>• What questions might scientists have in relation to some Christian religious teachings or experiences?</li> </ul>	<p>Compare different Christian interpretations of the Biblical accounts of Creation and discuss the perspectives they throw on the origins of life and the universe.</p> <p>Express some understanding of arguments Christians use for the existence of God, including views put forward by scientists from within the Christian community.</p> <p>Explore areas of debate which have arisen for Christians as a result of modern science e.g. evolution, creationism and the existence of God, genetic engineering, cloning and the idea of God as creator.</p> <p>Discuss concepts in Christianity such as faith, miracles or an after-life, and relate these to the pursuit of scientific explanation, physical proof and evidence.</p>	<ul style="list-style-type: none"> <li>• How do science and religion differ or complement each other in their approach to questions of origins?</li> <li>• Why is the idea of ‘God’ a problem for some scientists? Does it require faith to be an atheist?</li> <li>• Does science make the world more or less mysterious?</li> <li>• Why have some scientists set out to test religious experiences (e.g. the power of prayer, visions, stigmata) or phenomena like near-death experiences and faith healing?</li> </ul>

# D R A F T

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Global Issues</p>	<ul style="list-style-type: none"> <li>• Why might Christians be concerned about issues to do with health, wealth, war or the environment?</li> <li>• What action has been taken by international relief organisations to address global needs such as these?</li> <li>• What do Christians have to say about issues of wealth and trade justice, poverty and debt?</li> <li>• Why do Christians have a long history of involvement in health care? What contributions do Christians make to global health issues today?</li> <li>• How are Christians involved in environmental issues and why?</li> </ul>	<p>Understand, that for Christians, Jesus' teachings are relevant for all time and investigate any which relate to different forms of justice and injustice in today's world.</p> <p>Investigate the work of Christian relief and development agencies e.g. Christian Aid, Cafod or Tear Fund, in relation to issues of health, wealth, war and the environment.</p> <p>Explain Christian attitudes to wealth, including use of money, offerings and tithes, and relate these to Christian involvement in Fair Trade, Third World debt, etc.</p> <p>Express understanding of why past Christians valued health care and consider ways in which they seek to serve Christ in the medical field today e.g. MAF, Leprosy Mission, Sightsavers International.</p> <p>Research Christian views of the environment and the work of churches or Christian organisations e.g. A Rocha, which reflect belief in creation and stewardship.</p>	<ul style="list-style-type: none"> <li>• What issues are currently in the news? Which are global issues?</li> <li>• Have you ever supported an appeal for money to help others? Why did you do so? How do you think the money was used?</li> <li>• In what ways has Christian involvement affected attitudes to and action on third world debt, fair trade etc?</li> <li>• In what way is health a global issue, rather than simply a personal one?</li> <li>• Think global, act local: What does this mean in environmental terms? Could you apply the same phrase to other global issues?</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Inter-faith Dialogue</p>	<ul style="list-style-type: none"> <li>• What common ground is there between Christian groups? How are these links being developed through the Ecumenical movement? What issues arise as a result of diversity?</li> <li>• What contributions do Christians make to reconciliation and the resolution of conflict including contributions to peace and harmony, tolerance and respect between faith communities?</li> <li>• What agreements or disagreements might there be theologically between Christians and other faiths?</li> <li>• What views do Christians hold about sharing their faith with those of other religions or beliefs?</li> </ul>	<p>Discuss the phrase 'unity in diversity', explaining what unites Christians (e.g. belief in Jesus as God's Son, baptism, Eucharist) and how different emphases and cultures create diversity in the world-wide church.</p> <p>Research examples of Christian denominations merging e.g. to form the United Reformed Church or working together and their reasons for doing so e.g. Week of Prayer for Christian Unity, Churches Together, Corrymeela, Taize.</p> <p>Explain the relationship of Christianity to Judaism and Islam and the challenges for inter-faith dialogue of distinctive Christian beliefs e.g. in God as Trinity, Jesus as Messiah, Jesus as Son of God.</p> <p>Compare different Christian views on evangelism and mission, relating the work of organisations like Scripture Union, OM, CMS, Crusaders, to the Great Commission in Matthew 28 v.19-20.</p> <p>Evaluate the World Council of Church's code of conduct for living with people of different faiths and beliefs as a guide for approaches to evangelism and mission.</p>	<ul style="list-style-type: none"> <li>• What are the benefits of having different perspectives in a group?</li> <li>• Does respect mean you have to agree with everyone? Can people work together and avoid destructive conflict even when they disagree?</li> <li>• Blessed are the peacemakers .... How might these words of Jesus inspire Christians or others today?</li> <li>• What can be achieved when people work together? How important is it for a team to have shared goals?</li> <li>• When have you been so enthusiastic about something that you couldn't wait to share it with other people?</li> <li>• Is it arrogant to believe your opinion is truer than someone else's?</li> </ul>

## Buddhism Key Stage 3

These notes are intended to introduce teachers to a religion rather than provide all the background information they might need. Additional information may be sought from local faith communities, books or websites

**Buddhists believe Siddhartha Gautama became an 'Enlightened' human being** (the Buddha) who understood the truth about the way things are. He discovered the way to overcome suffering and unhappiness. For some years he followed an ascetic tradition. Finding this useless he took proper food and set out to live between the extremes of asceticism and indulgence. He began to teach this 'Middle Way', gathering many followers; the Buddha believed his followers too could be enlightened.

**Buddha's teaching (Dharma) is based on three important beliefs about the nature of life:** *anicca*, the belief that everything is impermanent; *dukkha*, that because things change and die, nothing really satisfies and this causes 'suffering'; *anatta*, that the independent self is an illusion and does not exist. The belief in a soul or self is considered the ultimate source of error, selfishness and unhappiness. Once these ideas are understood, a new way of life is possible. Buddha summarised his teaching in Four Noble Truths: (1) life involves suffering, (2) which is caused by desires, greed and selfishness, (3) but it is possible to end suffering (4) and find peace and happiness by following the Eightfold Path. Another key Buddhist teaching is conditionality, that all phenomena arise in dependence on other conditions, and cease to exist when those conditions cease. Thus, all things are inter-connected, and all human actions have consequences (the teaching of Karma). It matters how we behave, because everything we think and say affects other living things.

**The Dharmapada contains Buddha's most important sayings.** It consists of 420 verses each related to a story. This book is only one Buddhist scripture. In Buddha's lifetime his teaching was passed on orally. He advised his followers to teach in the language of those they spoke to and so the *Dharma* was translated into other languages as Buddhism spread. A Council in Sri Lanka wrote the teachings down for the first time in Pali. The *Sangha* (i.e. community of Buddhists) memorise the scriptures, chanting them at festivals. This helps people learn the words and has a calming, meditative effect.

**Buddhist practice is based on three areas of commitment in which they take 'refuge':** 'Refuge in the Buddha' i.e. accepting Buddha as the ultimate spiritual guide and example; 'Refuge in the Dharma' i.e. focusing one's energies in understanding, practising and realising the Buddha's Teaching; 'Refuge in the Sangha' i.e. joining the Buddhist community and receiving its guidance, which in many parts of the world will mean a community of monks or nuns, though in the West *Sangha* is also understood to be all followers of the Buddha. Buddhists try to live by the Five Precepts. They try to learn and practise the Dharma, develop loving kindness, and support the monastic Sangha or temple. In the West they may be involved with peace and environmental movements, prison chaplaincies, hospitals and hospices. Ordained Buddhists (monks, nuns, priests) obey the rules of their order; they also offer teaching, guidance or counsel.

**As Buddhism spread it adapted to the needs of various cultures,** resulting in different 'paths' or traditions of Buddhism. In Sri Lanka, Burma and Thailand, it tries to stay close to the original teaching of the Buddha and his followers. This path is called *Theravada* (the way of the Elders). Northern areas of India, with China and Japan, follow the *Mahayana*, which means great vehicle or way and it contains a greater variety of paths and practices. Tibetan Buddhism is called *Vajrayana*. Alongside these traditions in the United Kingdom western forms of Buddhism are emerging e.g. '*Friends of the Western Buddhist Order*'.

**Most Buddhists practise meditation,** training the mind for enlightenment, and some practise '*puja*' or worship: chanting, making offerings before a Buddha image and reciting scriptures to show devotion to Buddha. Some pray using a string of 108 beads, representing the 108 'passions' of human beings. Tibetan Buddhists chant mantras as they carry on daily life, such as the 'jewel in the lotus'. They also have prayer wheels with mantras inside them.



	Learning about Religion	<b>BUDDHISM ~ Key Stage 3</b>	Learning from Religion
Questions and Beliefs	<ul style="list-style-type: none"> <li>• What key concepts or ideas are fundamental to Buddhism?</li> <li>• What do Buddhists believe about the meaning, purpose and value of human life?</li> <li>• What do Buddhists believe about life after death?</li> </ul>	<p>Consider Buddhist beliefs about the nature of life - anicca, anatta, dukkha - and understand Buddhist tradition does not include belief in a creator God.</p> <p>Investigate how ‘the Middle Way’, the Four Noble Truths and the Eightfold Path help followers overcome suffering.</p> <p>Examine Buddhist ideas about karma, rebirth, enlightenment and nirvana.</p>	<ul style="list-style-type: none"> <li>• Is life a search for something? If so, what?</li> <li>• What kinds of things are an inspiration to you and how do they change the person you are?</li> <li>• How do your own values and views about life after death compare to Buddhist ones?</li> </ul>
Authority	<ul style="list-style-type: none"> <li>• How might a sacred text or the teachings and example of the Buddha, act as a source of authority for and inform a Buddhist’s life?</li> <li>• How is authority exercised by different Buddhist leaders or members of the Sangha?</li> </ul>	<p>Know that Buddhists may draw on a wide variety of writings to inform their practice e.g. exploring how the Dhammapada influences daily life.</p> <p>Develop understanding of Buddha’s life and authority for his followers by examining his spiritual search and enlightenment, first teachings and formation of the Sangha.</p> <p>Investigate the teaching role of ordained Buddhists and of leaders within some different Buddhist traditions e.g. the Dalai Lama.</p>	<ul style="list-style-type: none"> <li>• What writing (religious or secular) has meant the most to you? Why?</li> <li>• What influence do messages have on you day to day? (e.g. media, visual).</li> <li>• Which groups in society affect your life?</li> </ul>
Expressions of Spirituality	<ul style="list-style-type: none"> <li>• What key symbols do Buddhists use and why? How do these help Buddhists express their understanding of the nature of life?</li> <li>• How do symbolic artefacts, rituals in worship and other practices help Buddhists express themselves spiritually?</li> </ul>	<p>Consider how key symbols such as the wheel of life, lotus flower, bodhi tree and dharmachakra enrich understanding of Buddhist teaching.</p> <p>Investigate the practice of symbolically ‘taking refuge’ in the Buddha, Dhamma and Sangha and the imagery of the three treasures (jewels).</p> <p>Compare different Buddha images, their symbolic features and the qualities they represent e.g. tranquility and compassion.</p> <p>Explore how becoming a monk, going on pilgrimage or retreat and meditational practices help Buddhists develop spiritual awareness.</p>	<ul style="list-style-type: none"> <li>• How would you respond to having the chance to withdraw from your everyday life in a period of retreat?</li> <li>• How might meditation and times of quiet be beneficial?</li> <li>• How will you make your mark on the world?</li> <li>• If you think about what is important to you, will it make you a better person?</li> </ul>

# D R A F T

<p>Ethics and Relationships</p>	<ul style="list-style-type: none"> <li>• On what basis do Buddhists make decisions about ethical and moral issues such as what is good and what is evil?</li> <li>• What ethical and moral issues require Buddhists to ask questions and make choices in daily life and why?</li> <li>• What guidance do Buddhist teachings give on handling relationships?</li> </ul>	<p>Examine the teaching of the Noble Eightfold Path in relation to ethical and moral issues especially Right Speech, Right Action, Right Livelihood.</p> <p>Consider the ethical and moral choices faced by Buddhists when keeping the five moral precepts.e.g. whether to eat meat.</p> <p>Discuss the Buddhist belief that suffering originates in desire, greed and selfishness,</p> <p>Consider what Buddhist stories and teachings say about handling relationships e.g. Prince Vessantara; The Monkey King.</p>	<ul style="list-style-type: none"> <li>• What do you think human life is all about? Will your beliefs affect the job you choose?</li> <li>• What kind of people do you learn from? What can you teach?</li> <li>• Which of your views are similar to a Buddhist? What would your own 'five precepts' be?</li> <li>• What messages are implied in your lifestyle?</li> </ul>
<p>Rights and Responsibilities</p>	<ul style="list-style-type: none"> <li>• How do Buddhist teachings affect their attitudes and actions towards issues like social justice and human rights and responsibilities?</li> <li>• What have Buddhist organisations or individuals done to combat injustice? What inspired their action?</li> <li>• What views do Buddhists hold about community responsibilities?</li> </ul>	<p>Recognise that a key Buddhist teaching is to practise kindness and compassion to all living things and discover ways Buddhists might apply this today.</p> <p>Discuss how Buddhists are expected to help alleviate suffering e.g. through practising dharma, giving time, food and abilities, and so on.</p> <p>Develop an understanding of the Sangha as a community where ordained and lay Buddhists are responsible for supporting each other.</p>	<ul style="list-style-type: none"> <li>• How does your behaviour affect others?</li> <li>• As a young person, what do you think is really important in life?</li> <li>• What responsibilities do you feel towards others? What can you do to help them?</li> <li>• What would it be like to live in a society where everyone took real responsibility for everyone else?</li> </ul>
<p>Religion and Science</p>	<ul style="list-style-type: none"> <li>• What common ground is there between the experience of the Buddha and the aims of scientists?</li> <li>• What issues might Buddhists raise with the scientific community?</li> <li>• What kind of a practice is meditation?</li> </ul>	<p>Review Siddhartha Gautama's search for truth and Buddhist belief that only personal experience can verify truth and consider how these relate to the search for scientific truth.</p> <p>Consider how Buddhists might apply teachings about compassion in the field of medical research e.g. the use of animals, genetic engineering.</p> <p>Discuss the purposes and affects of meditation in Buddhism and some uses of meditation in wider society.</p>	<ul style="list-style-type: none"> <li>• What are your feelings about using animals in medical research?</li> <li>• How do the beliefs you hold agree or disagree with the beliefs of others?</li> <li>• Are all possibles good?</li> <li>• Do you think scientists might be interested in testing meditation as a treatment for stress?</li> </ul>



# D R A F T

<p>Global Issues</p>	<ul style="list-style-type: none"> <li>• Why do Buddhists talk about all things being inter-connected?</li> <li>• What do Buddhists say about issues such as health, wealth, war, animal rights or the environment?</li> <li>• How is Buddhist reverence for nature related to their practical response to environmental issues?</li> <li>• What impact have Buddhist individuals or organisations had on global issues? Why did they become involved?</li> </ul>	<p>Explore the Buddhist teaching of conditionality (i.e. that all things are inter-connected and all human actions have consequences) and how this might affect a Buddhist view of the world.</p> <p>Explore how the five precepts relate to Buddhist attitudes to health, war or animal rights.</p> <p>Understand how the Dhammapada provides examples for how Buddhists should treat the environment and investigate things Buddhists have done as a result e.g. saving rainforests in Thailand.</p> <p>Investigate the work and message of the Dalai Lama in relation to global issues.</p>	<ul style="list-style-type: none"> <li>• How are you dependent on other people? How do they depend on you?</li> <li>• What influences your attitudes to particular global issues?</li> <li>• Do you need to believe in a creator God to feel responsibility for, and relationship with, the natural world?</li> <li>• What message would you wish to broadcast about an important world issue?</li> </ul>
<p>Inter-faith Dialogue</p>	<ul style="list-style-type: none"> <li>• What common ground is there between different schools of Buddhism?</li> <li>• What areas of agreement would Buddhists find with other religions or belief systems?</li> <li>• What activities might Buddhists collaborate on alongside members of other faiths? What might cause conflict?</li> </ul>	<p>Know of some of the different ways Buddhism is practised in different countries throughout the world and of the existence of two main schools of Buddhism: Theravada and Mahayana.</p> <p>Know that the Buddha intended his teaching as a universal system for all people.</p> <p>Research a humanitarian story in the media where Buddhist and other religious groups have co-operated and consider issues which might have arisen to do with beliefs.</p>	<ul style="list-style-type: none"> <li>• How do you relate to people who do not agree with you?</li> <li>• Does everyone need to believe the same to achieve intercultural harmony?</li> <li>• Do you see everybody as equally important? Why or why not?</li> </ul>

## Hinduism Key Stage 3

These notes are intended to introduce teachers to a religion rather than provide all the background information they might need. Additional information may be sought from local faith communities, books or websites

**Hinduism has no single founder or single creed.** 'Hinduism' is a Western term that refers to the diverse religious and cultural traditions stemming from the Vedas, the ancient Sanskrit writings of India. Adherents or believers often prefer the term 'Sanatan Dharma' because it characterises their belief in the revealed and universal nature of religion (i.e. All religions offer a path towards spiritual reality). Sanatan Dharma allows the widest freedom in matters of faith and worship, with regard to beliefs in the nature of God, the soul and forms of worship. It does not pressure people to accept particular dogmas or rituals. The theist and the atheist, the sceptic and the agnostic may all be Hindus if they accept the Hindu system of culture and life, what counts most is conduct, not belief. Generally, Hindus do not aim to convert non-Hindus to Hinduism, but do encourage spirituality.

**An important Hindu understanding of God is of Brahman, the ultimate reality,** from which everything emanates, in which it rests and into which it is ultimately dissolved. God is both utterly different from the world and yet in everything that exists. Consequently, Brahman is difficult to perceive, but aspects of Brahman are can be worshipped in *Brahma* (The Creator), *Shiva* (The Destroyer) and *Vishnu* (The Preserver). Vishnu is believed to have come to earth in various forms (avatars or 'descents'), the most important being *Rama* and *Krishna*.

**Hindus believe in rebirth (samsara) or reincarnation** i.e. when a person dies, their soul (atman) is born into another body (human or animal). This continues until the soul is ready to break free from the cycle of samsara and be reunited with God. In each life a person must fulfil their religious duties (Dharma) because their actions (*karma*) determine what happens to them in their next life and how close they will be to *moksha* (freedom from being reborn, salvation). An important and related Hindu belief is that of respect for life or *Ahimsa*, it also means doing no harm or violence to any living thing. The cow is probably the best example of this. Many Hindus are vegetarians as a result of Ahimsa.

**Dharma means 'right conduct' in life and is an important concept in Hinduism.** The Laws of Manu say, "it is better to do your own duty badly than another's well." Each person's Dharma is related to their family and caste. Hindu society is divided into 4 castes or *varnas*: Within a varna lie thousands of sub-castes (*jati*). The caste system dictates both marriage and occupation; its link with the idea of rebirth (e.g. into higher or lower castes) has led to discrimination although this is illegal in India. A Sacred Thread ceremony (*Upanayana*) is held by upper castes when a boy is 8 or maybe 11. A twisted thread is placed over the left shoulder as a symbol of God's presence and a reminder to control body, mind and speech.

**Prayer is an important part of Hindu worship;** it may include dance, puja, arti, the use of murtis (images) and such things as: meditation, *pranayam* (a breathing technique) and (quiet or silent repetition of mantras). Songs of praise and devotion (*bhajans*) may be sung and incense used to symbolise the worshippers' prayers rising to God. The *Gayatri mantra* is a well-known prayer used in morning worship. The sacred syllable '*aum*' may be spoken at the start and end of a prayer; '*aum shanti*' is a much used prayer for peace.

**Worship may include talks (pravachan) on Hindu holy books,** which include hymns, prayers, stories and rituals. These may be *Shruti* ('revealed' scriptures) e.g. Vedas and Upanishads and *Smriti* ('remembered' scriptures) e.g. *Laws of Manu* and *Bhagavad Gita*. Few Hindus today read Sanskrit but sing many hymns in this language. Dance and drama are used to tell stories from the *Ramayana* and *Mahabharata* at festivals and *puranikas* (public storytellers) are popular.

**Hindu festivals often celebrate the victory of good over evil.** Some e.g. *Diwali*, *Holi*, *Navaratri*, are celebrated by all Hindus; others e.g. *Ramnavami* and *Janmashtami* are not. Many Hindus go on pilgrimage to holy places in India e.g. *Gangotri*, *Vrindavan*, *Ayodhya* and *Varanasi*. They do this to show devotion to God, to fulfil vows, or to develop humility.

	Learning about Religion	HINDUISM ~ Key Stage 3	Learning from Religion
Beliefs and Concepts	<ul style="list-style-type: none"> <li>• What are Hindu beliefs about God and how are they distinct from other religions?</li> <li>• What key concepts or ideas are fundamental to Hinduism?</li> <li>• What do Hindus believe about the meaning, purpose and value of human life?</li> <li>• What do they believe about life after death?</li> </ul>	<p>Investigate the Hindu concept of the Divine (Brahman) in relation to the gods of Hinduism and understand the variety of approaches to the concept of God within Hinduism.</p> <p>Explore the concepts of maya, karma, and moksha and how these relate to Hindu beliefs about the purpose of life.</p> <p>Consider how the idea of the divine within the material world affects the way Hindus perceive humanity, exploring the concept behind atman.</p> <p>Debate Hindu belief in re-incarnation and the cycle of life and death.</p>	<ul style="list-style-type: none"> <li>• How do you understand the nature of the divine?</li> <li>• How do you understand the nature of humanity?</li> <li>• What do you think happens when people die?</li> <li>• Do my own beliefs about life and death shape the way I live my daily life?</li> </ul>
Authority	<ul style="list-style-type: none"> <li>• What sacred texts act as a source of authority for Hindus and how do these inform their lives?</li> <li>• In what way are Hindu gods looked to as models for conducting a good life?</li> <li>• How is authority exercised by different Hindu leaders?</li> </ul>	<p>Understand the place and role of the Vedas and other scriptures within Hinduism as ‘guidance’ and discuss the authority they hold for believers.</p> <p>Read passages from Hindu scriptures e.g. Bhagavad Gita, and consider how they inform a believer’s life.</p> <p>Explore the roles of the gods e.g. Krishna, Rama, as exemplars of behaviour.</p> <p>Investigate the role of spiritual teachers, gurus or rishis, in offering guidance on belief and behaviour.</p>	<ul style="list-style-type: none"> <li>• Where or to whom do you turn for guidance and why?</li> <li>• If you could write one key message to the world what would it be?</li> <li>• What is your conscience and how do you think it works?</li> <li>• Who do you look to as an example of behaviour? What gives people authority as religious leaders?</li> </ul>

# D R A F T

<p><b>Expressions of Spirituality</b></p>	<ul style="list-style-type: none"> <li>• In what variety of forms do Hindus express spiritual understanding?</li> <li>• How do Hindus employ drama, story and ritual to pass on their spiritual traditions and beliefs?</li> <li>• What other practices help Hindus express themselves spiritually?</li> </ul>	<p>Explore Hindu beliefs expressed through a variety of symbols (e.g. lotus flower), symbolic forms (e.g. art, sculpture) or symbolic actions e.g. in puja.</p> <p>Investigate the place of story and festivals in passing on and exploring important Hindu beliefs, values and concepts e.g. about good and evil.</p> <p>Discuss the practice of yoga as personal worship, the place of fasting and self-denial, meditation and the use of mantras.</p> <p>Investigate the significance of pilgrimage as a means of expressing Hindu spirituality e.g. fulfilling vows, developing humility.</p>	<ul style="list-style-type: none"> <li>• How important is imagery in expressing belief?</li> <li>• What stories would you use to teach young children good ways to live or behave?</li> <li>• Do you think meditation could be a useful way of understanding yourself?</li> <li>• What places have special meaning to you and your family? What does / would going there mean to you?</li> </ul>
<p><b>Ethics and Relationships</b></p>	<ul style="list-style-type: none"> <li>• On what basis do Hindus make decisions about ethical and moral issues?</li> <li>• What guidance do Hindu teachings give on handling human relationships?</li> </ul>	<p>Explore the concept of karma and discuss ways in which it might affect Hindus facing moral and ethical choices.</p> <p>Understand the reasons for the doctrine of ahimsa or non-violence and its variety of expressions such as vegetarianism.</p> <p>Find out what Hindus teach about the importance of righteous conduct and self-discipline.</p>	<ul style="list-style-type: none"> <li>• Do we reap the results of our actions?</li> <li>• Why is it a good idea to avoid violence when settling arguments?</li> <li>• In what areas of your life do you exercise real discipline e.g. homework, sport, your temper?</li> </ul>
<p><b>Rights and Responsibilities</b></p>	<ul style="list-style-type: none"> <li>• What views do Hindus hold about responsibility in a community?</li> <li>• What beliefs underpin Hindu attitudes to issues such as human rights and responsibilities and social justice?</li> <li>• What have individual Hindus or Hindu organisations done to combat injustice? What inspired their action?</li> </ul>	<p>Relate citizenship and social duty or responsibility to the four stages of life (ashramas) in Hinduism.</p> <p>Explore Hindu beliefs about the roles of men and women, about responsibilities to family and community and about the value of service (seva).</p> <p>Consider the idea of non-violence in relation to political or social action e.g. through a study of the work of Gandhi.</p>	<ul style="list-style-type: none"> <li>• What stages do you think your life will go through? How will your responsibilities change as a result?</li> <li>• What do you owe your community? What do they owe you?</li> <li>• How do people seek to change the world? Which methods do you think are most likely to succeed?</li> </ul>

# D R A F T

<p>Religion and Science</p>	<ul style="list-style-type: none"> <li>• What does Hinduism teach about the origins of the universe?</li> <li>• What issues might Hindus raise with the scientific community?</li> <li>• What contribution have Hindu scriptures made to scientific understanding?</li> </ul>	<p>Investigate the relationship of Vedic teaching about the nature of the world and creation in order to understand that Hindu teaching is not opposed to modern scientific thought.</p> <p>Explore the Hindu concept of time as cyclical. Research ancient Hindu contributions e.g. to mathematics, chemistry.</p>	<ul style="list-style-type: none"> <li>• Do you think that science and religion have any common ground?</li> <li>• Does time go in lines or circles?</li> <li>• What would you most like to invent or discover? How might it feel to be the first to discover something?</li> </ul>
<p>Global Issues</p>	<ul style="list-style-type: none"> <li>• What do Hindus say about issues, such as health, wealth, war, animal rights or the environment?</li> <li>• What impact have individual Hindus or a Hindu organisation had in one of these areas? How and why did they become involved?</li> </ul>	<p>Investigate Hindu attitudes to a global issue, for example, care of the environment based on the teachings of the Vedas.</p> <p>Find out about reverence for life as symbolised in the cow and about the work of a Hindu group, such as that based at Bhaktivedanta Manor, in promoting animal welfare.</p>	<ul style="list-style-type: none"> <li>• Do your beliefs affect the way you interact with the environment?</li> <li>• Do I believe all people to be equal? Are animals equally valuable?</li> </ul>
<p>Inter-faith Dialogue</p>	<ul style="list-style-type: none"> <li>• What relations does Hinduism have with other religions?</li> <li>• What areas of agreement would Hindus find with other religions or belief systems?</li> </ul>	<p>Know something about the partition of India and about Hindu / Muslim disputes over sacred places.</p> <p>Consider the relationship of Hinduism to Buddhism, Sikhism and Jainism and the possible consequences of this for inter-faith dialogue.</p> <p>Explore the idea of the divine in creation as a basis for Hindu tolerance and acceptance of both the diversity and plurality of religions of the world.</p>	<ul style="list-style-type: none"> <li>• What values do I hold which affect the way I treat others?</li> <li>• Do people have to agree on everything in order to dialogue?</li> <li>• Where do religious and cultural prejudice and hatred come from?</li> </ul>

## Islam Key Stage 3

These notes are intended to introduce teachers to a religion rather than provide all the background information they might need. Additional information may be sought from local faith communities, books or websites

**Muslims believe Allah is the one true God** (Qur'an Surah 112). The practice of *Shirk*, regarding anything as equal to, or a partner to, Allah is forbidden in Islam (Surah 31:3; 4:48); Allah is the Alone, the Absolute. In the Qur'an, '99 beautiful names' (Surah 59:22-24 & Surah 17: 10) reveal further attributes of Allah e.g. *ar-Rahman* (all Gracious), *ar-Rahim* (all Merciful).

**Muslims believe humans attain peace in life through obedience (submission) to Allah;** They can only know God because he chooses to reveal himself through creation and the Prophets. The purpose of human life is to fulfil one's duty to God, including being a custodian (Khalifah) of the created world. This informs their dealings in all aspects of life including commerce, economics and ecology. How human beings respond to the will of God is believed to determine not only their well-being and sense of peace, but also their eternal destiny. To Muslims death is a parting from the life of this world but the dead are brought back to life (*akhirah*) on the Day of Judgement.

**Muslims believe Muhammad was the final Prophet,** chosen to bear Allah's final revelation to all people, in the form of the *Qur'an*. Muslims believe the Qur'an was set down as an exact message from Allah; it has great authority as the only scripture uncorrupted by human interpretation. In its 114 surahs, the Qur'an speaks of the reality of God's existence, tells of 25 prophets before Muhammad and gives guidance to Muslims on all matters. Muhammad's actions and teachings are recorded in the *Hadith*, which are used as guidance but are not considered to be revealed truth. *Sunnah* are model practices, customs and traditions of the prophet Muhammad, which are also used as a guide by Muslims. The Qur'an and Sunnah are the major source of Islamic law (*Shariah*).

**A Muslim is committed to the 5 Pillars of the faith.** A person becomes a Muslim when he has said the *Shahadah* with intention to act on it. After 12 years of age one has no right to call oneself a Muslim without saying the 5 daily prayers (*Salah*) or fasting during Ramadan (*Sawm*). Commitment also involves *Zakah* (alms giving) and *Hajj* (pilgrimage to Makkah). As a Muslim one is also committed to honesty, good manners, modesty, hygiene, particular dietary laws and rules regulating private and public life. The world-wide community of Muslim believers (*Ummah*) stresses social justice, equality and the right to stand up for their faith.

**Jihad** (lit. 'striving' or 'holy war') is the personal individual striving against evil and to promote the faith. It can also be used to describe the collective defence of the Muslim community e.g. against polytheists (Surah 8.39). The Muslim Faith teaches that it should not include imposing Islam by force on non-Muslims. The Qur'an forbids compulsion in matters of religion. Jihad takes the form of fighting only in defence of self or faith, and only when this becomes absolutely necessary.

There are two main traditions in Islam: Shi'ah and Sunni. After Muhammad died, the Muslim community was led by a line of 'rightly guided' *caliphs*. After Ali, the fourth caliph, died succession was disputed. The **Shi'ah** believed Muhammad intended the caliphate to remain in his family. Today they venerate Ali's successors and call them **imams** (who lead both in prayer and political matters). However nine out of ten Muslims are **Sunni**, the group who reject the Shi'ite Imams. Both traditions, while having many internal groupings, rely on the Qur'an, the Sunnah and the community for the integrity and continuity of their faith.

**Islam has created its own styles of art and architecture.** Because of the very strict nature of Islamic monotheism, and the condemnation of idol worship, Muslim artists are discouraged from making sculptures of people or animals lest sculptures become objects of worship in the future. Instead they use designs based on flowers and plants or geometric patterns.



	Learning about Religion	ISLAM ~ Key Stage 3	Learning from Religion
Beliefs and Concepts	<ul style="list-style-type: none"> <li>• What key beliefs do Muslim hold about God and how are they distinctive?</li> <li>• How does the Qur'an enhance Muslim understanding of Allah?</li> <li>• What are some of the key concepts Muslims apply when talking about the meaning and purpose of life?</li> <li>• What do Muslims believe about the Day of Judgement and life after death?</li> </ul>	<p>Investigate what Muslims believe about Tawhid (the oneness of God) and why Shirk (the identification of anything as equal or partner to Allah) is forbidden.</p> <p>Consider some attributes of Allah recorded in the Qur'an e.g. in Surahs 1, 112 and 59 and discuss in particular the meanings of ar-Rahman and ar-Rahim.</p> <p>Explain the meanings behind these key Muslim concepts: Islam, risallah, ummah, jihad, halal, haram.</p> <p>Discuss the idea that life is a trial and preparation for the hereafter in relation to Muslim beliefs about Akhirah.</p>	<ul style="list-style-type: none"> <li>• What are the modern day equivalents of idols? In what ways could they be considered substitutes for God?</li> <li>• Can human words ever describe God?</li> <li>• Which Muslim concepts do you think have universal value?</li> <li>• What ideas are there about life after death? How do you think someone might prepare for an afterlife?</li> </ul>
Authority	<ul style="list-style-type: none"> <li>• Why is the Qur'an the prime source of authority for Muslims?</li> <li>• How does the teaching and example of Muhammad act as a source of authority for Muslims?</li> <li>• In what way do the prophets inform the lives of Muslims today?</li> <li>• What role does the local mosque play in informing a Muslim's life?</li> </ul>	<p>Examine the concept of 'revelation' and explain its relationship to the authority of the Qur'an for Muslims.</p> <p>Consider the significance of the Sunnah (example) of the prophet Muhammad and how Muslims might draw from both Hadith and Sirah to find guidance in following this.</p> <p>Discuss how the earlier prophets e.g. Adam, Ibrahim, Musa, Isa, exemplify Muslim beliefs and values.</p> <p>Evaluate the importance of the mosque as a centre of education, guidance and support e.g. the role of madrassah, imam and khutbah.</p>	<ul style="list-style-type: none"> <li>• What evidence would lead you to trust someone or believe something is true?</li> <li>• What qualities make a leader an inspiration to others?</li> <li>• Are there people today who have a message for, or offer guidance to, the world? Who are they and what is their 'message'? Could they be called 'prophets', should they be believed or ignored?</li> <li>• What influences your life most?</li> </ul>
Expressions of Spirituality	<ul style="list-style-type: none"> <li>• How do some elements of everyday life express Muslim belief?</li> <li>• What beliefs are expressed in the actions and rituals of Muslim prayer?</li> <li>• How do Muslims express their understanding of themselves and their relationship to Allah?</li> <li>• In what forms do Muslims express their religious and spiritual ideas?</li> </ul>	<p>Discuss the idea of Ibadah as 'worship or belief in action' and consider how some everyday actions, such as greetings, have become an external expression of a Muslim's intention to obey and serve Allah.</p> <p>Compare the Muslim beliefs expressed in the actions and forms of Salah with those expressed in Du'a.</p> <p>Explain how participation in the activities of Ramadan or Hajj expresses important beliefs for a Muslim and how such activities affect their spiritual life.</p> <p>Investigate Islamic forms of religious expression e.g. architecture, calligraphy, gardens, and explore Islamic attitudes to representational imagery e.g. figurative art.</p>	<ul style="list-style-type: none"> <li>• How do people show their commitment to what they believe is worthwhile in their daily lives?</li> <li>• What is the value of doing something in a regular or set way?</li> <li>• What experiences have made a real impact or difference in your life or the lives of people you know?</li> <li>• How could a pattern, building or garden express ideas or feelings?</li> </ul>



# D R A F T

<p><b>Ethics and Relationships</b></p>	<ul style="list-style-type: none"> <li>• How do Muslims make decisions about ethical and moral issues?</li> <li>• How is Jihad understood as a personal and as a social idea?</li> <li>• How do the teachings and practices of Islam give guidance on handling relationships with other people?</li> </ul>	<p>Examine, using examples, how the Qur'an and Hadith are referred to as a source for making decisions about ethical and moral issues.</p> <p>Express an understanding of the various aspects of Jihad e.g. as an individual struggle to choose to do right and reject evil.</p> <p>Explain how the practices of Sawm, Salah and Du'a, Zakah and Sadaqah and a belief in Akhirah (life after death) affect Muslim relationships with other people.</p>	<ul style="list-style-type: none"> <li>• Where do your ideas about right and wrong come from?</li> <li>• Do you ever struggle to do the right thing? How do you decide what to do?</li> <li>• What happens to individuals and societies when the ethical framework breaks down?</li> <li>• How important are other people?</li> </ul>
<p><b>Rights and Responsibilities</b></p>	<ul style="list-style-type: none"> <li>• What do Muslims say about human rights and responsibilities?</li> <li>• How might Muslims interpret the concept of Akhlaq in relation to being a good citizen?</li> <li>• What does Islam teach about social justice in relation to poverty, fair trade, debt relief or racism?</li> </ul>	<p>Investigate examples from the Qur'an and Hadith about human responsibility to behave in certain ways towards others e.g. honesty, respect and good manners</p> <p>Consider the notion of Akhlaq and how and why Muslims seek to shape character and moral conduct in a distinctive way.</p> <p>Evaluate the role of Zakah and Zakat-ul-Fitr in helping the needy and promoting social justice.</p> <p>Examine how the concept of Ummah and practices which exemplify it e.g. communal prayers, relate to Muslim ideas about equity and social justice, and strengthens the Muslim's sense of belonging to Islam.</p>	<ul style="list-style-type: none"> <li>• How might the idea of accountability for actions affect someone's behaviour and moral choices?</li> <li>• How would you train the ideal citizen?</li> <li>• If you were in trouble, would you be grateful for help? Would you give a percentage of your income to people less fortunate than you?</li> <li>• Why are there inequalities in the world? What needs to be done to make society fair?</li> </ul>
<p><b>Religion and Science</b></p>	<ul style="list-style-type: none"> <li>• What does Islam say about the origins of the universe?</li> <li>• What does Islam say about issues such as genetic engineering and embryology?</li> <li>• What contribution has Islam made to the development of science?</li> </ul>	<p>Compare Islamic beliefs about Allah as the creator and sustainer of everything with other theories about the origins of the universe.</p> <p>Investigate what the Qur'an has to say about the holiness of human life and relate this to modern scientific moral dilemmas, such as genetic research.</p> <p>Investigate the role of Islam in spreading scientific knowledge and ideas, and understand why Muslims believe that scientific knowledge can be compatible with the Qur'an.</p>	<ul style="list-style-type: none"> <li>• Is the world here by accident or was it all planned?</li> <li>• Muslims believe Allah both makes and guides individual human beings. What is your understanding?</li> <li>• Can scientists ever be religious? Can religious people become scientists?</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Global Issues</p>	<ul style="list-style-type: none"> <li>• What teachings would Muslims refer to when considering their attitudes to the environment?</li> <li>• In what ways do Muslim organisations or individuals promote peace in the world?</li> <li>• What does Islam say about such global issues as health, wealth or animal rights?</li> </ul>	<p>Explore Islamic beliefs about people as God’s servants and representatives (Khalifah), accountable to God for how the earth is cared for and treated.</p> <p>Relate Muslim beliefs that true peace is obtained through obedience to Allah and in the need to defend Islam and Muslims, to efforts to establish peace in the world, focussing on Muslim contributions to these efforts.</p> <p>Consider a range of responses of individual Muslims or Muslim organisations to world issues and link these with islamic teachings e.g. about Sadaqah.</p>	<ul style="list-style-type: none"> <li>• Planting trees is an act of lasting charity according to Islam. How would you understand this?</li> <li>• Could world peace ever be a possibility? What do you think would be the first steps to take?</li> <li>• How important is it to give to people in need? What should people give? How can people give to the greatest effect?</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Inter-faith Dialogue</p>	<ul style="list-style-type: none"> <li>• What examples may be seen of both good relations and disagreements within Islam?</li> <li>• What examples may be seen of conflicts between Islam and other religious groups?</li> <li>• What examples may be seen of collaboration between Islam and the other Abrahamic faiths i.e. Christianity and Judaism?</li> </ul>	<p>Investigate how shared religious practice and language encourages a sense of Ummah or global community for Muslims.</p> <p>Consider Islamic guidance regarding authoritative understanding and interpretation of Qur’an and Hadith, and how this relates to Sunni and Shiah, the application of Shariah law, and the wearing of hijab.</p> <p>Discuss the significance of Jerusalem to Muslims, Jews and Christians, the conflicts arising between members of these faiths and attempts at reconciliation.</p> <p>Examine the meaning of the phrase ‘people of the book’ and investigate examples of how Muslims, Jews and Christians work together in local and global issues.</p>	<ul style="list-style-type: none"> <li>• What does Islam have to say to the whole world community?</li> <li>• What ‘gifts’ does the Muslim tradition offer to all people?</li> <li>• What benefits or issues might arise in a country where a religion addresses both spiritual and political power?</li> <li>• How difficult do you think it would be to bring up children within a mixed marriage, for example, where a Muslim marries a Christian or Jewish person? What issues might arise?</li> </ul>

## Judaism Key Stage 3

These notes are intended to introduce teachers to a religion rather than provide all the background information they might need. Additional information may be sought from local faith communities, books or websites

**Jews are monotheists; they believe in one God.** The most basic Jewish teaching about God is contained in the *Shema*. In the Torah God's name is written using 4 consonants i.e. without vowels. As It is too holy to be pronounced, he is referred to as *Adonai* (Master). In everyday speech and prayers many terms are used to refer to God: the Holy One, *ribbono shel olam* (sovereign of the universe); *ha shem* (the name); *shomer Yisrael* (guardian of Israel). These titles give an indication of how Jews perceive God. There is a deep emphasis on both the mercy of God and the justice of God as seen in stories like Abraham and Isaac or Sodom and Gomorrah. Jewish beliefs can be summed up in the *Thirteen Principles of Faith*.

**Jews believe God requires all human beings to serve him.** There are 7 *mitzvot* or *commandments* (*Noachide Code*) for all human beings but for Jews there are 613. Jews believe they are a chosen people; chosen not for privilege, but for particular responsibilities and understand this relationship with God in terms of a Covenant. The stories of Abraham (the founding father of the Covenant) and Moses (the leading Jewish prophet) tell of the beginnings of the covenant relationship but as the history of the Jewish people shows it is not always an easy one. Jews believe they should respond to God through prayer and worship (*Tefillah*), through *Teshuva* (repentance) and *Tzedaka* (seeking social justice).

**The High Holy Days, Rosh Hashanah (New Year) and Yom Kippur (Day of Atonement),** express beliefs about God's judgement and the need for repentance and forgiveness. The *Shofar* calls people to think about judgement day. The custom of *Tashlich* is practised by some Jews and symbolises the 'throwing away' of sins. *Yom Kippur* is a day of contemplation and reflection, making amends, and seeking God's forgiveness through fasting and improving their relationships with others.

**The Torah given at the Sinai Revelation is important to the Jews as God's answer to the question "How should we live?"** Written in Hebrew it contains laws and stories. In Reform Synagogues a translation in the local language is often used. Many children learn Hebrew and study Torah in preparation for Bar or Bat Mitzvah ceremonies. *Talmud* is also studied; this consists of *Mishnah* (Oral Law) and *Gemara* (commentary). *Mishnah* is mostly *Halakhah* (rules, legal decisions) regarded as binding on Jews but some is *Agadah* (moral teaching, legend and ideas) which is less so. Changes in modern technological societies raise questions about how the laws (*mitzvot*) should be kept. It is the role of the Rabbi to re-interpret how to do *mitzvot* under new conditions and answer questions such as "Is it breaking the Sabbath to use automated machinery?" They also need to apply Jewish law to moral issues e.g. genetic research, environmental ethics and the concept of *Tikkun Olam* - 'mending the world'.

**The Jewish community is composed of two main traditions: Orthodox** (They believe, for example, the Torah is revealed truth, unchanging and unchangeable) and *Progressive* (They believe, for example, that Torah is inspired, containing the essence of Judaism, but is open to challenge and revision).

**Shoah (the destruction) is the term Jews use for the Holocaust** in which six million Jews were murdered by the Nazis. This event has had a huge impact on Jewish communities throughout the world. Jews still struggle with questions such as "Where was God?" Jews believe they have a special responsibility not to let the world forget the inhumanity and suffering in order to prevent such evil happening again. The modern state of Israel developed after the Second World War and many Jews 'returned' to Eretz Israel, the land promised to Abraham and his descendants by God. Jews worldwide see the remaining Western Wall of the Temple mount as a sacred place; many come to visit it in Jerusalem. They may also visit Yad Vashem (the Holocaust memorial) and Masada, a mountain-top fort, scene of the Jews' last stand against the Romans.

	Learning about Religion	JUDAISM ~ Key Stage 3	Learning from Religion
Beliefs and Concept	<ul style="list-style-type: none"> <li>• What are the key concepts or ideas in Judaism?</li> <li>• What are the key beliefs about God?</li> <li>• What do Jews believe about the meaning, purpose and value of human life?</li> <li>• What challenges to belief in God has the Jewish community faced in the light of the Holocaust?</li> <li>• What beliefs do Jews hold about life about death?</li> </ul>	<p>Explore the concepts of monotheism, covenant and chosen people in Judaism and their impact on a Jewish understanding of the world</p> <p>Analyse the Shema, the 13 Principles of Faith and selected stories from the Tenakh in order to discuss the significance of the titles Jewish people give God.</p> <p>Explore the festivals of Yom Kippur and Rosh Hashanah in relation to teachings about judgement, repentance and forgiveness.</p> <p>Consider a variety of responses to belief in God in the light of Jewish experience of the Holocaust. Investigate Jewish attitudes to life after death noting differences between Orthodox and Liberal views.</p>	<ul style="list-style-type: none"> <li>• How hard is it to keep your side of a bargain or agreement?</li> <li>• How important are names and titles?</li> <li>• Israel means struggle with God. In what ways do people struggle with God?</li> <li>• What are your thoughts about life after death?</li> </ul>
Authority	<ul style="list-style-type: none"> <li>• What are the different sources of authority in Judaism e.g. sacred texts, founders, leaders, creeds or traditions? How do these inform believers' lives?</li> <li>• How do Jewish people agree or disagree about the status of a particular source of authority?</li> <li>• How is authority exercised by religious leaders in Judaism?</li> </ul>	<p>Explore the roles of Torah, Tenakh and Talmud as sources for the Jewish way of life,</p> <p>Discuss reasons for the variety of practice and belief within Judaism e.g. orthodox and progressive, and consider their affect on the lives of different believers</p> <p>Investigate the role of Abraham and Moses in establishing fundamentals of Jewish belief and practice.</p> <p>Analyse the role and significance of the Jewish rabbi.</p>	<ul style="list-style-type: none"> <li>• What sorts of people do you listen to when you need advice?</li> <li>• Who sets the ground rules for you?</li> <li>• Who or what is in authority over you? How far do you follow their instructions?</li> <li>• Which would you rather be: a reactionary or revolutionary?</li> </ul>
Expressions of Spirituality	<ul style="list-style-type: none"> <li>• How do Jewish people express their understanding of God in words and actions?</li> <li>• What symbols are used in Judaism to express feelings, values or beliefs?</li> <li>• What role does Israel play as a focus for the expression of Jewish identity</li> </ul>	<p>Investigate how Jewish people express their belief in, and relationship with God through prayer and worship.</p> <p>Consider the importance of practices such as kashrut and the observance of shabbat in expressing Jewish identity and spirituality,</p> <p>Explore the significance of some traditional symbols in Judaism e.g. Magen David, menorah and Ner Tamid. Assess the role of Eretz Israel, Jerusalem, the Western Wall and Yad Vashem as symbols of Jewish identity.</p>	<ul style="list-style-type: none"> <li>• How does the way you behave towards different people reflect your relationship with them?</li> <li>• What objects or places have a strong emotional or spiritual significance in your life?</li> </ul>

# D R A F T

<p><b>Ethics and Relationships</b></p>	<ul style="list-style-type: none"> <li>• What questions and issues inform Jewish ethical and moral choices?</li> <li>• How do Jewish people make decisions about what is right and what is wrong?</li> <li>• How do the teachings of Judaism give guidance on handling relationships?</li> <li>• What does Jewish teaching say about justice, mercy, forgiveness and reconciliation?</li> </ul>	<p>Consider a range of ethical and moral questions which might face Jewish believers today particularly in the light of the 10 commandments.</p> <p>Examine the teachings of the Torah, Talmud and the Rabbis about making ethical and moral choices, and how these are re-evaluated to inform modern life.</p> <p>Evaluate the extent to which festivals such as Yom Kippur provide an opportunity for forgiveness and reconciliation.</p>	<ul style="list-style-type: none"> <li>• What can help us decide if something is right or wrong?</li> <li>• What is wisdom?</li> <li>• Would it be a good idea to have one day a year set aside to patch up friendships, mend quarrels and make peace?</li> </ul>
<p><b>Rights and Responsibilities</b></p>	<ul style="list-style-type: none"> <li>• What are some of the things Judaism teaches about rights and responsibilities?</li> <li>• What does Judaism have to teach about social justice and citizenship, including issues of prejudice and discrimination?</li> <li>• What have Jewish organisations done to promote social justice? What inspired their action?</li> </ul>	<p>Explain how Jewish people see their religious responsibilities in terms of performing tzedaka (acts of charity) and keeping mitzvot (commandments).</p> <p>Consider what the stories, prayers and celebrations associated with Passover say about human rights issues e.g. persecution, racism and freedom.</p> <p>Explore the effects of anti-Semitism on the Jewish community and consider what this has to say about rights and responsibilities in the wider community.</p> <p>Investigate the work of some Jewish organisations dedicated to helping others and promoting social justice e.g. Jewish Council for Racial Equality, and Tzedek.</p>	<ul style="list-style-type: none"> <li>• Do you have an equal number of rights and responsibilities?</li> <li>• Can lessons from the past help us to behave better in the future</li> <li>• Where do religious and cultural prejudice and hatred come from?</li> <li>• If we have experienced suffering does it make us more or less likely to help someone in need?</li> <li>• Do we have a duty to care for people less fortunate than ourselves?</li> </ul>
<p><b>Religion and Science</b></p>	<ul style="list-style-type: none"> <li>• How do Jews view the world and its origins? And how does this affect their answers to questions about life?</li> <li>• What concerns might Jews bring to the debate between religion and science?</li> <li>• How might Jews today approach issues to do with science in the light of their religious teachings?</li> </ul>	<p>Explore stories in the Torah related to the beginnings of the world and analyse the beliefs they are expressing.</p> <p>Explore a range of moral teachings e.g. the Ten Commandments, which would help Jewish people decide whether scientific developments are right or wrong.</p> <p>Debate how technological developments have affected religious practice e.g. observance of Shabbat, keeping kosher.</p>	<ul style="list-style-type: none"> <li>• Was the universe created by chance or do you agree with Einstein's assertion that 'God does not play dice'?</li> <li>• What do you think about these words from the Mishnah: 'Whoever destroys a single life is considered as if he had destroyed the whole world, and whoever saves a single life as if he had saved the whole world'?</li> <li>• 'Science without religion is lame, religion without science is blind.' What do you think Einstein meant?</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Global Issues</p>	<ul style="list-style-type: none"> <li>• Why are Israel and the Jewish people so often in the news?</li> <li>• What do Jewish scriptures say about animal rights and the environment?</li> <li>• What principles within Judaism have particular things to say about justice in the world?</li> <li>• In what different ways are Jewish ideas about care for the environment expressed and passed on through community celebrations?</li> </ul>	<p>Consider the impact of the establishment of the state of Israel on Jewish life and how this affects international relationships.</p> <p>Analyse passages from the Jewish scriptures e.g. Genesis 1, Psalm 104, Deuteronomy 20 v19, Proverbs 12 v10 and consider their implications for Jewish responses to environmental issues and animal rights.</p> <p>Discuss the Jewish concepts of Tikkun Olam (the healing or repair of the world) and Bal Tashhit (do not destroy or waste) and investigate ways in which Jewish people seek environmental and social justice.</p> <p>Investigate the role of Jewish celebrations and festivals e.g. Shabbat, Sukkot and Tu B'Shevat in keeping Jewish people in touch with the environment.</p>	<ul style="list-style-type: none"> <li>• What should have priority, the claims of faith or the claims of politics?</li> <li>• Should humans and other animals have the same rights?</li> <li>• Is the world well made or good?</li> <li>• 'There are too many problems in the world for us to do anything about.' Do you agree?</li> <li>• Do you waste anything?</li> <li>• How would you design an annual celebration to make people more mindful of the need to care for the environment?</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Inter-faith Dialogue</p>	<ul style="list-style-type: none"> <li>• What contribution does Judaism make to reconciliation, tolerance and respect between different faith communities?</li> <li>• What are the underlying religious issues which cause conflict between Judaism and other religions in Israel?</li> <li>• Why, and on what issues, do some groups such as Liberal, Hasidic and Orthodox, within Judaism disagree? Do they share any common ground?</li> </ul>	<p>Evaluate the work, for example, of the Council of Christians and Jews and its impact on inter-faith relationships and wider dialogue.</p> <p>Explore the place of Jerusalem within Judaism and how it impacts on Jewish relationships in particular with Muslims and Christians.</p> <p>Investigate and discuss some areas of debate between different Jewish traditions, for example, intermarriage, the role of women, keeping kosher</p>	<ul style="list-style-type: none"> <li>• Can talking solve every dispute?</li> <li>• What do you think is the first step to reconciliation between two warring factions?</li> <li>• Is it ever right to fight for a place that people consider to be holy?</li> <li>• Should religions always try to update themselves?</li> </ul>



## Sikhism Key Stage 3

*These notes are intended to introduce teachers to a religion rather than provide all the background information they might need. Additional information may be sought from local faith communities, books or websites*

**The Mool Mantar or 'Basic Hymn' describes the Sikh belief in God** as: One, Truth, Creator, Without fear, Without enmity, Beyond time, Not incarnated, Self-existent. Sikh descriptions of God are gender-free but this is difficult to maintain in English: 'God has no marks or symbols. He is of no colour, of no caste. He is not even of any lineage. His form, hue, shapes and garb cannot be described by anyone. He is immovable, self-existent; he shines in his own splendour. No-one can measure his might.' Sikhs believe God is infinite, beyond the reasoning of the human mind, yet found everywhere and in the soul of every person. They believe humans are reborn again and again until they attain purity and true goodness. The cycle of rebirth is then broken and believers are united with God.

**Sikhs believe the purpose of life is to find union with God** by living in accordance with the teaching of the Gurus: respect for the oneness of the human race, peace, justice and tolerance, service to others and use of force only as a last resort to defend righteousness and protect the oppressed. Stories of the Gurus show the importance they attributed to: human rights, service to the sick, religious tolerance and equality.

**The founder of Sikhism, Guru Nanak, was born in 1469 CE** in Talwandi in the Punjab. He was a wise child, married young and had two sons. Until he was 30 he was an accountant, an honest man, who prayed, sought after truth and helped others. One day while bathing in a river, he was mysteriously taken into God's presence. He returned 3 days later committed to teaching people to praise God, do good works and live pure lives. Nanak went on 4 missionary journeys with Mardana, a musician; they set Sikh teachings to music to make them easy to learn. In 1521, Nanak established Kartarpur as a place of learning for his disciples (sikhs). Visitors were fed at a free kitchen. Nanak died in 1539. A line of nine further Gurus carried on his work.

**Guru Arjan compiled the first collection of Guru Nanak's hymns** (Adi Granth) and included writings, of Muslim and Hindu saints. Writings of other Gurus were later included and a final version of the Guru Granth Sahib completed. Today's copies are exactly the same: 1430 pages and 3384 hymns. An introduction contains set prayers for morning, evening and night. The Guru Granth Sahib has been treated as a living Guru since the tenth Guru's death. Hearing it read is an integral part of Sikh worship and an uninterrupted reading (Akhand Path) occurs at festivals and special events.

**There is no set day for public worship or diwan** although Sunday is often used in Britain. The singing of hymns enables Sikhs to practise two particular forms of worship: repeating the name of God and meditating on it. Prayers can be led by men or women. As the service ends, prayers written by the Gurus are said: Anand (Guru Amar Das) and Japji (Guru Nanak). Then the Ardas is chanted while everyone stands. The final part says: 'Those who seek the Lord's protection shall be saved: the name, Waheguru is a ship whose passengers safely cross the ocean.' Waheguru or Wonderful Lord is often repeated prayerfully by Sikhs. Set prayers (Nit Nem) are also said at home. The Japji is said in the morning; it includes the Mool Mantar and comes from the beginning of the Guru Granth Sahib. Rehiras is said in the evening and Sohila last thing at night. Guru Nanak encouraged sincerity in prayer: 'Words alone do not make a prayer; a prayer should come from the heart.'

**Sikhs over 16 can receive Amrit.** Amrit is sweetened water, given to a baby at its naming and used again if a Sikh becomes a committed member of the Khalsa (pure ones). This ceremony began in 1699 when Guru Gobind Singh summoned Sikhs to meet for Baisakhi. It was a time of persecution and

Gobind Singh asked who would give his head as proof of his faith. He had five volunteers, the Panj Piare. They partook Amrit and some was sprinkled on their heads and eyes. They received a new name ('singh' or lion), a code of conduct and the 5 K's as symbols of a people prepared to defend truth. Today initiates stand in the presence of the Guru Granth Sahib to dedicate their lives to the Gurus and the Khalsa. They promise to pray 3 times a day, wear the 5 K's and accept certain prohibitions: not to use tobacco, alcohol or harmful drugs, not to commit adultery, not to eat ritually slaughtered meat.

**Baisakhi (April 13th) celebrates the founding of the Khalsa in 1699.** It is a time of rejoicing and fun but also a chance for Sikhs to rededicate themselves to the ideals of the Sikh faith. The renewing of the flag outside the Gurdwara is one of the rituals observed; the Khanda on the flag is a reminder of the story of the founding of the Khalsa. Sikhs celebrate other festivals to do with the Gurus (gurpurbs) and also some connected to Hinduism (mews) but with new meanings and stories. Divali, for example, is celebrated in memory of Guru Har Gobind.

**'No place on earth can be more holy than another', said Guru Nanak,** since God is everywhere. A saint who bathes in a sacred place is still one when he comes out and a thief is still a thief. The real pilgrimage is in the heart. Pilgrimage is not a requirement for Sikhs, but they visit places associated with the Gurus or Sikh history. The most famous is the Golden Temple (Harmandir Sahib) at Amritsar with its four doors symbolising a welcome to all people of every race and religion. Here Sikhs bathe in the pool surrounding the Temple, walk down the steps into the temple (a symbol of humility) to pray and hear the Granth read. Sikhs may also visit the five Takhts, seats of authority where scholars are consulted on religious questions.

Learning about Religion		SIKHISM ~ Key Stage 3	Learning from Religion
Beliefs and Concept	<ul style="list-style-type: none"> <li>• What are the key Sikh beliefs about God and how are these distinct from other religions?</li> <li>• What do Sikhs believe about the nature and purpose of human life?</li> <li>• What beliefs do Sikhs hold about life after death?</li> </ul>	<p>Discuss beliefs about God found in hymns of the Guru Granth Sahib and each of the names of God used in the Mool Mantar, e.g. gender-free, beyond time.</p> <p>Research the concepts of karma, rebirth, Nadar (grace), Mukti (liberation) in relation to a Sikh understanding of the purpose of human life.</p> <p>Investigate Sikh attitudes to life after death and why they might choose not to use memorials.</p> <p>Evaluate the role of Nam Simaran in helping Sikhs reach a state of God consciousness</p>	<ul style="list-style-type: none"> <li>• Should we refer to God as male or female?</li> <li>• Do we always reap what we sow?</li> <li>• Is there a connection between beliefs about life after death and the funeral ceremonies or memorials we choose?</li> <li>• Does it matter what you fill your mind with?</li> </ul>
Authority	<ul style="list-style-type: none"> <li>• How do the teachings or example of the gurus act as a source of authority for Sikhs?</li> <li>• Why do Sikhs believe their sacred text has authority?</li> <li>• How is Sikh belief in the authority of the Guru Granth Sahib demonstrated both in religious practices and in how it informs Sikhs' lives?</li> <li>• Who do Sikhs look to for guidance today?</li> </ul>	<p>Consider the importance of Guru Nanak, his call to divine service and the teachings within his hymns.</p> <p>Evaluate the significance and authority of the ten Gurus and their role in guiding behaviour.</p> <p>Learn about the compilation of the Guru Granth Sahib, its authority as the revelation of God's message and definitive guide to life appointed by Guru Gobind Singh.</p> <p>Consider the authority accorded to the Guru Granth Sahib by specific practices connected with it: hukam, the ceremonies of installation and laying to rest, its role in rites of passage e.g. akhand path.</p> <p>Investigate people Sikhs look to for guidance and leadership today.</p>	<ul style="list-style-type: none"> <li>• Who do you believe might be able to lead others from 'darkness to light'?</li> <li>• Where do you turn for guidance and why?</li> <li>• What contribution would you make to a Little Book of Wisdom? Why are books like these successful?</li> <li>• What is your conscience? How do you think it works?</li> </ul>

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<p><b>Expressions of Spirituality</b></p>	<ul style="list-style-type: none"> <li>• How do Sikhs use symbols to express feelings, values or beliefs?</li> <li>• How do (some) elements of ritual in worship or festivals help Sikhs express their feelings, beliefs or spirituality?</li> <li>• How does the Gurdwara provide the focus of expression for Sikh teachings and values?</li> </ul>	<p>Explore the significance for Sikh identity of the five Ks and other symbols e.g. ik onkar, khanda</p> <p>Investigate the significance of main elements in Sikh worship including music, readings, prayers, meditation, Karah Parshad and the practice of Nam Simaran</p> <p>Discuss stories of the Gurus which prompt questions about the value or validity of religious ritual.</p> <p>Consider to what extent worship and other practices at the Gurdwara express the main Sikh teachings.</p>	<ul style="list-style-type: none"> <li>• Is outward appearance important? Does the wearing of religious symbols help a believer in any way?</li> <li>• How important is art or music in expressing belief?</li> <li>• Are all traditions worth keeping?</li> <li>• How do the things I do reveal what I actually believe is important?</li> </ul>
<p><b>Ethics and Relationships</b></p>	<ul style="list-style-type: none"> <li>• How do Sikhs make ethical and moral decisions?</li> <li>• What guidance do Sikh teachings give on handling relationships?</li> <li>• What traditions and teachings do Sikhs use to guide them?</li> <li>• How do Sikhs apply the teachings of their faith in relation to conflict?</li> </ul>	<p>Analyse some Sikh principles for Living – kirat karna (working honestly to earn one’s living), vand chhakna (sharing with others)</p> <p>Suggest the implications of Rahit (obligations) and Kurahit (prohibitions) for the ethical and moral behaviour of Sikhs living in Britain<sup>8</sup></p> <p>Investigate stories from the lives of the gurus to show how they exemplify Sikh teaching on equality, religious tolerance, service to the sick and human rights.</p>	<ul style="list-style-type: none"> <li>• What things in your own life do you regard as obligations?</li> <li>• Is there value in having absolute rules in life which can never be broken?</li> <li>• Do we have a duty to help people less fortunate than ourselves?</li> <li>• How would your life change if you obeyed one of the Sikh principles?</li> </ul>
<p><b>Rights and Responsibilities</b></p>	<ul style="list-style-type: none"> <li>• What do Sikhs say about human rights and responsibilities?</li> <li>• What does Sikhism teach about social justice? How might these teachings affected the attitudes and actions of Sikhs?</li> <li>• What views might Sikhs have about an individual’s responsibility to society i.e. being a citizen?</li> </ul>	<p>Consider the teaching of the Guru Granth Sahib on service, equality and human rights e.g. in relation to the caste system.</p> <p>Consider the importance of and discuss a range of examples of Sewa (service) e.g. intellectual, manual and material.</p> <p>Explain how Sikhs express commitment through the Amrit ceremony and analyse the responsibilities of belonging to the Khalsa.</p>	<ul style="list-style-type: none"> <li>• What distinctions are made between people in your school?</li> <li>• Are you are living in a country where all people are treated equally?</li> <li>• What do newspapers tell us about how the UN Declaration of Human Rights is upheld or ignored?</li> <li>• In what circumstances have you behaved responsibly?</li> </ul>

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<p>Religion and Science</p>	<ul style="list-style-type: none"> <li>• What does Sikhism teach about the origins of the universe and its relationship to God?</li> <li>• To what extent do Sikhs believe science answers questions about life and existence?</li> </ul>	<p>Compare extracts from the Guru Granth Sahib about God as creator and analyse Sikh beliefs about creation.</p> <p>Discuss how Sikh beliefs about God's immanence in all living things affect their attitudes to caring for the environment.</p>	<ul style="list-style-type: none"> <li>• Is it really true that science has the answer to everything?</li> <li>• Do you believe it is possible to hold religious beliefs in a scientific age?</li> <li>• Do your beliefs affect the way you interact with the environment?</li> </ul>
<p>Global Issues</p>	<ul style="list-style-type: none"> <li>• What do Sikhs say about health, wealth, war, animal rights or the environment?</li> <li>• What work has an individual Sikh or Sikh organisation done in one of these areas? How has this work had an impact locally, nationally or globally?</li> </ul>	<p>Consider what Guru Nanak thought about the limits of human knowledge.</p> <p>Consider the sword as a Sikh symbol and evaluate different Sikh attitudes to conflict.</p> <p>Analyse Sikh teachings that relate to the prevention and relief of hunger, poverty and disease e.g. the concept and practice of langar.</p> <p>Investigate a Sikh organisation such as Khalsa Aid and show how its work derives from key Sikh teachings.</p>	<ul style="list-style-type: none"> <li>• What would you fight to defend?</li> <li>• Do you think we should protect the environment?</li> <li>• What lessons can be learned from Sikh teaching about solving world hunger?</li> <li>• How important is it to support groups that work for a fairer world for all?</li> </ul>
<p>Inter-faith Dialogue</p>	<ul style="list-style-type: none"> <li>• What is the history of the relationship between Sikhs and some other faith communities?</li> <li>• What do the teachings and practices of their faith contribute to Sikh understanding of inter-faith dialogue?</li> </ul>	<p>Research the historical origins of Sikhism in relation to Hinduism and Islam</p> <p>Consider the effects on Sikh attitudes to inter-faith dialogue of Guru Nanak's teaching on equality.</p> <p>Discuss the significance to inter-faith dialogue of such features in Sikhism as: Nanak's Hindu and Muslim companions; stories of his interactions with people from other faiths; non-Sikh contributors to the Guru Granth Sahib.</p>	<ul style="list-style-type: none"> <li>• What practical steps could you take to get people with very different opinions to work together? What might Guru Nanak say or do?</li> <li>• What values do you hold which affect the way you treat others?</li> <li>• What do people of different religions and beliefs have in common?</li> </ul>

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## 14-16 Guidance

### Guidance for schools wishing to design their own courses for KS4 pupils, rather than follow a GCSE course

A course designed by the school should fulfil the requirements of the programme of study for KS4 in the Norfolk Agreed Syllabus 2005 and be approved for use by the Norfolk SACRE. Where such courses already exist, schools should review them in the light of the new KS4 programme of study, make any necessary amendments, and submit the new scheme to SACRE as soon as possible.

In approving such a course SACRE would look for:

- a clear statement relating the schemes to the KS4 Programme of study
- an adequate balance of Learning about religion and Learning from religion
- the inclusion of Christianity and at least one other religion
- clear provision of appropriate experiences and opportunities for the pupils
- assessment arrangements linked to the attainment levels of the Agreed Syllabus

Details of the proposed course should be submitted for SACRE's approval at least one term prior to its commencement in the school.

The address to which the details should be sent is:

Clerk to SACRE, Professional Development Centre, Woodside Rd, Norwich NR79QL

### Guidance for schools wishing to follow a GCSE course, which concentrates only on Christianity

SACRE recommends that where schools choose this option, they should:

- check that all the other principal religions have been adequately covered by the end of KS3
- provide an opportunity, where possible, for pupils to encounter members of other religions, possibly to give a viewpoint on issues being studied in Christianity thus extending their understanding e.g. through a visit or day conference.

### Guidance for schools wishing to follow a GCSE course, which concentrates on philosophy and ethics

SACRE recommends that where schools choose this option, they should:

- check that the principal religions have been adequately covered by the end of KS3
- provide an opportunity, where possible, for pupils to encounter members of religions, both Christians and members of other principal religions who will give a viewpoint on issues being studied and thus extend their understanding e.g. through a visit or day conference.

## 16-19 Guidance

There are many ways in which Religious Education can be provided for the 16-19 student but all courses should provide experiences and opportunities both within and beyond school that involve first-hand engagement with people of strong commitment to a religious faith or secular belief system. An increasing number of students are following accredited courses such as Religious Studies or Philosophy and Ethics which meet the requirements of the 16-19 Programme of Study in the Norfolk Agreed Syllabus. However, for the majority of students alternative provision must be made in order to meet their entitlement to Religious Education. This guidance is directed towards meeting that need.

In particular, this guidance seeks to challenge schools to consider their current provision in the light of the following statements and then to look creatively at the breadth of possibilities offered.

**Each student is entitled to Religious Education.** *What is asked is not the provision of something irrelevant but something that could be of immense value and highly relevant. Schools should not be tempted to ignore or remove this entitlement.*

**A minimum of 15 hours should be provided for Religious Education over 2 years.** *Withstanding the dangers of tokenism and acknowledging that more time could add value, such a short time should enable all schools to provide something suitable.*

**16-19 students take increasing responsibility for their own learning.** *They could participate in planning a Religious Education course, negotiate their entitlement where a variety of options is available, or submit an idea for work of their own choosing.*

The scenarios below illustrate a range of inter-linking possibilities for a Head of Department to consider but they are only offered as starting points.

### A modular approach providing 16-19 Religious Education through

- a series of short modules in a General Studies course e.g. philosophy of religion; new religious movements; religion and politics; religion and the media.
- a choice of enrichment modules designed to complement studies in A/S or A2 courses or to prepare students for university courses:
  - units researching historical, social, ethical or moral points of contact between a subject and religion
  - a unit on Christianity and Western Culture e.g. the influence of the Bible on Art, English literature or Politics
- a bank of modules with vocational links e.g. researching information about religions in relation to careers such as catering, hotel management, medicine, nursing, clothing design, tourism, architecture, nursery teaching.

*Over a period of time, a set of usable modules can be built up, thoroughly prepared and resourced, and re-used with minimal updating. The units offered can be varied according to the cohort, shared across several schools and take different forms – research based, taught, etc. They may be offered by the RE Department, taught by specialists from other departments or delivered by a visiting expert.*

## A supported self-study approach providing 16-19 Religious Education through

- taking an accredited course with support e.g. from the Head of Religious Education, or through links with another school, where no provision for a course is possible
- tackling one of the modules as mentioned above and working on it as an individual e.g. in relation to a particular career choice.

## A Key Skills Approach providing 16-19 Religious Education through

- the use of RE material by individuals, small groups or classes, which develop the Key Skills of:
  - **communication** e.g. preparing and delivering in-service training for local Primary teachers on a particular world religion; presenting / performing a series of religious stories for infant children; talking to Christian artists, dramatists or poets and communicating their own ideas in similar vein
  - **application of number** e.g. collecting, recording, presenting and interpreting data to do with religious communities
  - **information technology** e.g. using spreadsheets and databases to handle and present data relevant to the study of Religious Education; use of digital camera and other equipment to create studies of a cathedral or abbey
  - **working with others** e.g. being involved in an inter-faith project, sharing ideas, discussing beliefs, values and practices, collaborating with each other and developing respect and sensitivity
  - **problem solving** e.g. recognising key issues to do with religious belief, practice and expression, interpreting and explaining findings and making personal decisions on religious issues, ethical dilemmas and priorities in life.

## Day conferences providing 16-19 Religious Education through

- arranging 'in-house' debates using key speakers on religious / philosophical issues e.g. the problem of evil, existence of God, situation ethics, origins and creation
- attending a local sixth form conference with students from several schools or participating in national Religious Education conferences e.g. on topics to do with community cohesion, holocaust, religious fundamentalism
- hosting a day of arts in religion, entailing demonstrations, discussions and workshops with performers of music, dance or drama from different religions
- meeting people of faith / secular persuasions in an inter-faith forum for discussion on specific topics e.g. religious experience today, religious views on citizenship
- engagement in simulation days concerned with beliefs and values e.g. organised by charities or bodies like Damaris (the 'President for the Day' experience)
- developing e-mail links with students from different faith communities for example in schools in the Midlands or London and then meeting up to explore religious ideas, practices, places of worship or to take part in a joint conference.

*Where schools provide students with opportunities to devote whole days to a subject, a variety of activities can be planned, including speakers, workshops, visits, small group work, games, drama, role play etc. A collaborative approach between different schools or involving outside agencies will give an*

added dimension to the day. Students can be involved in the planning, organisation and evaluation of the event.

## Field Trips providing 16-19 Religious Education through

- visiting places of worship, sites of pilgrimage or religious interest e.g. Coventry Cathedral, Walsingham, Beth Shalom Holocaust Centre, at a distance from the school, possibly organised by students themselves.
- arranging to experience religious / secular traditions outside their own experience e.g. attending occasions such as a Barmitzvah, Hindu wedding, Orthodox Easter celebrations, a Believer's Baptism, Eid celebrations, a Humanist naming ceremony or to visit a Muslim madrassah, Sikh langar or a Buddhist community, etc.
- spending a day, or longer, with a religious community e.g. interviewing, observing, working, experiencing silence.
- investigating charities with a religious foundation, spending time with workers or at a local / head office or observing / participating in their work e.g. Salvation Army.
- accompanying a visit to a place of worship for a primary feeder school or a KS3 class and taking an active role in its planning, organisation and delivery.
- having an opportunity to join study trips abroad specifically to, or which can incorporate, a visit to a place of international religious significance

*Although there are obvious caveats to do with health and safety, such field trips could provide powerful insight into the lives and motivations of religious believers and offer real opportunities for students to develop and promote cross-cultural links and inter-faith and inter-personal relations.*

## In conclusion

There are many ways in which Religious Education can be provided for the 16-19 student and provided in such a way that it offers real opportunities to enrich, broaden or support the students' studies. Schools need to catch the vision of a subject which can add to their students' spiritual, moral, social and cultural development but also give added value in academic and vocational terms.

Schools obviously need to devise the most appropriate ways of delivering Religious Education for their students and establish the best model for its delivery. They should also be able to identify, quantify and evaluate the Religious Education they decide to provide. In some schools this will prove a challenge but it is one worth facing.

# Assessment in RE

Assessment is the process by which progress is measured and communicated to pupils so that they can take their learning forward. It also serves to inform the teacher whether learning objectives have been met and what steps need to be taken to enable pupils to progress further. In Religious Education, obviously, assessments should be designed so that pupils have opportunities to show what they know, understand, and can do. The process of assessment, however, should be conducted in line with the whole school assessment policy and take account of national developments in this field.

## Definitions

There are two commonly understood areas of assessment.

- **Assessment of learning**, also known as summative assessment. This is when work is assessed at the end of a unit, year or key stage, so that a judgement can be made about how well a pupil is doing at that stage. It will usually involve the use of grades, marks, or attainment levels.
- **Assessment for learning**, also known as formative assessment. This involves identifying the next steps for learning as well as responding to errors and difficulties. In the assessment for learning model, the teacher gives many clear indicators for improvement and allows the pupil to make the suggested improvements.

Assessment for learning now plays an increasingly important role in schools. Good assessment for learning .....

- is embedded as an essential part of teaching and learning;
- involves sharing learning goals with pupils;
- aims to help pupils to know and recognise the standards they are aiming for;
- involves pupils in peer and self assessment;
- provides feedback which leads pupils to recognising their next steps and how to take them;
- involves both teacher and pupils reviewing and reflecting on assessment data.

## Assessment in the Norfolk Agreed Syllabus

The Norfolk Agreed Syllabus contains Attainment Targets and level descriptions for Religious Education based on national guidelines from QCA. Their use as a tool for assessment is a statutory requirement of the Agreed Syllabus.

The two Attainment Targets are:

- Attainment Target 1 Learning about Religion**
- Attainment Target 2 Learning from Religion**

The eight level descriptions are intended to assist teachers in making secure judgements about the progress of their pupils in both of the attainment targets. In order to do this teachers will need to use both assessment for learning and assessment of learning.

## A Primary perspective on Assessment in RE

In primary schools, assessment in RE will generally follow the same procedures as for Foundation

subjects and be in line with the whole school assessment policy. However, it may be necessary for subject leaders to stress that knowledge, skills and understanding in Religious Education can and should be assessed. They should not allow colleagues to suggest that RE cannot be assessed, or that such assessment measures how religious a pupil is, or their degree of spiritual development. However, there are some important areas that are developed through RE, such as attitudes, which are not suitable for assessment against an eight level scale. A pupil's development in these areas can be commented on in their end of year report.

As assessment in Religious Education has been seen as an area of weakness in many schools, every effort should be made to apply the principles of assessment for learning to the subject. Some of the following ideas may also help to make assessment in RE more effective:

- Develop tasks that match the requirements of the syllabus and that will help the children make progress towards the levels of attainment.
- Share learning objectives or key questions based on the syllabus with children so they understand what they are aiming at, and assess in relation to these.
- Accept that some lessons do not support direct assessment but consolidate, remembering to balance these with lessons which allow the children to demonstrate what they know, understand and can do in RE.
- Allow for some informal assessment in relation to discussion, debate or group work; for example, by making note of individual comments, by asking the children to initial their own contributions to a brainstorming exercise, by asking children to record their best idea/suggestion in a speech bubble for display.
- Focus on specific RE requirements; for example, pupils describe what the features in a place of worship say about that religion's beliefs. rather than simply drawing pictures.
- Make comments (oral or written) about progress against RE objectives, rather than those for handwriting, literacy, etc.
- Allow pupils opportunities to assess their own and their peers' progress in relation to particular areas of RE work.

## A Secondary perspective on Assessment in RE

RE teachers in secondary schools need to ensure that assessment is undertaken regularly for all pupils and in line with the whole school assessment policy. However, it is unrealistic to expect in-depth assessment to be undertaken each week when a teacher might see several hundred pupils during that time. While all pupils' work should be valued, and can be monitored for completion and general standards, not every piece of work needs to be given a level or grade. Each department should consider how assessment may be managed, both effectively and efficiently, by thinking carefully about what and how much to assess within each unit of work.

Some ways to make the management of assessment more efficient include:

- ensuring that assessed pieces of work are fully integrated into curriculum planning so they both demonstrate achievement and contribute to learning
- "staggering" marking so only a certain number of classes have their work marked each week
- using "samples" of 5/6 pupils' work from each class, making sure all pupils work is seen over time
- making use of self assessment and peer assessment
- devising strategies to use tasks other than extended writing which enable effective assessment



Some ways to make the assessment of pupils more effective include

- setting clear and focussed objectives and learning outcomes for tasks which pupils are shared with them
- providing detailed marking schemes for both yourself and colleagues, with a clear link between the task being set and the levels that can be demonstrated
- ensuring that grades and levels have clear and intelligible criteria
- ensuring that pupils know and understand what is required of them and how they might achieve to the best of their ability
- giving pupils clear feedback on their achievement, including ways they could improve their work and setting achievable targets for them.

### Further guidance

You may also like to refer to the following:

*Good Assessment Practice in Religious Education*, Ofsted 2003 (available on the website)

*Key Stage 3 National Strategy Assessment for Learning Documents*, DfES

*The Primary National Strategy: Learning and Teaching in the Primary Years - Assessment for Learning unit*, DfES

# Guidance on making the Norfolk Agreed Syllabus accessible to pupils with learning difficulties

The Norfolk SACRE believes that Religious Education embraces all pupils and offers those with learning difficulties a real opportunity to achieve and succeed in accordance with their abilities. We therefore include, in full, the following guidance from QCA.

## The importance of Religious Education to pupils with learning difficulties

Religion is the experience and expression of faith. Learning about religion and learning from religion are important for all pupils, as Religious Education helps pupils develop an understanding of themselves and others. Religious Education promotes the spiritual, moral, social and cultural development of individuals and of groups and communities.

In particular, Religious Education offers pupils with learning difficulties opportunities to:

- develop their self-confidence and awareness
- understand the world they live in as individuals and as members of groups
- bring their own experiences and understanding of life into the classroom
- develop positive attitudes towards others, respecting their beliefs and experience
- reflect on and consider their own values and those of others
- deal with issues that form the basis for personal choices and behaviour.

In response to these opportunities, pupils can make progress in Religious Education:

- by moving from a personal to a wider perspective
- by increasing their knowledge of religious beliefs, practices and experiences
- through developing understanding of the meaning of stories, symbols, events and pictures
- through developing and communicating their individual responses to a range of views.

## Religious Education in the Norfolk Agreed Syllabus

There are two attainment targets for Religious Education in the Norfolk Agreed Syllabus: **Learning about religion** and **Learning from religion**.

### Learning about religion

For all pupils, their knowledge and understanding of different religions begins with awareness that some objects and people are special. They start to experience different religions in their own community and the wider world. They learn about similarities and differences and recognise the value of contact with people practising different religions.

Teaching this attainment target across key stages can help pupils to:

- encounter religious ideas expressed in a range of ways, *for example, through pictures and sounds*
- explore the special elements in Christianity and other religions represented in the UK, *for*

*example, music, food and artefacts*

- find out how people express their religious beliefs, *for example, through singing and prayer*
- discover how religions deal with loss and bereavement
- meet and communicate with people practising Christianity and other religions represented in the United Kingdom
- find out about religion in their community
- recognise and celebrate the similarities and differences in people and religions
- become familiar with a range of stories from Christianity and other religions and from a variety of cultures.

## Learning from religion

Learning from religion begins with an awareness that each pupil is personally valued and that others are special too. Pupils with learning difficulties should have opportunities to explore what it means to be part of a group and to learn how to share with others. They express their ideas and feelings in a variety of ways.

Teaching this attainment target across key stages can help pupils to:

- appreciate the world
- explore the significance of, and ask questions about, what they learn
- explore the things, times and events that are special in their lives, *for example, music, food and celebrations*
- experience times of stillness and quietness and develop the skill of reflection
- share feelings, experiences and their work with others
- appreciate the value of others and of being part of a group
- develop an understanding of moral values.

## Improving access to the Religious Education curriculum

Staff can make Religious Education more accessible by focusing on the senses. They can improve access by:

- using sensory materials and resources through sight, touch, sound, taste or smell, *for example, music, tactile artefacts, plants in a sensory garden*
- giving pupils first-hand experiences, *for example, visitors to school, visits to religious buildings, involvement in festivals*
- organising a range of activities to give personal experiences, *for example, dance, drama, visits to a range of environments*
- helping pupils to understand and appreciate their world and its diversity.

Staff can also improve access by:

- using a range of resources, *for example, interactive/sensory stimuli, information and communication technology (ICT)*, to increase pupils' knowledge of religions and the elements in them
- using specialist aids and equipment
- providing support from adults or other pupils when necessary, while allowing pupils the space, time and freedom to develop skills for themselves
- adapting tasks or environments and providing alternative activities where necessary, *for*

- *example, tactile story books, puppets, role play, presenting work as a painting instead of writing*
- being aware of the pace at which pupils work and of the physical and mental effort required
- balancing consistency and challenge, according to individual needs.

Teaching Religious Education can help pupils develop their broader communication and literacy skills through encouraging interaction with other pupils as well as staff. With some pupils, communication and literacy skills will develop as they use a range of visual, written and tactile materials, *for example, large print, symbols and symbol text*. These skills also develop as pupils use ICT and other technological aids. Other pupils' skills will develop as they use alternative and augmentative communication, *for example, body movements, eye gaze, facial expressions and gestures including pointing and signing*.

This guidance is taken from the QCA document: **Planning, teaching and assessing the curriculum for pupils with learning difficulties – Religious Education**. If you do not have access to the document, it is on the QCA website.

The document provides examples of how units of work from the QCA Scheme of work for Religious Education can be adapted and made accessible to all pupils. It also gives good examples of opportunities and activities at Key Stages 1-4; these describe where the focus of Religious Education might be for 'all, most or a few' pupils with learning difficulties.

## 'P' level performance descriptions for Religious Education

These performance descriptions outline early learning and attainment before level 1 in eight levels, from P1 to P8.

The performance descriptions can be used by those teaching pupils with learning difficulties in the same way as the Agreed Syllabus level descriptions to:

- decide which description best fits a pupil's performance over a period of time and in different contexts;
- develop or support more focused day-to-day approaches to ongoing teacher assessment by using the descriptions to refine and develop long, medium and short-term planning;
- track linear progress towards attainment at Agreed Syllabus level 1;
- identify lateral progress by looking for related skills at similar levels across subjects;
- record pupils' overall development and achievement, for example, at the end of a year or a key stage.

## 'P' level performance descriptions for Religious Education

*The performance descriptions for P1 to P3 are common across all subjects. They outline the types and range of general performance that some pupils with learning difficulties might characteristically demonstrate. Subject-focused examples are included to illustrate some of the ways in which staff might identify attainment in different subject contexts.*

**P1 (i)** Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, for example, startling at sudden noises or movements. Any participation is fully prompted.

**P1 (ii)** Pupils show emerging awareness of activities and experiences. They may have periods

when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, *for example, becoming still in response to silence*. They may give intermittent reactions, *for example, vocalising occasionally during group celebrations and acts of worship*.

**P2 (i)** Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, *for example, briefly looking around in unfamiliar natural and manmade environments*. They begin to show interest in people, events and objects, *for example, leaning towards the source of a light, sound or scent*. They accept and engage in co-active exploration, *for example, touching a range of religious artefacts and found objects in partnership with a member of staff*.

**P2 (ii)** Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, *for example, showing that they have enjoyed an experience or interaction*. They recognise familiar people, events and objects, *for example, becoming quiet and attentive during a certain piece of music*. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, *for example, repeating a simple action with an artefact*. They co-operate with shared exploration and supported participation, *for example, performing gestures during ritual exchanges with another person performing gestures*.

**P3 (i)** Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, *for example, prompting a visitor to prolong an interaction*. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, *for example, stroking or shaking artefacts or found objects*. They observe the results of their own actions with interest, *for example, when vocalising in a quiet place*. They remember learned responses over more extended periods, *for example, following a familiar ritual and responding appropriately*.

**P3 (ii)** Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, *for example, prompting an adult to sing or play a favourite song*. They can remember learned responses over increasing periods of time and may anticipate known events, *for example, celebrating the achievements of their peers in assembly*. They may respond to options and choices with actions or gestures, *for example, choosing to participate in activities*. They actively explore objects and events for more extended periods, *for example, contemplating the flickering of a candle flame*. They apply potential solutions systematically to problems, *for example, passing an artefact to a peer in order to prompt participation in a group activity*.

## Performance descriptions in Religious Education

From level P4 to P8, many believe it is possible to describe pupils' performance in a way that indicates the emergence of skills, knowledge and understanding in RE. The descriptions provide an example of how this can be done.

**P4** Pupils use single elements of communication, *for example, words, gestures, signs or symbols, to express their feelings*. They show they understand 'yes' and 'no'. They begin to respond to the feelings of others, *for example, matching their emotions and laughing when another pupil is laughing*. They join in with activities by initiating ritual actions or sounds. They may demonstrate an appreciation of stillness and quietness.

**P5** Pupils respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings. They respond to a variety of new religious experiences *for example, involving music, drama, colour, lights, food, or tactile objects*. They take part in activities involving two or three other learners. They may also engage in moments of individual reflection.

**P6** Pupils express and communicate their feelings in different ways. They respond to others in group situations and co-operate when working in small groups. Pupils listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals. They carry out ritualised actions in familiar circumstances. They show concern and sympathy for others in distress, *for example, through gestures, facial expressions or by offering comfort*. They start to be aware of their own influence on events and other people.

**P7** Pupils listen to and follow religious stories. They communicate their ideas about religion, life events and experiences in simple phrases. They evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences. They find out about aspects of religion through stories, music or drama, answer questions and communicate their responses. They may communicate their feelings about what is special to them, *for example, using role-play*. They begin to understand that other people have needs and to respect these. They make purposeful relationships with others in group activity.

**P8** Pupils listen attentively to religious stories or to people talking about religion. They begin to understand that religious and other stories carry moral and religious meaning. They are increasingly able to communicate ideas, feelings or responses to experiences or to retell religious stories. They communicate simple facts about religion and important people in religions. They begin to realise the significance of religious artefacts, symbols and places. They reflect on what makes them happy, sad, excited or lonely. They demonstrate a basic understanding of what is right and wrong in familiar situations. They are often sensitive to the needs and feelings of others and show respect for themselves and others. They treat living things and their environment with care and concern.